


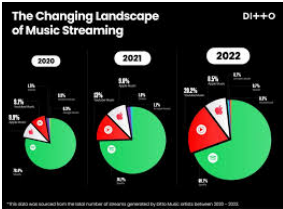



<b>Impact of Technology</b>		<b>Essential Questions</b> How is music made? Has technology influenced the way music is made?		<b>How has emerging technology had an impact on musicians?</b> <b>Can technology replace musical talent?</b> <b>Who owns the music in a digital world?</b>	
H&WB 	LLC 	Humanities 	M&N 	Sci&Tech 	Expressive Arts
<b>Why am I learning this?</b>					
<b>To help me to:</b> identify and assess risks, and take steps to reduce them.  understand that decisions can be made individually and collectively, and that they can be influenced by a range of factors.	<b>To help me to:</b> identify the general meaning implied in a text. listen to other people's ideas and ask questions to understand them better. explain my own ideas clearly sum up what I have read, in my own words. listen in order to show agreement/disagreement in discussions. talk and write about my thoughts and opinions write an effective introduction that establishes context and purpose and a precise conclusion.	<b>To help me to:</b> explore how global connections influence communities and businesses.  describe and explain similarities and differences between people's lives both in the past and present  understand some of the relationships, links and connections between a range of societies.	<b>To help me to:</b> time and order events in minutes and seconds make comparisons between prices and understand which is best value for money collect relevant data to answer posed questions. read charts and graphs that use different scales. represent data in different ways. extract and interpret information from an increasing range of diagrams, timetables and graphs	<b>To help me to:</b> manipulate the properties of sound and to produce a desired effect.. identify the risks of giving personal information to different software. identify the positive and negative influences of technology on society understand that copying the work of others and presenting it as my own is plagiarism. work with others to produce and edit a range of multimedia components	<b>To help me to:</b> combine my knowledge, experience and understanding to plan and communicate my creative work for a range of different audiences, purposes and outcomes.  explore and describe how artists and creative work communicate mood, feelings and ideas and the impact they have on an audience.

My learning experiences

<p>Explore the dangers of signing up to music streaming sites - what personal information do they get from us and what do they do with it?</p> <p>Ed Sheeran court case about him plagiarising others' music - what influenced the court case?</p> <p>Exploring how music helps wellbeing and how music evokes different emotions.</p> <p><a href="https://www.youtube.com/watch?v=94wGs8KhJho">https://www.youtube.com/watch?v=94wGs8KhJho</a> Music having no boundaries, regardless of disability e.g. Lucy from The Piano / Stevie Wonder</p>	<p>Story of Peter and the Wolf or other story which is told through music. Children create their own story with accompanying musical foley.</p> <p>Read Little People Big Dreams to inspire children to write own story about musician with disability e.g. Lucy from The Piano</p> <p>Write a persuasive argument about how technology either positively or negatively affects the music industry</p> <p>Class debate on how advancements in technology has positively or negatively impacted musicians</p>	<p>Timeline of musical devices through the ages.</p> <p>Human vs computer challenge - can they identify which is computer / human generated.</p> <p>Connections between countries, music genres.</p> <p>Investigate the impact using AI to generate music has on the environment, carbon footprint.</p> <p>Explore and explain how economic activity affects people and the environment.</p>	<p>Explore streaming of music and how much money is made from streaming music.</p> <p>Music scales - reading music. Patterns in music scales. Bars and beats.</p> <p>Tally beats in songs and use this to compare different genres of music</p> <p>Survey Year 6 /family members on how they stream music</p> <p>Explore the costs of different music streaming apps.</p> <p>Length of songs, draw comparisons.</p> <p>Use graphs to explore the number of music streams over the years.</p>	<p>BBC Radio Wales - interview a radio DJ or musician about how technology has impacted their work.</p> <p>Investigate Apps used to stream music</p> <p>explore how vibrations create sound using simple experiments (rubber bands on a box, rice on a drum to see vibrations).</p> <p>Ed Sheeran court case about him plagiarising others' music</p> <p>Use apps to create digital music</p>	<p>Create own Foley</p> <p>Use a simple app (e.g., GarageBand or Chrome Music Lab) to compose a short tune.</p> <p>Explore digital musicians including Lincoln Barrett (from Penarth better known as High Contrast) a Welsh electronic music producer, DJ and record producer.</p> <p>Explore traditional instruments (flute, drum) and modern electronic ones (keyboard, electric guitar) and how this has changed the way music creators work.</p>
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**Suggested novels: The Piano at the Station - Helen Rutter**  
**Suggested Launch** - exploration of musical devices through the ages  
**Suggested Landing** - premier of story with music foley??  
**Pupil voice opportunities**