

# Digital Musician



	Exploratory Learner will	Developing Learner will	Confident Learner will	Independent Learner will	Transformational Learner will
<b>Awareness</b>	<p>Listen to a variety of digital music compositions e.g. suitable pop music and electronic.</p> <p>Understand that music can be made using technology.</p>	<p>Listen to digital music from a variety of genres and express an opinion about them.</p> <p>Understand there is a range of software and hardware that can generate digital music.</p>	<p>Listen to digital music from a variety of genres and styles and recognise the layers which may be contained within it (e.g. drum sounds, bass sounds and keyboard sounds).</p> <p>Evaluate a range of digital music and offer an opinion about its success and ways it may be improved.</p>	<p>Identify genres and styles they prefer, explain why, and discuss how their own compositions may be influenced by them.</p> <p>Understand how digital musical production techniques can be applied to both fully electronic music and to music performed with traditional instruments.</p>	<p>Listen regularly to digitally composed music as a source of enjoyment.</p> <p>Be aware of developments with music technology, equipment and new emerging artists.</p>
<b>Planning</b>	<p>Contribute to decisions about the content (e.g. which musical sounds) and the order of content in a shared class piece of music.</p>	<p>Work independently or with other learners to plan a basic composition on a time line e.g. chosen musical sounds, sound effects and the order in which they appear.</p>	<p>Develop a checklist of agreed elements to include in an effective musical composition.</p> <p>Work independently or with other learners to plan a composition by choosing appropriate digital musical elements (e.g. on a time line).</p> <p>Plan and adopt various roles within a team when creating a composition.</p>	<p>Carefully consider and plan the elements of digital compositions to reflect a variety of moods, genres and styles.</p> <p>Plan more than one composition to create a collection of original pieces that will complement each other (e.g. to create their own EP).</p>	<p>Plan for the production of a composition or series of compositions (eg an EP) knowing that it involves a number of sessions over a period of time e.g. recording, editing and re-editing.</p>
<b>Skills</b>	<p>Choose, sequence and combine sounds to create and record a simple shared piece of digital music.</p>	<p>Use basic software, including online, choosing, sequencing and layering sounds to create and record simple pieces of digital music.</p>	<p>Begin to use more complex software to compose own digital music, selecting from a range of loops and sound effects.</p> <p>Carry out more complex editing tasks to include midi editing, audio editing and applying effects.</p>	<p>Consistently use more complicated software to create a variety of digital music using a range of tools and techniques.</p> <p>Combine and layer multiple sound sources to create harmonies, and to counterpoint and compliment melodic themes.</p>	<p>Experiment with different techniques (e.g. trying audio effect chains, midi controllers and different mic techniques) to produce digital music of different genres and styles.</p> <p>Use research skills to problem solve (e.g. forums and blogs) using hardware and software independently and creatively.</p>
<b>Sharing</b>	<p>Share compositions within the</p>	<p>Share compositions within the</p>	<p>Share completed compositions</p>	<p>Share completed compositions</p>	<p>Share music/ compositions for</p>

	classroom, and listen to the work of other children.	school and seek opinions from teachers and other learners.	within the school learning community e.g. on shared areas of the learning platform.	beyond the school e.g. onto the school website or YouTube. Produce works to be remixed by others.	public consumption online using media sharing services (e.g. iTunes, ReverbNation, SoundCloud).
<b>Feedback / Evaluation</b>	Express a simple opinion about the shared piece of music.	Listen to compositions, notice obvious improvements and re-record sections if required.  Share an opinion, with reasons, on the quality of a digital work from other learners.	Listen to own compositions and evaluate against agreed success criteria.  Give useful feedback to other learners about their digital compositions e.g. using a survey on a learning platform.  Respond positively to feedback from peers and teachers, and make simple changes to improve compositions.	Listen to own compositions, evaluating the content and audio quality and seek to improve these if necessary.  Give detailed feedback to other learners about the content, structure and style of their compositions.  Respond positively to feedback from peers and teachers, and make detailed changes to improve compositions and to inform the planning of future compositions.	Interact with an online audience using forums or social media and use feedback from the audience to improve future compositions.

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