2Simple Music Toolkit

The 2Simple Music Toolkit is a suite of 6 easy to use programs for Foundations Stage, KS1 and KS2. It allows children to explore a wide variety of musical concepts, from creating simple sequences of sounds and rhythms through to composing short pieces of music - something for learners and aspiring performers everywhere!

The on-screen videos act as tutorials for both teachers and learners. The learning objectives and techniques they focus on are strongly linked to the QCA Schemes of Work for Music and for ICT.

Although designed for use by non-specialists, the software has been developed to teach important musical concepts.

Included in the 2Simple Music Toolkit are:

2Explore
Simply click pictures to play sounds and music. These can be built up into short sequences, that can be stored.

2Play
An easy to use on screen keyboard with 12 different sounds, developing concepts of pitch and melody.

2Beat
A tool to develop rhythmic patterns, explore the effects of tempo and introduce basic concepts of notation.

2Sequence
Build up sequences of sounds by simply dragging and dropping to make your tune. Layer sounds to enable children to explore pitch and harmony.

2Synthesise
Synthesise over 50 musical instruments. Performances can be recorded and played back, exported to 2Sequence, or can be used in a presentation or web page.

2Compose
A very easy to use introduction to traditional musical composition. Create Compositions and export as midi files to be used in web pages or presentations.

Unit from QCA Music SoW	Software	One objective from the unit (Section)	How this can be delivered using 2S MT
Unit 1: Ongoing skills	2explore	(7) to listen carefully and develop their aural memory	Play 'Copy cats': Teacher plays short rhythmic phrases and sings short melodic phrases for children to copy
Unit 2: Sounds interesting - Exploring sounds	2sequence	(7) to use sounds expressively to illustrate a story	Read a short story and demonstrate suggest how sounds could be added to make the story more atmospheric. Children create own
Unit 4: Feel the pulse - Exploring pulse and rhythm	2beat	(6) how to create rhythmic patterns based on words and phrases	Children think of a word or a phrase then create a rhythm to match it.
Unit 5: Exploring pitch	2play	(4) Exploration: How can we make sounds higher/lower? (what is pitch & how can we relate it to symbols)	Children create short compositions to describe animals using high & low sounds.
Unit 10: Play it again - Exploring rhythmic patterns	2sequence	To compose music using rhythmic ostinato (a short melody or pattern that is constantly repeated)	Children create short piece of music in response to an image, story or phrase.
Unit 11: The class orchestra - Exploring arrangements	2play, 2beat, 2synthesise	Exploration: how can we make our own accompaniment?	Children work in groups using real instruments and software to arrange a performance where different children and computers are playing different parts of the composition.
Unit 13: Painting with sound - Exploring sound colours	2sequence, 2synthesise	how pitched sounds can be combined	Children explore playing combinations of 3 notes to create different moods. They then create an short composition to match an image.
Unit 18: Journey into space - Exploring sound sources	2sequence & 2synthesise or 2compose	To explore a wide range of sound sources, including ICT, to capture, explore, change and communicate sounds	Create a *soundscape* to describe contrasting moods, sensations and/or events linked to space, eg take off and weightless travel over long distances, conditions on different planets.

Objectives from QCA ICT SoW Unit 3B—Manipulating Sound	Software	Examples of how this could be delivered with the 2simple Music Toolkit, based on the activities described by the QCA SoW
key idea: that ICT can be used to select and control sounds	2explore	Introduce children to the sounds in 2explore and encourage them to listen carefully to the quality of sounds (timbre) and describe them using a musical and expressive vocabulary. Ask children to take it in turns to select and play the musical sounds they have chosen on the keyboard.
key idea: that sounds can be stored on Computer	2explore 2play	Discuss families of instruments, such as strings, wind and percussion. Demonstrate sounds and features of these instruments using classroom instruments and sounds in 2play and 2explore
key idea: that ICT can be used to organise and reorganise sounds **technique:** to use ICT to record sounds	2sequence	Demonstrate a piece of music software in which an icon represents a musical phrase. The class discuss which pictures have musical phrases that sound happy/sad, fast/slow, or sound like the beginning/middle/end. Together the class choose four pictures and create a musical sequence. They suggest lyrics to fit in with the melody. After rehearsal the children perform and record the class song.
technique: to use icons to arrange musical phrases	2sequence 2beat	Work with the class to create a longer musical composition using the same software to create 'a loop' (repeating a complete section of music as many times as required). Ask groups of children to take turns to improvise percussion parts. Ask the class to identify the rhythmic pattern which can be repeated and to devise a percussive accompaniment. They record their ideas using symbols and record their performance. Discuss with the children some of the differences between the live and computer-controlled aspects of the composition.
key idea: that electronic and live sounds can be combined in a performance	2sequence, 2play (and/or 2synthesise and 2compose)	Tell the class that they are going to experiment with 2sequence and create simple melodies. Divide the class into groups and encourage the groups to think about creating a mood in their compositions by selecting appropriate sounds and phrases. Ask them to think about the structure of their compositions, by using a simple pattern such as AABA. Ask them to save their compositions and present them to the rest of the class.

PC - Minimum System Requirements

|	
Operating System	Windows 95 / 98 / 98SE / ME / NT4 (SP3) / 2000 / XP
Processor	Pentium 100 mhz
Memory	64MB RAM
Hard Drive	45MB + 75MB videos
Display	800 x 600
Sound Card	Required
CD-ROM Drive	Required for Installation
Printer	Optional
Other	Adobe Acrobat Reader to view User Guide
	- this is available on your CD

Installation - PC

Follow the instructions on the 'Quick Start' Card.
If these do not work on your PC then:
1. Put the CD in the drive
2. Click **'Start—Run'**
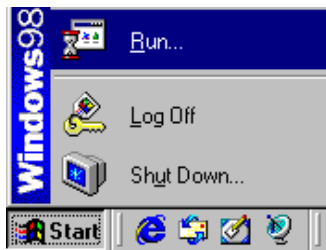
3. Type **D:\setup.exe**
(If your CD drive is drive E
Type e:\setup.exe etc)
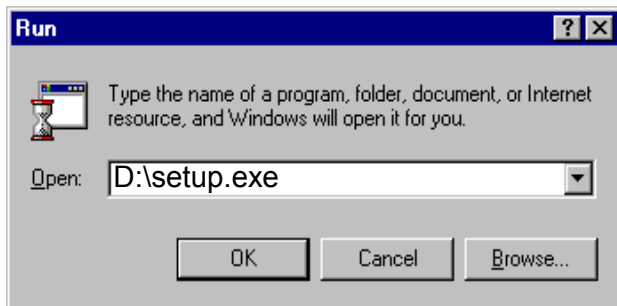
4. Click OK.

5. Follow the instructions on screen to complete the installation.

This will install your software & add a link from the 'start menu' .

2explore

A simple program to introduce sound and music on the computer.

Click a circle to play a sound, or use the keys F1-F6. Experiment with other keys...

Start a New File.	*Print your work.*	*Open or Save your work...*		*Exit*
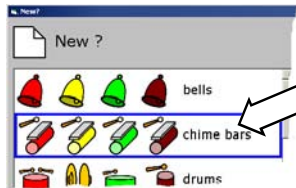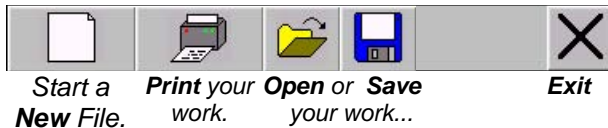
When you click 'New' your pupils will be able to select a group of instruments or sounds to use.
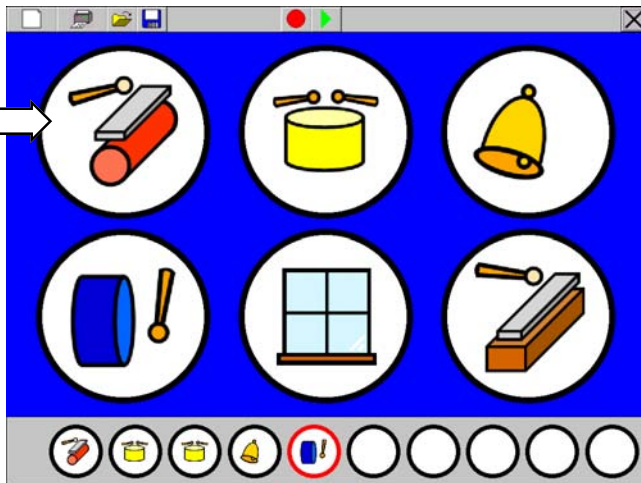
Recording a Tune or sequence of sounds

Use these buttons to record your own tunes. The sounds you play will show up in the small circles at the bottom of the screen.

Click to start Recording

Click to Stop

Play back the tune

Repeat the tune

Teacher Options—Storing work

Some program settings can be adjusted from the teacher options.
To access these, hold down 'Control' and 'Shift', then tap 'O'.

Click the save or open buttons to store or retrieve your work.

Tick this box to allow pupils to use these buttons
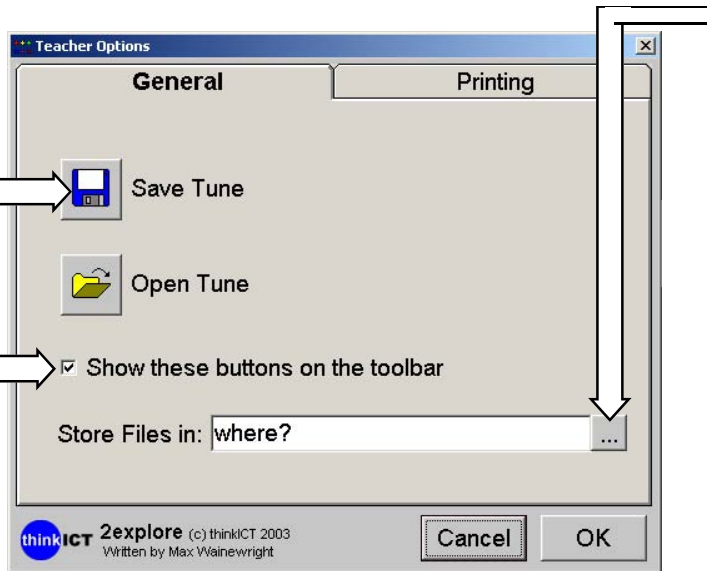
Click here to choose where files will be stored.
To keep things simple, pupils will only be able to save work in this folder.

If you want children to be able to save their work anywhere then tick this box.

Teacher Options

General	**Printing**

Save Tune

Open Tune

☑ Show these buttons on the toolbar

Store Files in: where?

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Written by Max Wainewright

Cancel   OK

Where to store files

Choose the default location to store files of work:

d: [XP_PRO]

D:\
Documents and Settings
Max
My Documents
egypt pres

☐ Use Standard Dialogue boxes

Cancel   OK

Teacher Options—Print settings

Hold down 'Control' and 'Shift', then tap 'O' to display the teacher options.

We want children to become independent users of ICT – except perhaps when it comes to printing… Children can be so keen to see their work that they keep clicking Print, wasting ink, paper & jamming printers.

Teacher Options

General	**Printing**

PDF995

Set the default printer

⊙ Show printer button all the time

Click here to temporarily hide the button after printing…

○ Hide printer button after printing for

2 ▾ minutes

Sometimes young children will keep pressing the printer button, wasting ink, paper and sometimes causing a print jam. Use this feature to temporarily hide the button.

Click here hide the button completely.

○ Don't allow Printing

thinkICT **2explore** (c) thinkICT 2003
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Cancel   OK

2play

An easy to use keyboard instrument with 12 sounds.

Choose an instrument

Play by clicking your mouse or using the keyboard:

Click here to show which keys to press

Move down an octave (play lower notes) *Move up an octave (play higher notes)*
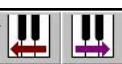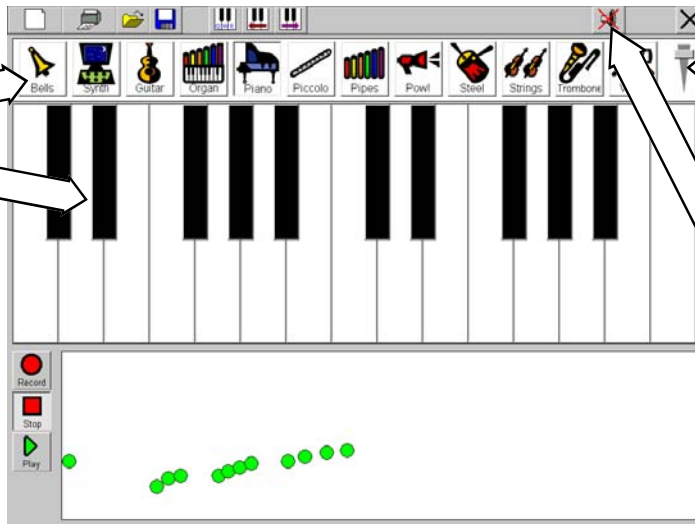
Volume

Stop all sound!

Recording a tune

Use these buttons to record your own tunes. The sounds played will be represented by circles. These circles will help to introduce children to musical notation. Click the save or open buttons to store or retrieve your work.

Record   Stop   Play

2beat

A simple drum machine to explore rhythm. Use it to accompany a tune in 2play, or real instruments!

Click the drums in the circles or press 1,2,3 or 4 to play drum sounds.

Click the triangles to change drum sounds

Build up a rhythm by clicking in the boxes in each row. (Click again to turn the drum beat off).

▶ start your rhythm ■ stop it

Slow it down *Speed it up*
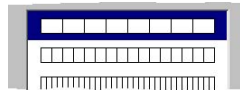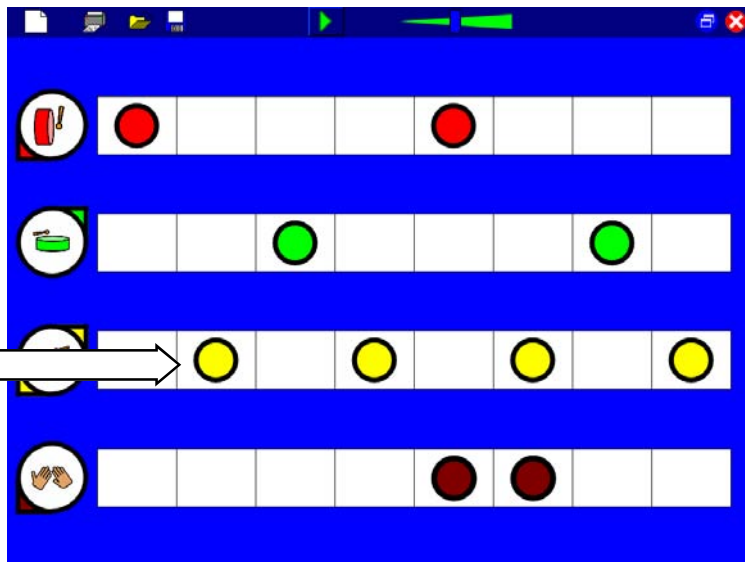
Choose different rhythms by clicking 'New'

Click the save or open buttons to store or retrieve your work.

2sequence

Combine four simple sequences of sounds to create your own tunes or soundscapes.

Choose a group of sounds by clicking the tabs at the bottom.

Click a sound to hear it, or drag it onto a track to build up a sequence of sounds.

▷ ☐ Start or stop the sequence

Slow it down ◁ *Speed it up*

Change the volume of a 'track'

*Drag sounds around to change when they play.*

Drop them in the bin to delete them

Tabs: Bells and chimes | Drums | Guitar | Music | My rhythms | My sounds | Sfx
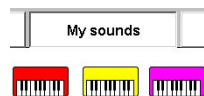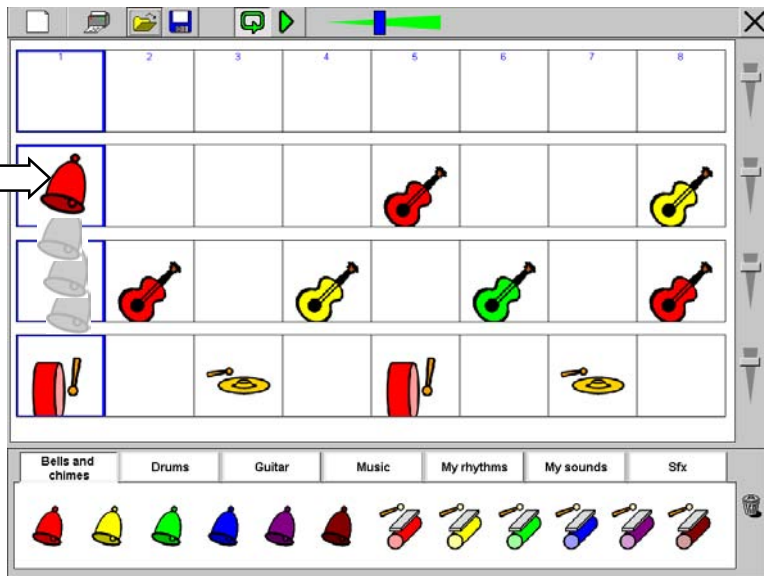
Using your own sounds—Click the 'My sounds' tab and any suitable tunes you have recorded will show up. Simply drag these into your sequence to use.

2synthesise

A more powerful keyboard with over 50 sounds and the ability to record and play multiple musical phrases.
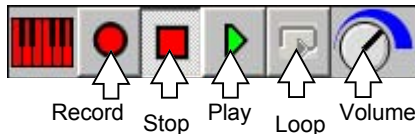
Choose an instrument

Play by clicking your mouse or using the keyboard:

← Q W E R T Y →

Move up/down an octave
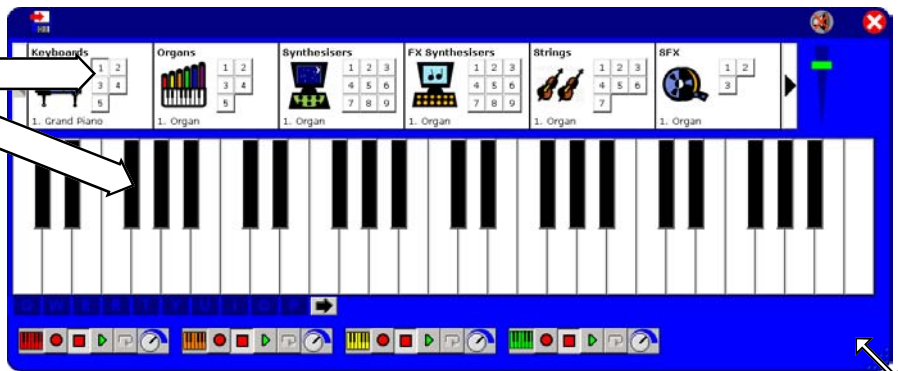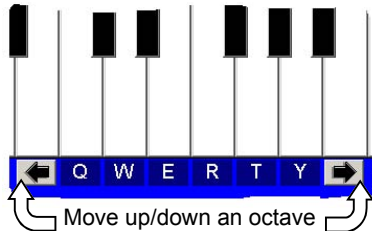
Re-size keyboard

Recording and Playing Tunes

Up to 8 memory banks can be used (The keyboard needs to be stretched so it is big enough to show these)

Record   Stop   Play   Loop   Volume

Storing and Exporting tunes

Tunes are stored automatically when 2synthesise exits.

If you want to use your tunes in a presentation or website, use the export button to 'save' them as MIDI

2compose

A simple introduction to standard musical notation, enabling children to create short compositions.
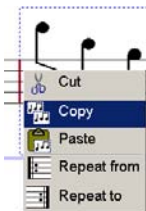
Move the red note cursor to where you want to place the note. Click your right mouse button to hear the note or left button to place the note there.
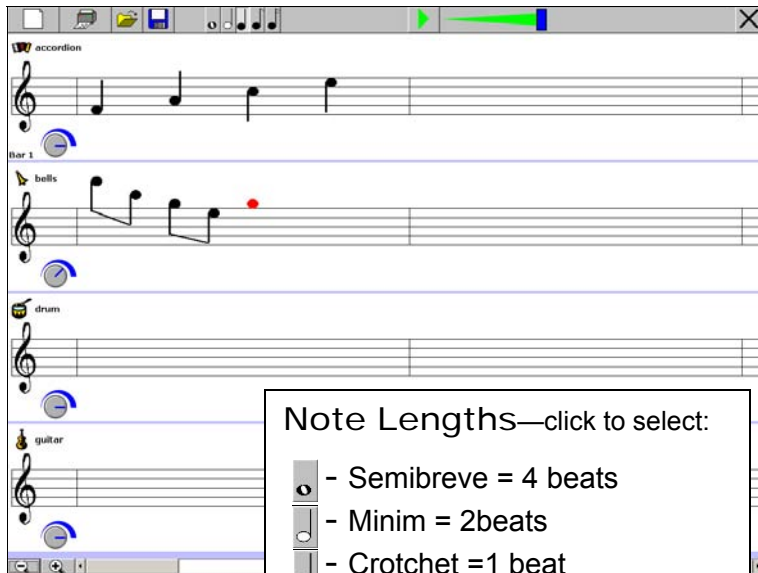
Choose an instrument to play the notes in each stave.

- guitar
- harp
- horns
- organ

Select how loudly the instrument will play

Right-click your mouse at the start or end of a bar to cut, copy or paste all the notes in that bar, or to set repeat points.

- Cut
- Copy
- Paste
- Repeat from
- Repeat to

Note Lengths—click to select:

- Semibreve = 4 beats
- Minim = 2beats
- Crotchet =1 beat
- Quaver = 1/2 a beat
- Semi-quaver = 1/4 of a beat

About 2simple

Simplicity of use
The software has evolved in the classroom to meet the needs of very young pupils. It is simple to learn and simple to use. There are no 'wrong buttons' to press.

Transfer of skills
Our software has a common look and feel. It is designed to take pupils from what is familiar towards standard Windows™ interfaces.

Developed in the classroom for the UK curriculum
The software has been developed to meet the needs of the UK curriculum. It has been tested & refined in the classroom, & has evolved based on research & suggestions from teachers.

Video of Ideas for activities
Our software comes with a large number of ideas for use and tutorials. These take the form of short videos which run on the computer and teach staff and pupils to use the software in an appropriate curriculum context.

Emphasis on creativity
Making the software simple allows pupils to focus on the content of their work. Whilst the software is powerful, it is the pupils who are creating, not the computer.

Reading age
Many pupils are held back by complex language in some software packages. Our software uses simple icons & appropriate text, ensuring reading age is not a barrier to ICT learning.

Independent use
The simplicity of the software, combined with the use of video makes the software ideal for independent use.