


Keyword(s): Open Space: Either inside or outside the classroom – especially for recording unusual/environmental sounds. A computer station or computer suite.	Oracy					Literacy			Vocabulary	Language Awareness, Knowledge about Language	Intercultural Awareness	Language Learning Strategies
	Spoken interaction, Meditation	Spoken production, reading aloud	Pronunciation, articulation	Listening and Understanding	Perception and Differentiation	Reading and Understanding	Writing (creative)	Writing (reproductive)				
	*	*	*	*	**				*			*
1. Rhythmic vocalisation	*	Time: _____ Language level: Basic Music level: Basic - Advanced										
2. Singing	*	<div style="border: 2px solid blue; padding: 5px; display: inline-block;"> <h2 style="margin: 0;">Tempo Tamper</h2> </div>										
3. Body percussion	*	<p>Young Learners will explore sounds using technology. (The PCs Sound Recorder has been given here as an example, but there are many other recorder options such as hand held phones, and downloadable Mac apps such as 'soundOscope 1.1')</p>										
4. Playing instruments	*											
5. Dancing and moving	*											
6. Exploring, improvising, composing	*	<p>Standard procedure</p> <ol style="list-style-type: none"> This activity suggests the use of 'Sound Recorder' which is a program on all PCs and Laptops (but not Macs). To find the program search for 'Sound Recorder' which is usually in the Entertainment folder - (go to Start – Accessories- Entertainment). The versions on Windows Vista and Windows 7 are not the same as previous versions, and not suitable for the suggestions below. However – for Windows 7 the versions from older PCs and laptops (not Vista) can be transferred – or indeed – an older computer utilised. To transfer the program search for 'sndrec32'. This activity initially, only requires a single PC or laptop (Windows). I recommend having the children in a horse-shoe or circle close to the computer - and a long microphone cable to ensure children have an opportunity to create sounds. Ensure your microphone is attached and switched on, then press the red 'record' button in Sound Recorder and make some sounds into the microphone. (For support attaching microphones etc. go to www.LMPi.co.uk and follow the path 'Curriculum', 'ICT for Free', Sound Recorder (bottom of list) and 'Sound Recorder Teaching Tips' (bottom of page). Press the black 'stop' button, and then the black 'play' button to listen to your recording. Sounds can be changed by selecting options under the 'Effects' drop down menu. Try recording unusual, imitative or everyday sounds then altering the sounds. Increasing or decreasing speed (tempo) will also affect pitch (see if the children can identify what has happened before telling them). Reversing sounds such as a word, a single long triangle or cymbal sound can be very effective. 										
7. Listening to music	*											
8. Painting, writing, reading music	*											
9. Using ICT	*											
10. Conducting - teaching music	*											

The PC's Sound Recorder

Multimedia: Recording devices such as computers, CD recorders, phone and hand held devices such as USB recorders.

Microphones and a means of amplification.

Programs which can manipulate recorded sounds.



Optional procedures	If it proves difficult to source 'Sound Recorder' or if you are using a Mac – try downloading and experimenting with Audacity instead, downloaded from http://audacity.sourceforge.net . Though more complex, it is in many ways better. Further instructions for Audacity can be found at the LMP website (www.LMPi.co.uk). Go to 'Curriculum', then 'ICT for Free' then 'Audacity Article'
Extra procedures for further language learning	Children explore words and phrases in the target language. They explore other EMP activities as starting points for vocal exploration, recording and manipulation (changing the speed of songs, pitch of phrases, layering rhythms....
Extra procedures for further music learning	Once children are familiar with the program – they might work in small groups or pairs in a computer suite – to further edit and mix sounds.

Notes
