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Primary & Nursery School

TERM: Autumn 2		YEAR GROUP: 5		SUBJECT: Computing- Programming music 1 – Scratch	
WEEK 1 **DATE: 04.11.24**	**WEEK 2** **DATE: 11.11.24**	**WEEK 3** **DATE: 18.11.24**	**WEEK 4** **DATE: 25.11.24**	**WEEK 5** **DATE: 25.11.24**	**WEEK 6** **DATE: 2.12.24**
LO: To tinker with Scratch music elements. **Success Criteria:** I can identify that Scratch is a coding application with music elements. I can predict what I think different code blocks will do. I can explore Scratch independently. I can explain what I found from tinkering. **Main Event**: Children are to use a device and log onto scratch as a guest. Children are to explore scratch and allow them to make mistakes. Use the given website to create a new project. Children are to create a program with sounds. At the end show children how to save a project. **Support**: Should focus on exploring the platform freely with no expectations other than to produce a result that makes sounds; could rewatch the *Pupil video: Tinkering with music in Scratch* which demonstrates the activity. **Challenge:** Should use the music extension to tinker with	**LO:** To create a program that plays themed music **Success Criteria:** I can use Scratch's basic sound commands. I can include a loop in my program. I can debug simple errors in my code. **Main Event**: Children are to use the same link as last week and create a program. They are focusing on coding loops this week. Children are to learn how to fix programs if they don't work as expected. **Support**: Should tinker with Scratch, using the basic functions to develop their confidence and familiarisation with the Scratch program. **Challenge:** Should explain how they can use Scratch to change the pitch, tempo, rhythm and timbre of the music.	**LO:** To plan a soundtrack program. **Success Criteria:** I can decompose a story. I can plan my program by tinkering. I can explain how my program will add to the story. **Main Event**: Children are to listen to a chosen story and plan out how they are going to plan out a scene from the story, thinking about the music that goes with that scene. Children are going to use devices to develop the soundtrack for the scene. **Support**: Could work within an adult-led group where choices are reduced during a discussion about the features (e.g. answering if the scene is happy or sad or if the music should be quick or slow). **Challenge:** Could note on the *Activity: Soundtrack planning sheet* some of the blocks and grouping commands they have identified during the previous lessons.	**LO:** To program a soundtrack. **Success Criteria:** I can work from a plan. I can use a range of programming commands. I can explain how my program enhances the scene. **Main Event**: Children are to use the work they did last week on planning music for a scene. They are to recap loops and use the provided websites to complete their work. **Support**: Could continue with the previous lesson's coding commands rather than adding any new complex code. **Challenge:** Should focus on synching their music to match their character's movements; should explore making effective use of the event blocks.	**LO:** To program music for a specific purpose. **Success Criteria:** I can combine known commands. I can code music with a purpose. I can use repetition in a program. I can use various forms of output [sound]. **Main Event**: Children are to use their prior knowledge from this unit of work and create another piece of music in pairs. Children are to perform their music to the class and have a battle of the bands style competition. **Support**: Should rewatch the *Pupil video: Tinkering with music in Scratch* from *Lesson 1: Tinkering with music in Scratch* to remind them of the basics; could be provided with a basic coded animation, such as the drum sample from the previous lesson and ask them to edit and improve by tinkering. **Challenge:** Should experiment with code and change it to perfect synching for at least two sprites; could code a mini battle of the bands between two of their coded sprites in their presentation.	**LO:** **Success Criteria:** **Main Event**: **Support**: **Challenge:**

new blocks; could discuss what they think would happen if they put a repeating group inside another repeating group and reflect on the outcome it produces.				