

TEACHING PRIMARY MUSIC

Table 4.2 A broad overview of the range of technologies available and indications of their potential uses in relation to musical learning in the primary classroom

Technology	Examples	Uses include
Electronic keyboards	Portable keyboards	Selecting from a wide range of instrumental sounds; use a chord and/or rhythmic backing; listen via headphones or out loud
MP3 music files	iPod or other MP3 player Online/'cloud' music libraries – YouTube, Spotify or Google Play	Playing songs or backing tracks from a physical MP3 player to support whole-class singing, rhythm or ensemble work Or accessing (via an internet connection) music from a comprehensive collection instantly
Recording devices	Tablet, mobile phone, portable digital video and/or audio recorder	Audio/video recording and playback of pupil work
Portable audio recording	Tascam DR or Roland R portable recorders	Making live stereo recordings in the classroom or in other locations
Video recording	Tablet, camcorder, Zoom, mobile phone	Videoining work in progress or final performances to build up a portfolio of pupil work; projecting on the board; sharing with pupils/parents via school network
Audio recording	Audacity (free), Wavelab	Recording sounds, editing (including pitch) and adding effects
ePortfolio	School or web-hosted Learning Platform, e.g. 2Build a profile, Edmodo	Pupils creating and accessing their own or a class portfolio, including audio and/or video of their work in music over time; and sharing these with parents/carers
Online music videos and 'how to' tutorials	YouTube, Ultimate Guitar	Teaching yourself using 'how to' tutorials and accessing a huge collection of online music videos, e.g. to support singing
For the more confident with music or technology:		
Tablet or smartphone	Tablets, e.g. iPad, Galaxy, Nexus, Xperia Most smartphones (iOS or Android); music apps, e.g. GarageBand, PocketBand, Nodebeat, Bebot, or virtual instruments and tools, such as Alchemy synth, metronome, guitar tuner	Arranging pre-created loops to make a backing track; creating beats or loops using drag and drop; improvising over simple loops or rhythms/chords; using easy-to-play virtual instruments or tools as teacher tools

Technology	Examples	Uses include
Loop-based sequencer	GarageBand, FL Studio, Acid, Music Maker	Auditioning and selecting ready-made loops from a pool (drag and drop) to build up a composition; ability (in some programs) to edit loops/instrumentation and record new tracks
Cloud-based software programs	Soundation, O-Generator	Online music programs for pupils to use both at home and school, to compose and create their own music
Live coding	Sonic Pi – software instrument for Raspberry Pi, Mac OS, Windows or Linux	Simple music-specific application for use in music to create loops and compositions easily, or for use in computing lessons
For experienced users:		
Sequencer	Cubase, Logic, Sonar, Studio One, Mixcraft	Making MIDI or audio backings as a teacher tool to support instrumental, rhythm or singing work in the classroom; using virtual instruments and effects to play back sounds
Score and notation software	Sibelius, Finale, MuseScore	Producing scores and parts with the ability to play these back

Table 4.3 Benefits of using tablets for musical learning and assessment

Concept/use	Possible uses
Provides a computer in our hand – sound, screen, microphone, etc. are all in one portable unit	Teachers or pupils can easily make video or audio recordings of completed work or their work in progress; this can then be replayed via a projector for the whole class, or on the tablet itself in a future lesson to remind pupils of their previous work (useful for on-going composition or performance activities) Key evidence of pupil work can be saved and collated and notes made on pupils ‘on the hoof’ in the class; this can also be saved to a pupil or class ePortfolio, replayed, shared and accessed at a later date
Portability	Allows easy internet access anywhere with a WiFi connection, so tablets can be used in different locations as a recording device or to support musicians as they work, e.g. in displaying lyrics, playing backings or simple loops to support improvising or performance work
Support tool for teachers	Enables teachers to play MP3 files, play backings, set quizzes, etc. and create their own loops or backings to support singing or instrumental work, e.g. using GarageBand (iOS) or PocketBand (Android) The tablet can be easily connected to a data projector to model, share work or present ideas to pupils