

# Leicestershire Music Hub

## soundOscope iPad KS1 Plans

SoundOscope is a free iPad application that is simple to use and ideal for EYFS and lower age primary year groups. The application allows users to record sounds and perform simple edits and alterations to the sounds, including pitch and volume edits. There is a wider array of editing tools available but these have to be purchased. This following lesson plan is based around the free version of the application.

So that the pupils can record their work for peer and teacher feedback, please follow the enriched assessment guidance on how to perform screen and audio captures on iPads. A tutorial video, explaining how to do this, can be found on slide 4. SoundOscope also has a save and export function build into the application that allows for audio saving of pupils work.



### Example strand of learning

**Lesson 1:** Introduce the pupils to soundOscope and how to use the basic functions. Focus on discussions about pitch and embed this key vocabulary. Offer several example activities, using the pitch video challenges. Pupils record and edit their own sounds, using soundOscope, comparing and identifying high and low pitches.

**Lesson 2:** Recap the key learning from the previous lesson, discussing pitch vocabulary and running through the video activities from previous lesson. Pupils sing through Old MacDonald and come up with a list of animals that could be on the farm. Pupils to use their voices to record and edit given animal sounds into soundOscope, before singing through Old Macdonald again, triggering the recorded animal noises at the relevant parts of the song.

**Lesson 3:** Recap prior learning, musical vocabulary and how to use soundOscope. Discuss how technology has been used with singing to create something new. What makes a good recording? (clear, not much background noise, good volume etc). Watch Michael Rosen – We're going on a bear hunt. Pupils to sing along and make sound effects at suitable moments. Once familiar, pupils to be tasked in small groups to recreate the sound effects on soundOscope using their voices / instruments and to play them, at suitable moments, when singing through bear hunt again.

**Lesson 4:** Discuss a range of animals that live in different habitats / biomes / environments. Discuss each environment and the sounds you might hear in each one. These sounds could be made by other animals that live there or by sounds made in the environment (wind, water splashing, twigs snapping etc). Make a class list on the board Put pupils into small groups to compose their own short piece based around a given habitat. This can be created using recorded sounds / sound effects on soundOscope, percussion and tuned instruments. Explain that tuned instruments should only use a given scale (scaffolding) of C, D, E, G, A. Tell pupils to think about suitable instrumentation, tempo and dynamics.

**Lesson 5:** Pupils to continue composing their short pieces about their habitats. Option to begin using some graphic notation / markings to help remember when certain instruments / sounds play. Pupils to perform their group pieces. Teacher to video record them for next lesson.

**Lesson 6:** Pupils watch back their performances, appraising and making judgements against the teacher's given criteria (set in lesson 4).

### Planning

This planning is an example of a unit of work that can be taught using the soundOscope iPad application. Lesson written by Akshay Sharma and Lead for Music Technology at Leicester-Schools Music Service, Bradley Smith. The first lesson is fully planned and resourced with a PowerPoint and accompanying video links. These resources can be found on the Leicester-Shire Schools Music Service website. Ideas for lessons 2 to 6 have been written (see to the left) to offer guidance as to how a full 6 lesson unit could be created and extended from lesson 1.

# Lesson plans

## Lesson 1

**L.O: I can use technology to create and change sounds and I can recognise high and low pitches.**

Starter	Plenary
<p>Go to lesson slides: <a href="https://www.slideshare.net/secret/ec6fOjXeuWvFs">https://www.slideshare.net/secret/ec6fOjXeuWvFs</a>.</p> <p>Go to slide 4 of the PowerPoint and watch the teacher guidance and video tutorials ahead of the lesson. Ensure the soundOscope app is on enough iPads for the lesson.</p> <p>Slide 5 – Explain the learning outcome and what will be covered in the lesson.</p> <p>Ask pupils, <b>What is pitch?</b> Discuss sounds around us in the world and how they come in a very large range of pitches. Play pitch activity 1 on slide 6. This activity allows pupils to listen to a selection of world sounds and to discuss and decide which ones are higher and lower.</p> <p>On slide 7, there are 2 more pitch activity videos. Video 2 explores the idea of comparing pitches from different instruments (NB – Discuss how different instruments can play differing ranges of sounds and how some can make very high to very low pitches). Video 3 asks pupils to identify pitches played on the same instrument.</p>	<p>Bring the class together. Teacher to choose pupils to play two different iPad recordings to the class. Allow class to make suggestions, deciding on which of the pitches is higher or lower. Teacher to give answer. NB: Note that you might encounter sounds that are very similar in pitch. In this case, you could say they are similar. Have this discussion with the class.</p> <p>Do this activity several times.</p> <p>(Literacy Link) If there is time, ask pupils to read a section of a book where there are two characters who would have clearly different pitched voices. A book with farmyard animals would be ideal. Ask the pupils to make a recording of a sentence where one of the animals speaks. Then ask the pupils to adjust the pitch of the recording appropriately for that animal. Play these recordings back to the class, asking if they believe the pitch has been adjusted suitably for the animal.</p> <p style="text-align: center;"><b>Differentiation</b></p> <p>Differentiation by peer support: create mixed ability pairs when carrying out the video listening activities and when carrying out the recordings. HA encouraged to model using the word pitch correctly and to support the LA pupil when using the app, if needs be.</p> <p>Guided group: Teacher to lead a guided group for LA pupils, supporting and guiding conversations regarding pitch and modeling several classroom sounds that exemplify a variety of higher and lower pitches.</p>
<b>Activities</b>	
<p>On slide 8, there is some guidance, including a tutorial video for pupils and staff, explaining the basics of using the soundOscope app.</p> <p>Slide 9 explains the key function buttons (record and pitch control) that can be used by the pupils to begin exploring recording sounds around the classroom.</p> <p>Ask the pupils to record some sounds and then to share their sounds with friends, comparing and discussing which of the sounds has the higher and lower pitch.</p>	