



My World of Work LIVE!

Digital Beats

Overview

Learn to code creatively by making music. You will use a live coding music synth to produce a catchy tune which you can share with friends and family.

STEM links: Technology – Computer Science, Music and Mathematics

Objectives

- Understand the basics of music production using coding
- Understand what a loop is in Computer Sciences
- Confidently use numerical values to change the tempo of music

Suitable for

12 -15 year olds

Activities

- Learn how to use the Sonic Pi coding programme
- Learn the basics of music production using code
- Learn what a loop is in computer sciences
- Confidently use numerical values to change the tempo of music
- Create a catchy tune and share it with friends and family
- Find out about the importance of maths in creative careers

Pre / post-activity

- Pre-activity - at the time of booking, teachers are encouraged to visit My World of Work and use the [Strengths tool](#) with pupils
- Post-activity - teachers are encouraged to explore the related job profiles and industries on My World of Work with pupils and to use the resources in the [partner area](#)

My World of Work links

Job profiles – [Data Analysis Statistician](#), [Computer Service and Repair Technician](#), [Software Developer](#), [Web Developer](#), [Studio Sound Engineer](#), [Audio Visual Technician](#), [Broadcast Engineer](#), [TV or film sound technician](#)

Modern Apprenticeships – [Creative and digital media](#), [Engineering](#), [IT and Telecommunications](#)

Industries – [Creative](#), [Engineering](#), [ICT and Digital Technologies](#)

Experiences and outcomes

MTH 2-15a I can apply my knowledge of number facts to solve problems where an unknown value is represented by a symbol or letter.

MTH 3-15b I can create and evaluate a simple formula representing information contained in a diagram, problem or statement.

MNU 3-20a I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading.

TCH 2-14b I understand how information is stored and how key components of computing technology connect and interact through networks.

TCH 4-14b I can explain the overall operation and architecture of a digitally created solution

TCH 2-15a I can create, develop and evaluate computing solutions in response to a design challenge.

EXA 2-17a, 3-17a I can use my voice, musical instruments or music technology to improvise or compose with melody, rhythm, harmony, timbre and structure.

EXA 4-17b I can use music technology to compose, record and produce music and to enhance performance.

Career Management Skills

Supports the development of the career management skills young people need to plan and pursue, life learning and work opportunities

Career Education Standard

Second level I can discuss the relevance of skills to the wider world and make connections between skills and the world of work.

BGE I can demonstrate and apply the skills I have learnt across the curriculum in relation to the world of work.

Skills Investment Plans

ICT and digital technologies,
Engineering