



Purple Mash Computing Scheme

Composing Beats

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Overview

This unit teaches children to explore the different elements of music, experiment with beats, and compose engaging music using the Purple Mash tool, Busy Beats.

Key Learning

- To identify and discuss the main elements of music.
- To understand and experiment with rhythm and tempo.
- To create a melodic phrase using varied notes and pitch.
- To compose a piece of electronic music.

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: Understanding Music

Aim

- To identify and discuss the main elements of music.

Success Criteria

- I can use appropriate musical language to discuss a piece of music.
- I can identify sounds in a piece of music.
- I can explain how a piece of music makes me feel.

Preparation

- Set **Busy Beats** as a 2Do.
- Set **My Music Review** as a 2Do.

Please find all lesson resources and additional teaching notes below.

Resources

- [Slideshow - Lesson 1](#)
- [Busy Beats](#)
- [Music Review](#)

Teaching Notes

If possible, it is recommended that children use headphones for these lessons.

Lesson 2: Rhythm and Tempo

Aim

- To understand and experiment with rhythm and tempo.

Success Criteria

- I can identify and recall a simple rhythm.
- I can explain what tempo is and how it affects the feel of music.
- I can create my own rhythm using Busy Beats.

Preparation

- Find a **percussion instrument** e.g. a tambourine - you will need it to tap out some simple rhythms.
- Set **Busy Beats** as a 2Do.

Please find all lesson resources below.

Resources

- [Slideshow - Lesson 2](#)
- [Busy Beats](#)
- [Ready Made Rhythms](#)

Lesson 3: Melody and Pitch

Aim

- To create a melodic phrase using varied notes and pitch.

Success Criteria

- I can show an understanding of melody.
- I can create a simple melodic pattern using 2Sequence and Busy Beats.
- I can use a variety of notes and experiment with pitch.

Preparation

- No 2Dos need to be set - children will reopen their saved file from last week to continue their work on melody.

Please find all lesson resources below.

Resources

- [Slideshow - Lesson 3](#)
- [Music Definitions Quiz](#)
- [Melody 1](#)
- [Melody 2](#)
- [Melody 3](#)
- [Busy Beats Melody](#)

Lesson 4: Making Music

Aim

- To compose a piece of electronic music.

Success Criteria

- I can experiment with pitch, rhythm and melody to create a piece of electronic music.
- I can add different layers to build up the music through adding multiple patches.
- I can record a piece of music.

Preparation

- Set **Busy Beats** as a 2Do.
- (Optional Extension) Set **My Musical Evaluation** as 2Do.

Please find all lesson resources below.

Resources

- [Slideshow - Lesson 4](#)
- [Busy Beats](#)
- [Music Evaluation](#)

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 are beginning to build confidence with the musical elements. They can recognise pulse, rhythm, and melody, and are starting to use these words when talking about their work. With support, they create short rhythms or loops in Busy Beats and enjoy experimenting with different sounds. They notice when music is faster or slower and can change the BPM to alter tempo. When exploring pitch and melody, they try out different notes and are developing awareness of higher and lower sounds. Their digital work may be simple, but it shows creativity, enthusiasm, and early connections between computing tools and music-making.

Expected

- Children show a secure grasp of the key learning from the unit and use Busy Beats with confidence. They understand pulse, rhythm, tempo, pitch, and melody, and explain how these elements affect a piece of music. They create clear rhythms, adjusting BPM to suit the mood, and use loops effectively to structure their work. When making melodies, they select notes with awareness of pitch and explain the difference between high and low sounds. They combine samples and synths thoughtfully, layering patches for texture, and record a complete piece of music. Their work shows creativity and control, and they reflect on their compositions, suggesting improvements with growing independence.

Exceeding

- Children demonstrate confidence, creativity, and independence in Busy Beats. They use vocabulary such as pulse, rhythm, tempo, pitch, melody, and texture accurately in discussion. They show awareness of how BPM and pitch changes affect mood and use this knowledge to shape their compositions. Their music often shows clear intention, layering rhythms and melodies across multiple patches for variety and impact. They can explain their choices like producers, considering whether to begin with a beat or melody and reflecting thoughtfully on outcomes. Their evaluations are detailed, showing curiosity about how digital tools support music-making. Their recordings highlight strong structure, style, and originality, as well as a willingness to explore new ideas.