

Teaching with LearnPads

Year 4

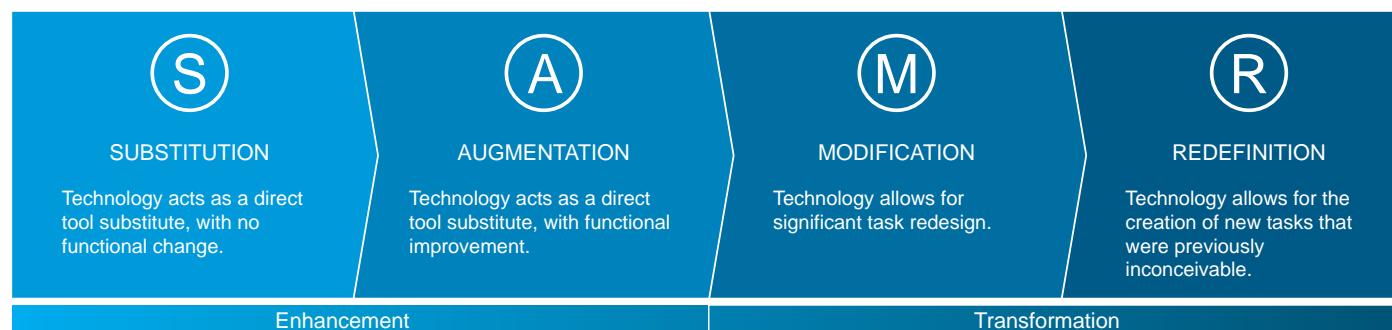


INTRODUCTION

This book has been created to help teachers in Malta and Gozo use LearnPad tablets effectively in the classroom. Our aim is for it to be a useful document that teachers can pick up and refer to often, with a wealth of ideas and resources to support schools as they begin their journey on the One Tablet Per Child project.

The teaching ideas have been planned and designed by experienced teachers. They focus on using the tablet as a tool in the classroom to facilitate learning and improve digital literacy. We believe that technology should be used in context in the classroom and should be accessible to all, so we've also included a range of suggestions for differentiating your teaching for all students.

The planned activities have been carefully chosen to foster creativity and collaboration, guiding pupils and teachers through the process of embedding technology in their approach to learning. We recognise that this process requires support and scaffolding. We've referred to the SAMR model, which explains the different levels of embedding technology in education:



Each section's cover page has teaching ideas that link to the four stages of the SAMR model. On these pages you'll also find a QR Key – scan this using your LearnPad Workbook to load a customised Lesson Profile, containing all the Apps and links you'll need for that section.

The LearnPad system is designed to make communication and feedback as easy as possible. Work can be viewed in real time by the teacher, or 'Handed In' wirelessly to ClassCloud. Teachers can send specific files or messages to students, and complete this feedback cycle – crucial for improving progress. Our ClassView technology also allows for seamless collaborative working in the classroom. Screens of all pupils' devices can be displayed simultaneously on the teacher's screen, creating a group workspace – or a single device can be shared full-screen, offering valuable prompts for discussion or peer-assessment.

We hope that this book will provide opportunities for you to open up creativity, collaboration and communication in your classroom, giving you the confidence to make the best use of these powerful tools. As education professionals ourselves, we understand that a teacher's time is precious – that's why we've worked hard to make sure these lessons ideas are useful and practical. We're here to help make sure that your experience with Avantis technology is enjoyable and rewarding. Please get in touch if you have any feedback or queries.



In the following section, you'll find differentiated activity ideas linked to all the Year 4 Outcomes for Music.

Scan the QR key to the right to launch the lesson profile on your LearnPad and explore the resources and tools we've chosen for this curriculum area.



S

SUBSTITUTION

Research composers using Q-Files; (e.g. Beethoven, Mozart or Bach) and listen to the accompanying music.

A

AUGMENTATION

Explore playing virtual instruments alongside traditional percussion instruments in class.

M

MODIFICATION

Listen to music as a class and use this to inspire a simple story; create this as an eBook in Author. Add the music as a sound file attached to the book pages.

R

REDEFINITION

Record a simple scene in response to a piece of music using the Camera app; hand in to ClassCloud so the teacher can share examples on their board and students can peer assess.

Enhancement

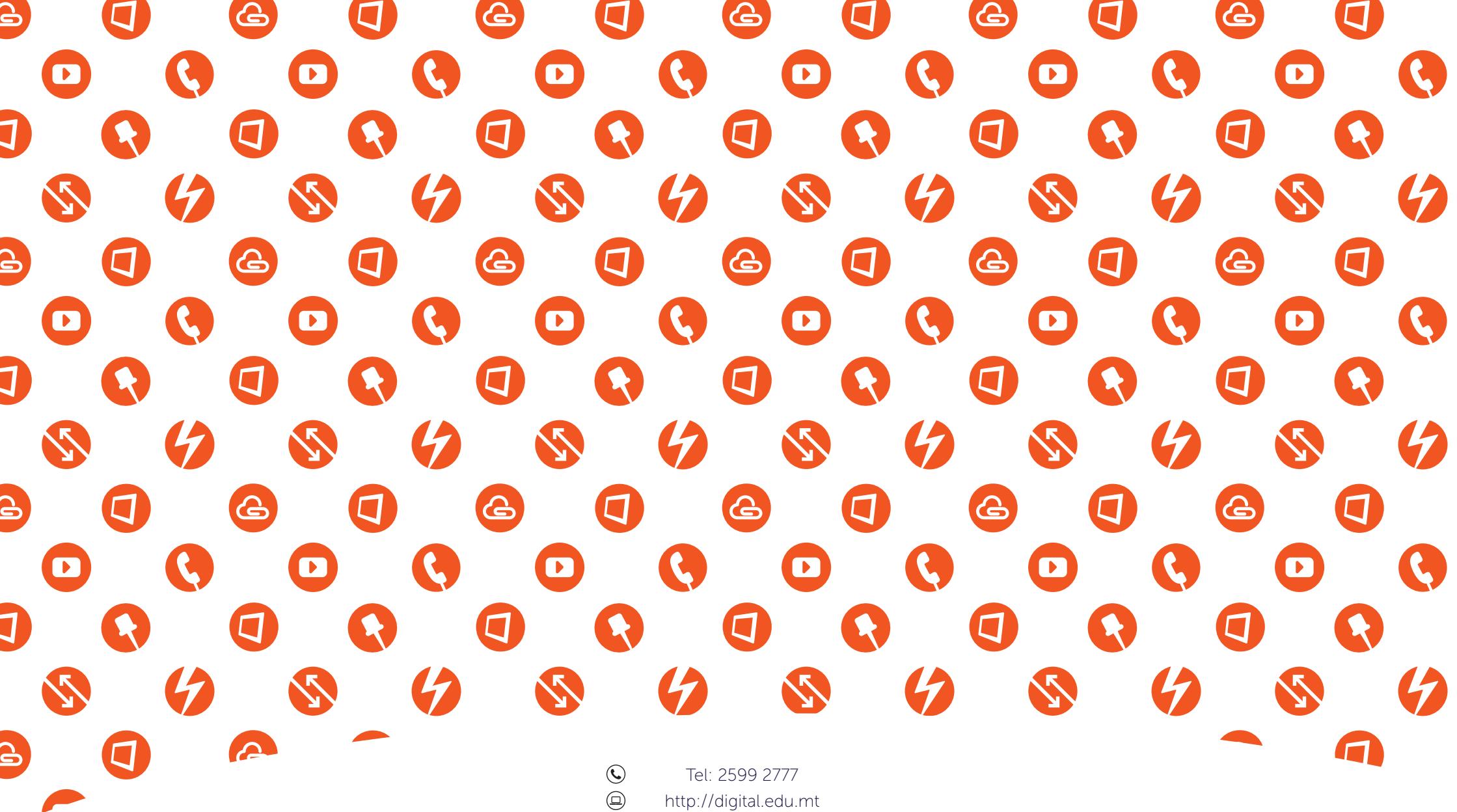
Transformation

Outcome	Which App?	Practical Ideas for Pupils	Differentiation	
			Extra Support	Extra Challenge
I can respond to music through drawing/painting and explain how it relates to the music that I heard.		Use drawing, painting and shape tools to create an artwork based on a piece of music.	Give visual prompts; work initially with an adult, who models and narrates what they are doing; (e.g. 'this sounds very high and twinkly, so I'm going to draw some tiny stars').	Give a detailed explanation, linking certain images to certain instruments, notes or phrases in the music.
I can respond to music through facial expressions, drama and/or actions.		Record a simple scene in response to a piece of music; hand in to ClassCloud so teacher can share examples on their board.	Work in mixed-ability pairs	
I can use music to inspire a story and explain how it has inspired the story.		Listen to music as a class and create a simple story eBook. Add the music as a sound file attached to the book pages.	Use sentence starters provided by the teacher.	Use adjectives, adverbs and similes in the story, inspired by sounds in the music.
I can evaluate with guidance my own performance as part of the rehearsal process for a performance.		Record an initial performance, then listen back with a partner and discuss how it could be improved.	Work in mixed-ability pairs to scaffold improvement.	
I can associate instruments used and simple musical structures to describe the 'story' of the music or the general feel of the piece.		Teacher Hands Out a part-completed file with images of musical instruments; pupils drag and place in order to show the sounds they hear.	Provide the opportunity to listen several times, and to play real instruments that match if possible.	Annotate the finished order with words or phrases that describe the feel of the piece.
I can make constructive generic comments about my own performance in order to contribute to the rehearsal process.		Record performance and listen back; give feedback and constructive criticism.	Work in near-ability pairs (by musical ability).	



I can play a range of tuned and untuned percussion instruments.	 	Explore playing virtual instruments alongside traditional percussion instruments in class.	Work in small mixed-ability groups, some using virtual instruments and others using traditional percussion.	
I can improvise phrases based on the pentatonic scale.	 	Play 'Happy Birthday' tune to pupils and show musical notation (GGAGCB GGAGDC). Discuss how this uses the major scales. Explain that much of the music from eastern Asia is based on a different kind of scale, a pentatonic scale. Play 'The Rabbit and the Turtle' and 'Arirang' to pupils. Allow time for pupils to practise these tunes, then compose their own phrases using the pentatonic scale.	Provide simplified version of musical notation for 'The Rabbit and the Turtle'; i.e., CACAAGGG-GFGA.	Pupils find other pentatonic scales and invent tunes using them. They should write the tunes down and write the scale used.
I can improvise sound effects for a story.		Add sound effects to a story written in Author. Pupils work together in groups to decide which instruments are most suited to create sound effects for required parts of their stories. Pupils use instruments or body parts to create required sounds.	Mixed ability groups. What type of sound is required here? (High/low, loud/quiet, etc.).	
I can perform simple music written using conventional staff notation.		Use the Note Identification resource to practise finding notes using staff notation (treble clef). See if you can beat your own score.	Provide physical activities to reinforce notation (e.g. use masking tape on the floor to create staves, jump to a given note space/line).	Investigate the bass clef; how are the notes different? Why?
I can perform my own compositions while reading my own graphic notation.		Use shapes tool to create own system of graphic notation; use to aid composition and to perform them back.	Provide suggested shapes with a graphic key, or use Handed-Out images that link more literally to the sounds.	Explore using different colours or sizes of shape to indicate volume or tone.

I can perform others' compositions while reading their own graphic notation.		Use graphic notation other students have created in WorkSpace to perform, either via ClassView on the teacher's board or by sharing files with one another through ClassCloud.	Work in near-ability pairs to challenge one another; offer constructive feedback and consider how notation could be made clearer.	
I can research and contrast between sounds and use the results to create 'sound pictures' inspired by environmental features of the local area.		Show pupils a photo of the local area and ask: what is happening in this photo? What sounds would you hear if you were in the photo? What instruments or body sounds could be used to create these sounds?	In mixed ability groups, pupils choose a photo of a local environmental feature from a selection. Using Sound Recorder, pupils compose and record their own 'sound picture'. Finished audio files should be Handed In to ClassCloud and played to the class. Can the audience guess which photo the 'sound picture' depicts?	
I can listen attentively and actively and, respond to several pieces of recorded or live music that are performed by musicians from the local community.		Pupils become music journalists and create music reviews for performances by a variety of local musicians. Using Author, pupils can import audio/video files or photos of live performances – either recorded themselves or Handed Out by the teacher.	Provide pupils with a partially completed template for their reviews.	Pupils to include comments about the instruments they can see/hear in the piece as well as give a personal opinion.
I can listen to a range of songs, popular instrumental music and music from various cultures.		Provide pupils with websites to browse and listen to a variety of music.	Which music style is your personal favourite? Why?	What are your top three favourite styles of music? Rank them and explain why?
I can classify instruments according to their sound and timbre and group them in the families to which they belong.		Provide pupils with a selection of musical instruments and discuss the sound and timbre. Pupils use Brain Pop resource to sort instruments.	Mixed ability pairs.	
I can search for and read brief biographical profiles of some composers and listen to their representative works.		Research composers (currently available on Q-Files: Beethoven, Mozart, Bach) and listen to accompanying music.	Work as a group, with support to read text.	Do you have a personal preference from the music you have listened to? Why?



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Operational Programme II - European Structural and Investment Funds 2014-2020

"Investing in human capital to create more opportunities
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Project may be considered for part-financing by the European Social Fund
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