

The logo for Purple Mash, featuring the word "purple" in a purple sans-serif font and the word "mash" in a white sans-serif font, both on a black rectangular background with a torn top-right corner.

**purple
mash**

Purple Mash Computing Scheme

Making Music

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Overview

This unit lets children explore digital music creation through the use of the music tool, 2Sequence. Children learn about structuring a tune, creating music to represent a feeling and also making music to play in the background of a video clip.

Key Learning

- To explore, edit and combine sounds using 2Sequence.
- To improve a tune and make music based around a feeling.
- To compose background music for a video.

Knowledge Organiser and Learning Mat

These resources can be used to support learning across the unit.

- [Knowledge Organiser](#)
- [Learning Mat](#)

Concept Map and Quiz

Use these resources to gauge children's understanding before or after the unit has been taught.

- [Concept Map](#)
- [Quiz](#)

Lesson 1: Introducing 2Sequence

Aim

- To explore, edit and combine sounds using 2Sequence.

Success Criteria

- I can use different sounds within 2Sequence to create a tune.
- I can experiment with the speed of a tune.
- I can experiment with the volume of sounds.

Preparation

- Set 2Sequence as a 2Do.

Please find all lesson resources below.

Resources

- [Slideshow - Lesson 1](#)
- [2Sequence](#)

Lesson 2: Making Music

Aim

- To improve a tune and make music based around a feeling.

Success Criteria

- I can add sounds and sound effects to a tune to improve it.
- I can consider how music can be used to express feelings.
- I can choose suitable instruments and sound effects to show a feeling.

Preparation

- Set **Twinkle Twinkle** as a 2Do.
- Set **2Sequence** as a 2Do.

Please find all lesson resources below.

Resources

- [Slideshow - Lesson 2](#)
- [Twinkle Twinkle](#)
- [2Sequence](#)

Lesson 3: Background Music

Aim

- To compose background music for a video.

Success Criteria

- I can understand how background music changes the feel of a scene.
- I can create music to match a certain feeling or mood in a scene.
- I can record and use my own sounds in my music.

Preparation

- Set **2Sequence** as a 2Do.

Please find all lesson resources below.

Resources

- [Slideshow - Lesson 3](#)
- [2Sequence](#)

Assessment

The following information is an exemplar of what a child at an expected level would be able to demonstrate when completing this unit with additional exemplars to demonstrate how this would vary for a child with emerging or exceeding achievements.

Emerging

- Children explore and experiment with sounds in 2Sequence, showing enjoyment and curiosity when creating simple tunes. With support, they can add notes, change sounds, and recognise when music is faster, slower, louder, or quieter. They are beginning to understand that music can express feelings and can make simple links between sounds and moods. Their work shows developing digital control, and they are growing in confidence to edit and improve their music with guidance.

Expected

- Children use 2Sequence independently to create and refine a tune using a range of sounds and instruments. They adjust tempo (BPM) and volume to suit the piece, add sound effects (SFX), and explain how music can represent different feelings or moods. They can loop parts of their tune and compose suitable background music for a short video. Their work shows planning, reflection, and good understanding of key digital music vocabulary such as compose, loop, and tempo.

Exceeding

- Children compose imaginative, well-structured music in 2Sequence that clearly reflects emotion or mood. They use digital tools with confidence, combining recorded and created sounds thoughtfully. They make purposeful choices about looping, volume, and tempo to enhance their work and explain these decisions clearly. Their background music fits videos effectively and shows awareness of how sound, rhythm, and instrument selection influence feelings.