

# Using **web-based resources** in Secondary Music

# Using web-based resources in Secondary Music

**Using web-based resources is one of a number of ways to contribute to pupils' entitlement to ICT in music lessons at Key Stage 3. Using ICT in music is statutory at this key stage and it should be used to 'recall, capture, change, combine, create, manipulate and refine sounds'. Some examples given here describe lessons in which web-based materials were used to aid Key Stage 3 pupils in developing their musical skills, knowledge and understanding. Other examples relate to non-statutory GCSE work in Key Stage 4.**

Some web-based resources are more suited to teacher-led situations, using a digital projector or electronic whiteboard with the whole class. Prior preparation may be needed in some cases. For example, a MIDI file might be downloaded in advance and adapted to meet specific learning objectives. Music teachers can use ICT to unpick musical textures, to model musical concepts, to support class singing and other performances, to demonstrate, explain and question, to stimulate discussion and to ask individual children to make a suggestion, a judgement, or give an opinion.

Some creative music applications are designed to allow free, unguided manipulation of musical material. These often promote educational progress only when teachers set a well-defined task in advance and intervene regularly to ensure that pupils are addressing learning objectives according to their needs.

Sometimes it is not right to insist that pupils work quietly at the computer. They need opportunities to discuss their ideas with their teacher and their peers, to test things out and to listen to how other children arrived at their solutions. They may need to try something out on a classroom instrument.

Remember that specialised equipment may be necessary when accessing music-based websites. For example, headphones are often an important consideration for individual or small group work, while adequate amplification is important in whole-class situations.

Also bear in mind that a site that works fine on your home computer may fail at school if the necessary browser plug-ins (see separate box) have not been installed. Always check in advance using the actual classroom computer(s). Web pages for pupil use can sometimes be bookmarked and set to be used offline. In other cases, especially where streamed audio is concerned, a live connection will always be necessary. You will need to check before use which strategy will work.

# <http://www.ictadvice.org.uk/webbasedresources>

Some sites are featured here because they allow you to download and install free educational software. Before attempting this, ask your network manager if you have the necessary network privileges.

Most of these sites contain more than we have room to show. It may be worth investigating to see whether they have something that is not shown here that would be suitable for a different year group. Practical suggestions for using other technologies can be found in Becta's online Secondary Music Entitlement document [[http://www.ictadvice.org.uk/downloads/entitlement\\_doc/entitle\\_music\\_sec.doc](http://www.ictadvice.org.uk/downloads/entitlement_doc/entitle_music_sec.doc)].

Search engines are websites that will find web pages that include any keywords you type in. For example, to find information about how drugs affected pop music of the early 1970s, you might search for keywords 'drugs', 'pop music' and '1970'. But you may have to sift through several pages before you find what you are after. There are also special child-friendly search engines that pupils can use, including:

Ask Jeeves for Kids [<http://www.ajkids.com/>]

Kidsclick [<http://www.kidsclick.org/>]

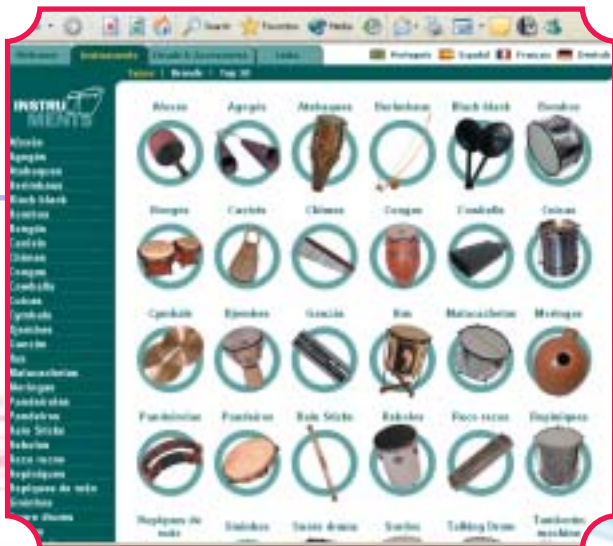
Yahooligans [<http://yahooligans.yahoo.com/>]

## What are browser plug-ins?

Special 'plug-ins' are sometimes necessary to allow a web browser to interpret certain kinds of musical information on the internet. The best websites will detect whether your browser lacks a necessary plug-in and automatically redirect you to the web page from where the plug-in can be downloaded and installed (usually free of charge). Unfortunately, often only the network manager has privileges to install such plug-ins. In music, plug-ins allow you to do things like listen to live radio from all over the world, listen to archived BBC recordings, listen to streaming audio files (which start to play within a few seconds instead of waiting for the whole file to download), see music notation on the screen as it plays back, or use interactive animations, composition tools and learning games. Without these plug-ins a browser can seem very limited for music education use. The Netscape Browser Plugin Finder [[http://wp.netscape.com/plugins/search\\_pi.html?cp=plp](http://wp.netscape.com/plugins/search_pi.html?cp=plp)] is a comprehensive searchable database of browser plug-ins.







## Brazilian Percussion KS3

This site is an online shop offering 40 different kinds of Samba instrument. There is a sound file of each individual instrument. There is also an extensive list of links to other Samba-related sites.

URL: <http://www.brazilianpercussion.com/english/instrumentos>

Relevant to the following:

### National Curriculum

4. *Listening, and applying knowledge and understanding*
  - c) *identify the resources, conventions, processes and procedures, including use of ICT, staff notation and other relevant notations, used in selected musical genres, styles and traditions*
  - d) *identify the contextual influences that affect the way music is created, performed and heard [for example, intention, use, venue, occasion, development of resources, impact of ICT, the cultural environment and the contribution of individuals]*

### Scheme of work

*Extends Unit 9: Music for dance (exploring musical conventions)*

## Using eJay-type applications KS3

EJay is one of many affordable programs that allow drag-and-drop composition. It is relatively easy to produce stylistically coherent pieces with good harmonic and rhythmic fit, and pupils enjoy making them. This strand of the recent ICT Advice Online Inset for Music provides some practical tasks that ensure worthwhile musical learning, including resources for pupils with special needs.

URL: <http://forum.ngfl.gov.uk/WebX?230@@.efa4266>

Relevant to the following:

### National Curriculum

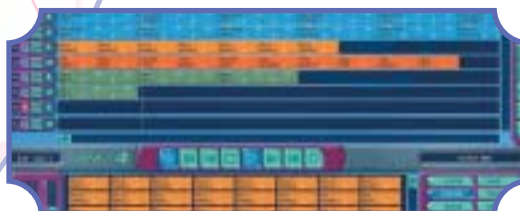
2. *Creating and developing musical ideas*
  - a) *composing skills*
  - b) *produce, develop and extend musical ideas, selecting and combining resources within musical structures and given genres, styles and traditions.*
4. *Listening, and applying knowledge and understanding*
  - c) *identify the resources, conventions, processes and procedures, including use of ICT, staff notation and other relevant notations, used in selected musical genres, styles and traditions*
  - d) *identify the contextual influences that affect the way music is created, performed and heard (for example, intention, use, venue, occasion, development of resources, impact of ICT, the cultural environment and the contribution of individuals).*

### Scheme of work

*Unit 9: Music for dance (exploring musical conventions)*

In preparation for a workshop by visiting Samba artists, the teacher of a Year 8 class prepared an electronic worksheet for pupils to complete, using information from this website (and the London School of Samba website [<http://www.londonschoolofsamba.co.uk>]).

The first section of the worksheet contained descriptions of Samba instruments and their sounds for pupils to name. The second section contained Samba vocabulary words for pupils to provide definitions. The third section required pupils to download a picture of a Samba procession and write a paragraph explaining the scene.



As suggested in one of the lesson plans from this web area, pupils in Year 8 were given a storyboard for a TV advertisement for a car. There were just four scenes lasting one minute. Pupils were given the description and exact timing for each scene and guidance about tempo. Their task was to compose a soundtrack for the advertisement using eJay, making sure that their music matched the content and timing of each scene as closely as possible.



A music teacher first downloaded the blank score worksheet [<http://www.o-music.tv/worksheets.htm>] which uses a very similar layout to the clock-face diagrams used in the Unit 4 QCA literature. Year 7 pupils then worked in small groups to create their own cyclic rhythm patterns and write these on copies of the sheet. They used O-generator Online (blank pattern 2) to check that the sound of their diagram matched their expectations. They made refinements, using the program to experiment.

The teacher also found more ideas and ICT resources for world music lessons from the ICT Advice Online Inset for Music [<http://forum.ngfl.gov.uk/WebX?230@@.efa4275>].

### O-Generator Online KS3 & 4

This site relates to a commercial program that can be used to create cyclic patterns in different styles. Some program capabilities and teaching materials are available online for evaluation purposes, such as those used in the example scenario. The full program could also be used with GCSE classes.

URL: <http://www.o-music.tv>  
(Demos & Downloads > Play Online > World Rhythms)

Relevant to the following:

**GCSE**

**National Curriculum**

- Controlling sounds through singing and playing performing skills
- practise, rehearse and perform with awareness of different parts, the roles and contribution of the different members of the group, and the audience and venue
- Creating and developing musical ideas composing skills
- produce, develop and extend musical ideas, selecting and combining resources within musical structures and given genres, styles and traditions

**Scheme of work**  
Unit 4: Musical cycles (exploring cyclic patterns)

### Emplive: Video of the Week Archive KS3

The 'video of the week' archive area of this website includes clips of performances and interviews concerning historically significant American musicians and styles. Other areas contain related audio clips and supporting information.

URL: <http://www.emplive.com/explore/vow>

Relevant to the following:

**National Curriculum**

- Responding and reviewing appraising skills
- communicate ideas and feelings about music using expressive language and musical vocabulary to justify their own opinions
- Listening, and applying knowledge and understanding
- identify the contextual influences that affect the way music is created, performed and heard (for example, intention, use, venue, occasion, development of resources, impact of ICT, the cultural environment and the contribution of individuals)

**Scheme of work**  
Unit 8: Jazz improvisation (exploring improvisation)

A teacher researched the movie clips available on this site and chose 'Blues Defined' and three other classic clips of live blues performers. She discussed these with a Year 8 class as an introduction to a practical project on 12-bar blues and improvisation.

She downloaded The Blues' teacher guide [<http://www.pbs.org/theblues/classroom/downloads>] to deepen her personal understanding of blues style and to get more classroom ideas (allowing for English and American curriculum differences). She was also interested in the series of feature-length films about the blues, explained on The Blues website [<http://www.pbs.org/theblues/aboutfilms/aboutfilms.html>].



## Using ICT to capture change and combine sounds KS3

These downloadable training materials explore how Windows Sound Recorder and Audacity (cross-platform freeware) can be used in the classroom. The pack contains suggestions for specific class activities and 'crib sheets' that pupils can refer to for guidance on how to operate the software.

URL: <http://forum.ngfl.gov.uk/WebX?230@@.efa426f>

Relevant to the following:

### **National Curriculum**

2. *Creating and developing musical ideas*
  - a) *composing skills*
  - b) *produce, develop and extend musical ideas, selecting and combining resources within musical structures and given genres, styles and traditions*
3. *Responding and reviewing appraising skills*
  - b) *communicate ideas and feelings about music using expressive language and musical vocabulary to justify their own opinions*
  - c) *adapt their own musical ideas and refine and improve their own and others' work*

### **Scheme of work**

*Unit 3: Soundscapes (exploring acoustic and electronic sounds using music technology)*



The teacher of a Year 7 class had downloaded and installed Audacity from the Audacity website [<http://audacity.sourceforge.net>].

She followed the ideas in the pack she had downloaded from this site and worked with the whole class. They explored how sounds made by pupils could be recorded, scrutinised and altered in different ways using processing effects. She went on to show them how several sounds could be included on separate tracks and dragged back and forward in time to create and refine a soundscape.

Then she gave pupils a story about a walk through a graveyard and asked them to make their own descriptive soundscapes.

# Secondary Music

## The Commonwealth Studio KS3 & 4

This area of the BBCi site contains about four hours of learning activities about songwriting. Pupils navigate through an animated presentation by a 5-piece band, with links to printed resource materials where appropriate. There is also a separate set of teaching notes. Topics covered are Accent and rhythm, Improvising, Texture, Word setting and structure, and Harmony.

URL: <http://www.bbc.co.uk/musiclive/commonwealth>

Relevant to the following:

### **GCSE**

### **National Curriculum**

*Most areas*

### **Scheme of work**

*Unit 15: Song (exploring songs and the use of music technology)*

A teacher made use of these materials with Year 9 pupils to contribute to Unit 15 of the QCA scheme of work, which focuses on song and the use of music technology. Some of the more advanced work on using alternative harmonies was also useful in GCSE lessons.

The teacher also requested a free copy of the BBC Radio & Music Learning Pack (and CD-ROM), which has comprehensive details of this and other music education resources available on the BBCi site.



# Secondary Music

## Naxos Catalogue KS3 & 4

The complete Naxos catalogue is now available online as streaming audio. Of course, the audio quality doesn't quite match the CDs but it is adequate for some educational purposes. The Catalogue area is a searchable database of many thousands of pieces across a range of styles and historical periods. The Learning Zone contains a wealth of factual information too. Free access is limited to 25 per cent of each track.

URL: [http://www.naxos.com/naxos/uk/naxos\\_uk.htm](http://www.naxos.com/naxos/uk/naxos_uk.htm)

Relevant to the following:

**GCSE**

**National Curriculum**

3. *Responding and reviewing appraising skills*
  - a) *analyse, evaluate and compare pieces of music*
4. *Listening, and applying knowledge and understanding*

**Scheme of work**

*All units*

A teacher delivering Unit 14 of the QCA scheme of work prepared a worksheet to enable Year 9 pupils to improve their understanding of the similarities and differences between concertos from different times and places.

For each question, the teacher named the composer and title of two movements to be compared. This was followed by a small number of focused questions to draw out specific similarities and differences. Pupils went to a computer room where there were enough computers (and headphones) for them to work privately.

The ICT technician first had to configure the network to allow streaming audio from this site through the firewall.

## Karaoke software in the classroom KS3

This is one strand of the recent ICT Advice Online Inset for Music. There is a training pack for teachers to download containing information about using karaoke in the classroom, some example files to use and links to relevant sites. (The screenshot shows a karaoke player in use.)

URL: <http://forum.ngfl.gov.uk/WebX?230@@.efa426d>

Relevant to the following:

**National Curriculum**

1. *Controlling sounds through singing and playing performing skills*
  - a) *sing unison and part songs developing vocal techniques and musical expression*
  - b) *perform with increasing control of instrument-specific techniques*
2. *Creating and developing musical ideas composing skills*
  - a) *improvise, exploring and developing musical ideas when performing*
3. *Responding and reviewing appraising skills*
  - a) *analyse, evaluate and compare pieces of music*
  - c) *adapt their own musical ideas and refine and improve their own and others' work*

**Scheme of Work**

*Units that involve singing or improvising.*



A teacher installed the free vanBasco player from vanBasco Software [<http://www.vanbasco.com>]. Using the search engine on the same site she could find many useful songs that pupils would enjoy singing.

She watched the 'viewlet' about vanBasco's educational features on the Musicwing website [<http://www.musicwing.co.uk/viewlets>]. She learned how easily a song can be transposed to match pupils' voice ranges. She also saw how to isolate strands in the backing so that pupils could understand more clearly how a texture is constructed. In class, she muted tracks in cases where pupils could perform the same (or improvised) material themselves on classroom instruments.



## AudioMulch KS3 & 4

AudioMulch is shareware that can be downloaded from this site and tried for free. You can also register for a small fee. It can add a wide variety of processing effects to live performances or existing recordings. It uses so-called 'contraptions' that generate or process sound and these can be chosen and routed as the user pleases. It would be wise to offer younger pupils a choice of simple ready-made files for immediate use.

URL: <http://www.audiomulch.com>

Relevant to the following:

### GCSE

#### National Curriculum

1. *Controlling sounds through singing and playing performing skills*
  - a) *perform with increasing control of instrument-specific techniques*
  - b) *perform with increasing control of instrument-specific techniques*
  - c) *perform with increasing control of instrument-specific techniques*
2. *Creating and developing musical ideas composing skills*
  - a) *produce, develop and extend musical ideas, selecting and combining resources within musical structures and given genres, styles and traditions*
  - b) *produce, develop and extend musical ideas, selecting and combining resources within musical structures and given genres, styles and traditions*
  - c) *produce, develop and extend musical ideas, selecting and combining resources within musical structures and given genres, styles and traditions*
4. *Listening, and applying knowledge and understanding*
  - a) *identify the resources, conventions, processes and procedures, including use of ICT, staff notation and other relevant notations, used in selected musical genres, styles and traditions*
  - b) *identify the resources, conventions, processes and procedures, including use of ICT, staff notation and other relevant notations, used in selected musical genres, styles and traditions*
  - c) *identify the resources, conventions, processes and procedures, including use of ICT, staff notation and other relevant notations, used in selected musical genres, styles and traditions*

#### Scheme of work

*Unit 3: Soundscapes (exploring acoustic and electronic sounds using music technology)*

*Unit 10: Hooks and riffs (exploring riffs, hooks and grounds and the use of music technology)*

*Unit 15: Song (exploring songs and the use of music technology)*



A teacher downloaded AudioMulch and installed it on a computer for use by a GCSE pupil with a real flair for electronic music. By exploring one of the more complex example files that came with the program (see screenshot), the pupil devised his own repeating drum and bass lines that play back with echoes and a long slow flanger sweep.

The sound of this really inspired him. He saved it as an audio file which he then imported into a sequencer as a looping ostinato. By adding other parts in the sequencer the pupil built a longer piece that was submitted as a GCSE composition.

## Chord House KS4

This site offers a chord look-up facility for keyboard and guitar players. It gives the notes and keyboard or fretboard patterns for all the standard chord symbols and scale types. The sound of the chosen chord or scale can also be sounded (via the computer's MIDI system).

URL: <http://www.looknohands.com/chordhouse>

Relevant to the following:

### GCSE

A GCSE teacher had asked several groups of pupils to prepare a performance of a contemporary piece, basing their work on sheet music. They could refer to a recording if one was available. Pupils could choose any piece they wanted, so it was not practical for the teacher to provide information about every chord symbol they might encounter.

Instead, the teacher showed the pupils this website and let them take responsibility for themselves. As work was in progress, some more able guitarists asked questions that prompted the teacher to explain more to them about chord theory.



## Rock 'n' Roll Quiz KS3

This is one of many resources freely available from this music teacher's site. This quiz, for Year 9 pupils, includes clear instructions on how to work, a pre-prepared answer sheet and links to relevant websites to research the answers. Pupils need live access to the web (or the linked web pages need to be downloaded in advance).

URL: <http://www.duckmusic.free-online.co.uk>

Select 'Class Music' and then 'Year 9 Rock and Roll Quiz'.

Relevant to the following:

### National Curriculum

4. *Listening, and applying knowledge and understanding*
- c) *identify the resources, conventions, processes and procedures, including use of ICT, staff notation and other relevant notations, used in selected musical genres, styles and traditions*
- d) *identify the contextual influences that affect the way music is created, performed and heard (for example, intention, use, venue, occasion, development of resources, impact of ICT, the cultural environment and the contribution of individuals).*

### Scheme of work

Unit 15: Song (exploring songs and the use of music technology)



Pupils were asked to complete this quiz as one activity in a set of Year 9 lessons drawing on Rock 'n' Roll songs. The class had already sung a specially prepared version of 'Rock Around the Clock' with keyboard and class percussion accompaniment. Then they were asked to complete this quiz in order to put that song into a clear historical and cultural perspective. They worked in pairs in a networked computer room. One pupil, who had to leave early for a medical appointment, emailed the URL to her personal mailbox so that she could complete the work at home.



## PowerPoint composing template KS3 & 4

This is one strand of the recent ICT Advice Online Inset for Music. There is a training pack for teachers to download. This contains information about embedding sound in PowerPoint templates that pupils can use to encapsulate their composition work and some resulting exemplars. The focus is on presenting and reviewing composition coursework.

URL: <http://forum.ngfl.gov.uk/WebX?230@@.efa426e>

Relevant to the following:

GCSE

### National curriculum

2. *Creating and developing musical ideas composing skills*
  - b) *produce, develop and extend musical ideas, selecting and combining resources within musical structures and given genres, styles and traditions.*
3. *Responding and reviewing appraising skills*
  - c) *adapt their own musical ideas and refine and improve their own and others' work*

### Scheme of work

Units that involve composing.

Following a Year 9 variation composition project, a teacher asked pupils to use the PowerPoint template from this training pack to make a presentation about their work.

First they had to describe the task that was set. Next, they embedded a soundfile of their composition (the template shows how). Then they had to identify strengths and weaknesses in their work. Finally, they could include any other information they wished – a relevant score or photo, for example.

With no opportunity to make creative changes to their piece, pupils found that they concentrated hard on objective evaluation. The teacher also found this to be a handy way of storing evidence of pupil achievement.

## Drum pattern programmer KS3

This web page contains a rhythm grid to build a single rhythm pattern using the instruments of the standard drum kit. First, set the number of beats you want. Then click ticks into the grid of checkboxes. Click the Create button to hear your rhythm pattern (using MIDI sounds). The patterns you create can be saved to your computer for use later. Simple instructions appear at the foot of the web page.

URL: <http://www.moodvector.com/pattern>

Relevant to the following:

### National Curriculum

2. *Creating and developing musical ideas composing skills*
  - b) *produce, develop and extend musical ideas, selecting and combining resources within musical structures and given genres, styles and traditions.*
3. *Responding and reviewing appraising skills*
  - c) *adapt their own musical ideas and refine and improve their own and others' work*
4. *Listening, and applying knowledge and understanding*
  - c) *identify the resources, conventions, processes and procedures, including use of ICT, staff notation and other relevant notations, used in selected musical genres, styles and traditions*

### Scheme of work

Unit 4: Musical cycles (exploring cyclic patterns)

As part of a Year 7 project on cyclic patterns, pupils worked in groups of four at a computer connected to the web. First they used this web page to make an interesting drum pattern that looped eight times over. One pupil then had to add a repeating chord riff using single-finger chords on a keyboard (with auto-accompaniment turned off). Other pupils then had to add a repeating melody and a bass part for performance to the class.

The teacher found that this simple grid gave a good foundation for work in later years, by which time pupils were ready to progress to LeafDrums, which can be downloaded from the leafdrums website [<http://www.leafdigital.com/Software/leafdrums>].

# Secondary Music

## Music At Schools KS3 & 4

This site has been developed by a secondary Director of Music. It contains several downloadable worksheets (PDF files) used by her with pupils from Year 7 up to A/AS-level. There are also online lessons, quizzes and links to other useful websites.

URL: <http://www.musicatschool.co.uk>

Relevant to the following:

### GCSE

### National Curriculum

Various areas

### Scheme of work

Various areas, especially Unit 4: Musical cycles (exploring cyclic patterns)



A teacher downloaded the documentation for the Year 8 Reggae and Calypso (Caribbean music) scheme of work and all 15 of the worksheets for evaluation.

The teacher was interested in the listening exercises, but did not possess the necessary recordings. A web search for the song titles revealed that they were only legally available on the web as excerpts, not complete tracks. She then used the web to research which CDs she would need to buy and placed a school order for their purchase in good time for the planned Year 8 lessons.





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