

# **Recommendations for Music Software**

## **FOR THE ATTENTION OF ICT AND MUSIC CO-ORDINATORS**

County Music Service (CMS) has worked closely with the Educational Development Service (EDS) to produce an ICT music package for schools that includes several programs, site licences and some equipment to make it easier to use the programs in class. The flexible package can include training for ICT and Music subject leaders. We have managed to negotiate reduced prices for many of the items in the package. Please contact CMS for details (01926 412803)

In addition to this we are making other recommendations via this document, which is available to all maintained Nursery, Infant, Junior and Primary schools and via the CMS website [www.musicforlife.net](http://www.musicforlife.net).

Several years have passed since the last recommendations were published in summer 2000. During this time, software on the Warwickshire 'WIG' network has been upgraded and schools have focused on meeting the Government's targets for pupil/computer ratios by increasing the number of computers available. With the exception of the items marked\*, the software in this list has not been tested on the Warwickshire system. Schools are advised to obtain evaluation copies from the publishers and to test them on their systems before making a commitment to buy the product.

Music software is still scarce however and, with the emphasis now being firmly placed on using ICT to support teaching in all subjects, this seems an appropriate time to look again at the software available for music.

I make no apologies for repeating the caution that it is not possible to purchase one program that covers all musical experiences and skills. Some programs are primarily encyclopaedias, some allow for arrangement of existing musical material and some allow children to compose and manipulate sounds. The types of program can be split into four categories:

- Composing/arranging packages (often sequencers)
- Skills and notation practice
- Information and reference packages
- Score writing

The following suggestions are drawn from the available programs in Autumn 2004. Comments and ideas for usage are based on the reviewers' experiences and are not intended to be exhaustive. County Music Service would be delighted to hear of any further applications and suggestions for use from practising teachers. These can be placed on our web-site [www.musicforlife.net](http://www.musicforlife.net) or posted to 22, Northgate St Warwick.

It is difficult to categorise the programs since many of them combine music skills teaching with opportunities for composition, however, categorisation has been attempted in the hope of making the selection of programs easier.

**N.B. Comments in red refer to Programmes of Study in the QCA document for ICT.**

## Foundation Stage

\*These programs are included in the CMS/EDS music ICT package (see above)

There are few programs currently available for this stage that seek to directly address musical skills. However,

### **Musical Leaps and Bounds\***

#### What is it like?

This is a colourful program using innovative ways of introducing children to various different aspects of music. It is easy to use, although teacher involvement is needed to enable children to develop their understanding.

#### What does it do?

This program offers the opportunity to explore pulse, dynamics, texture, pitch and mood. There are six options in the menu, which are represented by different characters. The program has introductory music which plays every time a different activity is selected but there is an option to silence this.

#### How can it be used in class?

At the simplest level, children can choose different actions for the character and place them in sequence so that the character is animated whilst the music plays. They can change the music by choosing a new shape. Unfortunately the character's movements are not exactly in time with the beat but it is possible to make him stay still by entering several identical movements, thus giving an insight into duration. The two options exploring pitch culminate in an opportunity to compose or 'find' well-known tunes. This could be set as an activity in the music corner. The activity exploring dynamics involves moving characters nearer or further away from the bottom of the screen. This also allows children to 'fine-tune' the arrangement of the sounds, making some parts louder than others. This enables quite different performances of 'music' to be made from the same musical material. Whilst children can work on their own with this program; and should probably treat it as exploration in the first instance, discussion with the teacher not only extends their learning but can also act as a valuable assessment of the child's understanding.

More information: [www.granada-learning.com](http://www.granada-learning.com)

### **2Simple\***

Also included in the Music/ICT package for schools, this program is really most useful during later key stages (see K.S.1 and 2). However, it does have a feature (2explore) akin to the old concept keyboard where children can operate instruments by touching any key within areas of the keyboard that correspond to the picture of the instrument. One or two of the other activities such as 2beat might also be useful for Early Years pupils.

More information: [www.2simple.com](http://www.2simple.com)

## **Mini Musical Monsters**

### What is it like?

This program has six activities designed for Foundation Stage children to explore music making independently.

### What does it do?

The six activities cover investigating dynamics, pitch, matching sounds, composition, exploration and melody.

### How can it be used in class?

Children can create their own sound patterns; they can listen to, evaluate and reshape the tunes they make, play them to others, and incorporate them into live performances.

More information: [www.q-and-d.co.uk](http://www.q-and-d.co.uk)

## **Musical Monsters**

### What is it like?

This is a new group of three programs ranging from Foundation stage to KS2. The Foundation stage program is a simple to use music-making programme designed for young children.

### What does it do?

Simply click to place the monsters on the grid and listen to (and watch) the results. The Monsters are the notes. Clicking and dragging onto the grid can make tunes. Tempo can be changed using the slider and controls allow for loops to be created. The Teacher controls can be used to select instrumental sounds (16 instrumental groups with dozens of MIDI sounds available) for each Monster in a grid, which can be increased in size from the default setting. The Library contains ready-made compositions for teaching purposes. Ten pieces are available for each grid size (Small 4x2; Medium 8x5; Large 16x8.)

### How can it be used in class?

This programme enables children to become familiar with important musical elements: melody, rhythm, pitch, tempo and timbre. Children can create their own sound patterns; they can listen to, evaluate and reshape the tunes they make, play them to others, and incorporate them into live performances. The Grid allows children to compose tunes and the Whiteboard scroller allows saving of tunes (including to MIDI.)

More information: [www.q-and-d.co.uk](http://www.q-and-d.co.uk)

## **Key Stage 1**

### **Musical Monsters**

This program was described earlier in the Foundation Stage section but is still suitable for K.S.1 children both for sound exploration and as a simple composing tool.  
(see above for web address)

### **The Dums**

#### **What's it like?**

This is a new program from ESP (developers of Compose World Junior). It has a noticeably better sound quality than some other programs: an important consideration with music software. All the recordings are of real instruments and the program uses specially commissioned compositions. As with other programs from this company, there is a brief but clear user guide, which includes annotated pictures of the screens within the program and a concordance with the Key Stage 2 programmes of study (breadth). There is also 'The Dums' website to complement the program.

#### **What does it do?**

Users are presented with ten very different musical ensembles to explore. Having selected an ensemble, pupils can identify and find out more about each instrument. They can learn about composers who have written for it and performers who use it. They can isolate each instrument and can explore different textures by becoming a conductor and 'switching off' the various sections or performers during the performance.

#### **How can it be used in class?**

At Key Stage 1 it could be used to explore the sounds of voices and instruments. The ability to isolate the sounds is useful here. The compositions can be used for appraisal and for developing skills such as keeping the pulse or imitating rhythms.

At Key Stage 2 exploration is still to be encouraged. Appraisal can now be extended to encourage children to learn to play the tunes on other available instruments. Pupils can use it as a source of information about instruments, ensembles and performers.

More information: [www.ESPmusic.co.uk](http://www.ESPmusic.co.uk)

## **Mostly for composing**

### **Compose World Junior**

**This program is very similar to the Black Cat Compose program that is available in the Warwickshire ICT pack (see comments in KS 2).** This version is the original and is produced by ESP, which also has a website offering help, advice and extra downloadable materials. The program models perfectly the techniques required and links well with:

**Literacy** ( Left to Right, sight vocabulary, syllables, appraisal of work done etc)

**Numeracy**, ( How many sounds can you hear, the first, the last, grid references etc)

#### **Music:**

*Listening skills* (how many notes in the phrases, are any repeated, are they mostly high or low, can you recall and sing the tune?)

*Appraisal* (what makes a good beginning/ending, choosing suitable phrases for the purpose, describing structure.)

Also links with *pitch* training used by the Vocal Curriculum and QCA ongoing units (some phrases make use of common intervals used in Sol fa training, for example “apple” is Soh, mi.)

The program emphasises the importance of *repetition, pattern and structure*. There’s lots more, but no space to comment at length here.

**Different cultures** (China, Egypt)

**PSE** (Working co-operatively with other children, making group decisions)

**Art** (Could download pictures from Gallery sites and use as a stimulus for composition using either tunes or the files from the “moods” section. ( 6A multimedia presentation in K.S.2)

**ICT** links:

QCA Unit 1A “An introduction to modelling.”

Learning outcomes which can be achieved:

- Understand that they can make choices and that people make different choices for different reasons.
- Understand that their decisions can produce different outcomes.
- Use the mouse to move the pointer and move and place objects with accuracy.

QCA Unit 1C “The information around us.”

In this unit children learn that information exists in a variety of forms including text, still and moving pictures, charts and sounds and that different media are used for different purposes. They learn that ICT can be used to communicate and handle information in a variety of ways.

Expectations:

- Have had opportunity to collect information in various forms and from various sources.
- Recognise that computer programs use sounds, text and pictures to communicate information
- Begin to recognise some of the conventions used to communicate information.

Consider introductory work towards the following units:

2C “Finding information”

2E “Questions and answers

3C “Introduction to databases

Work could be initiated using “Compose” in gathering data about their compositions, audience impact and how changing icons and sounds might affect these. The music writing process should be linked to communication and considered within the preparatory work for:

3A “Combining text and graphics”

4A “Writing for different audiences”

6A “Multimedia presentation”

These are K.S.2 units but cannot happen successfully with context and relevance if an abundance of fundamental experiences are not offered to the children.

(Older children could also use it to fulfil some parts of 4b “Developing images using repeating patterns”. Some K.S.1 children may be ready to work on 4E and 4D).

It is a well-constructed, well-supported program which has stood the test of time and is not too expensive. There are further sound files and resources available on the company’s web site. [www.ESPmusic.co.uk](http://www.ESPmusic.co.uk)

## **Skills and exploration**

### **Music Explorer**

#### What is it like?

This is a very structured program with plenty of documentation for the teacher. This takes the form of a teacher's guide to the workings of the program, including some suggestions for other classroom activities to support the work. There is also a book of photocopiable worksheets detailing graded composing activities.

#### What does it do?

This program provides a series of composing and exploration activities that take children from very simple activities like copying a pattern and changing it to composing a piece of music which has a melody, bass line and chord accompaniment. All of these are presented as separate projects and come with worksheets explaining the procedures.

#### How can it be used in class?

Good for early K.S. 1. It is excellent for early mouse techniques. It has a very detailed manual, which may be an advantage for nervous non-specialists. The program requires teacher input for the children to benefit fully. There is a danger that much of the work will be done by looking and organising icons in a pattern rather than listening to decide what works best. The activities take children through the basics of pitch and rhythm using graphic notation. They also allow children to experiment with different textures, again showing this graphically. The higher level allows more complex tunes and harmonies and the resulting composition can be displayed in graphic or traditional notation.

There is no need to worry about progression because it is all laid out for the teachers and children. However, this could also be a bit of a straitjacket and anti-creative. That said, it does offer composing tasks as well as directed activities. Finally, it should allow children to work individually, which is required by the National Curriculum but often hard to achieve.

More information: <http://www.rm.com/Primary/Products/Product.asp?cref=PD3630>

### **2Simple\***

#### What is it like?

This program has six features ranging from very simple exploration to composing using standard notation. Each feature is a progression from the last. All the features allow exploration and develop IT skills that will be useful into K.S.3 when children will use sequencers. Video explanations of the functions are included.

#### What does it do?

2Explore and 2Beat (see above) can be used at K.S.1 as well. Children at this stage might also like 2Play, which allows children to use the QWERTY keyboard to operate a piano keyboard.

#### How can it be used in class?

2beat is good for exploring rhythm and 2play allows exploration of pitch. One big advantage here is that it is easier to play tunes using the QWERTY keyboard than the mouse, almost like having a piano keyboard to input sounds. This is good for developing co-ordination and the graphic score shows the pitch and an elementary version of the rhythm of the tune. Although this program offers other activities, they are more suitable for K.S.2 composing (see below).

## **Key Stage 2**

### **Mostly for composing**

### **Black Cat Compose\***

#### What is it like?

This is an updated version of 'Compose World Junior'. It has been revamped and given the same format as other Black Cat software. It deals, more precisely, with arranging phrases to make tunes rather than allowing children a completely free rein to compose. It enables pupils to experiment with over 70 different musical projects of varying musical styles. There are four levels of difficulty. All depending on entering phrases on to a grid to make tunes.

#### What does it do?

Children can drag and drop picture icons, which each represent a different musical phrase, onto the grid. The icons can be changed to show words as well or instead of pictures. The music can then be played using icons familiar on recording machines (stop, play, pause) and can be looped to repeat continuously. At the simplest level they can change the instrumental sound, speed and volume of the music. At the most advanced level, the screen resembles a more advanced sequencer and can accommodate several tracks. Work can be saved and printed.

#### How can it be used in class?

Pupils can use this program independently but, from a musical point of view, it is better when supported by teachers. This ensures that children develop their music according to musical criteria rather than relying on visual patterns created by the icons. It could be used to explore musical structures, for appraisal and to support work on arranging music. Ultimately pupils have the opportunity to adjust the pitch, volume and acoustics of individual tracks and select from a wide range of instruments. The icons can display pictures, graphic symbols and traditional notation to support learning to read music.

### **Compose World Junior**

**This is the original version of Black Cat 'Compose' and, as such is almost identical to it. (See comments under Key Stage 1) The musical and ICT based comments about Compose World Junior therefore also apply to Black Cat 'Compose'.**

All that was said at K.S,1 applies here because the questions asked and tasks set by the teacher would take into account the prior experience of the children and reflect their progress. This is a single-track program, however **Compose World 2** has multi-track facilities. It fits with several of the ICT programs of study in the QCA scheme of work: Compose World Junior files can be transported into 'Word' and 'Textease' for use in other multi-media programs.

ICT links (see over)

## ICT links

### QCA Unit 3B “Manipulating sound”

In this unit children will explore and develop musical ideas using ICT and other methods. They will use simple music software, tape recorders and a keyboard to compose, collect and communicate their musical ideas. They will amend and modify their work to explore various musical and sound effects and use ICT to create, organise and record sounds. Children will be able to apply what they have learnt in this unit in music. This unit sits far more comfortably in the music curriculum where it can be prepared for and used relevantly in appropriate contexts.

### 4B “Developing images using repeating patterns”

Although the images referred to in the unit are pictures, there is no reason why their preparation should not be extended with the addition of sound and the effects achieved by repeating a pattern and repeating a sound, noted and used experimentally.

### 4D “Collecting and presenting information, questionnaires and pie charts”

(The information could be related to sounds or music. e.g.: the music that is most popular, measurement of sound, collection from the internet of the prices of CD's etc.

This can all be part of the way ICT supports ongoing music work.

### 4E Modelling effects on screen (This could be changing sounds on screen.)

6A Multimedia presentation (As stated earlier, work for this unit needs to begin in Fdn/K.S.1) The children could use a composition from here behind a Power Point presentation. They could use the work in a presentation, storing the music as a WAV file. Music, sounds, effects using the computer should be saved as a WAV file. This can then be reused in Powerpoint. To add the child's own composition to the ready made sound effects (which are so often lavishly applied, mainly because they are there!) would mean that the music/sound was a meaningful part of the multimedia presentation as opposed to further advertising those offered by the software package. More programs are offering the facility to record straight on to the page e.g. Textease, Switchit, Clicker and Information workshop as well as Powerpoint.

On a simplistic level, children at early years would use tape recorders to record voice and sound, moving to the use of sound recorders and inbuilt software to record and save the sound, then having the opportunity to record, change, add effects to their sound and retrieve it for use as a wav file in another package.

## **Compose World 2**

This is a sequel to Compose World Junior. It has features in common with Compose World Junior but allows children to compose new phrases using a mouse or midi keyboard. The phrases can be manipulated (reversed, transposed etc. and displayed in several different ways including pictorial icons, (QCA 3B) grid display and traditional notation. WAV files can be incorporated into this program so that children can record their own sounds for use in composition. Another additional feature to those in Compose World Junior is that there is a multi-track function. It prepares children for using the sequencer programs available at Key Stage 3.

Information: [www.ESPmusic.co.uk](http://www.ESPmusic.co.uk)

## **2Simple\***

This program forms part of the Warwickshire ICT music package. It is a versatile program that can be used from Early Years right through to KS 2. Some of the features are described earlier (see above) but the features 2beat, 2sequence, 2synthesise and 2compose are more suitable for K.S. 2.

### What does it do?

The later features of this program begin to take children into the world of sequencing and arranging. 2beat is a simple drum machine, 2sequence combines four sequences to create tunes or soundscapes, 2synthesise offers a more powerful keyboard, which can play multiple phrases and 2compose is a simple introduction to standard notation.

### How can it be used in class?

2beat allows children to make multi layered rhythmic patterns that can be used as the basis for other work using conventional instruments. The patterns run continuously in a loop. 2sequence offers a multitrack sequencer and nine banks of different sounds to use. One of the banks is linked with 2synthesise so that pupils can import their own phrases for use in 2sequence. Icons can be dragged to the track and sounds from different sound banks can be mixed within tracks. 2compose allows music to be entered in traditional notation in a very similar way to that used in the popular Sibelius score-writing package. (see KS3) This can be used to reinforce notation skills by acting as a writing tool or for composition and arrangement.

## **Music Explorer**

### What is it like?

All that was said at K.S.1 applies here. It might be useful for consolidating specific skills or working on particular areas such as the Pentatonic scale, (QCA year 3/4) 12 bar blues, compound time etc. The composing projects are very focused, if a little unexciting, and the progression is good.

### What does it do?

See comments in KS1

### How can it be used in class?

This program has more advanced composing projects for KS 2 covering all the elements of music (pitch, rhythm, timbre etc.). Children can compose using a pentatonic scale, experiment with syncopation and try creating a 'Rock and Roll' piece. It offers the opportunity to see their work as either graphic or conventional notation supports the development of music-reading skills. There are step-by-step guides as to how to proceed.

More information: <http://www.rm.com/Primary/Products/Product.asp?cref=PD3630>

General music software:

<http://www.rm.com/Primary/Products/Story.asp?cref=pS211343>

## **More Musical Monsters: KS2**

### What is it like?

This is a more extensive music making software tool using the same monsters and grid ideas as the earlier KS1 version to create compositions. The software comes with a set of study plans designed to address key areas of the music curriculum. The Study Plan section is a basic pictorial guide to composing tunes and link directly to the QCA Scheme of Work for music at KS2 (and builds upon relevant KS1 units.) The Teacher Controls can be used to customize for different abilities or activities e.g. change size of grids, assign instruments to monsters (128 instruments and sound effects available), change volume (by changing size of the cloud or note.) Musical Monsters is a very flexible tool providing creative options for the teaching of music.

### What does it do?

Each monster has a musical instrument assigned to it (can be changed within Teacher Controls.) Each monster owns 2, 3, or 4 clouds. Within each cloud you can make a musical clip and within each cloud is a Cloud grid. Different note lengths can be dragged onto the grid to create a tune in the Cloud grid. Tunes are composed by arranging the monsters' clouds in the Monster grid. Tempo can be changed using the slider at the bottom of the grid. It is possible to record your own Sound sample and import it into your Monster Grid.

### How can it be used in class?

Ideal for whiteboards and can be used for individual study or group work. More Musical Monsters is an extremely versatile and creative tool that will help pupils identify and explore endless sound patterns, rhythms and musical features.

## **Dance EJAY 6**

### What is it like?

Dance EJAY is a Dance music creation tool, now with MOPHONIX Synthesizers, Dynamic Curve Editing and Live Jam Mode. Dance EJAY has 4,000 samples, sounds and beats compiled by professional producers from the Dance Music Industry. In addition to this, the improved recording studio facility allows you to record from any source plugged into your Soundcard as well as directly from CD. The software will allow students to create their own dance mix, with animations. Suitable for upper KS2 and beyond, students will be attracted to the ability to drop samples onto the audio tracks, where they can be arranged, to create a professional sounding final mix. The software is very sophisticated allowing considerable refinement of all the parameters within the mix – activities which can be accessed later by the Secondary student.

### What does it do?

Once the mix has been made using the extensive sampled sounds, move from the Main Frame to the Scenes. In **Live Jam** samples can be dragged and dropped on to the pads, played in real time and saved as a mix. In the **Arranger** samples can be dropped onto up to 48 tracks and 3 instrument tracks to create a mix. Using the archive, samples are divided into sound groups (e.g. beats, bass, keys, spheres, guitar, voices – male, female etc.) The **Mixer** is used to obtain the best volume balance across all tracks used. With the **FX Studio** you can edit sounds and modify them using special effects. Effects such as Powersweep, overdrive, chorus, reverb and echo can be added to your sounds. The **3D VJ Box** allows the arranging of 3D objects and 3D spaces to make a complete animation to go with your mix. Ideal if a performance of the mix is set to movement/dance. In **Voice Generator** you can generate robot voice samples from your own texts and add these to

you mix. **Recording Studio** allows recordings via a microphone or synthesizer. In addition to all of the above composing power Dance EJAY also contains **five instruments** to give your songs the individual touch. **The Groove Generator** is a drum sequencer allowing drum patterns to be created and added to your mix. The **Hyper Generator** is a polyphonic sequencer suited to melody writing and ostinati patterns. **Bass Generator** is designed to compose bass lines. **Mophonix II** creates synthesizer progressions from scratch, while the Mophonix Supabass is used to create synthesizer bass progressions from scratch.

#### How can it be used in class?

While the sheer versatility of this programme appears intimidating, the powerful attraction for Year 5/6 pupils is the ease in which professional sampled sounds can be quickly dragged and dropped on to tracks to create a sophisticated sound mix. Add animation and live movement and you have the makings of a powerful performing arts creative composing tool, which matches the ever-growing sophistication of KS2 pupils. Pupils will learn at first hand about melodic phrasing, use of ostinato melodic and rhythmic patterns, arranging, balance of parts, structure, use of lyrics to convey a mood or feeling, reinforcing the NC requirements in a sophisticated media. Acoustic sounds (voice, electronic keyboards, class percussion, guitars etc.) can all be used alongside the digital mixed track making this a versatile whole-class (white board) or small-group composing tool.

More information: [www.ejay.co.uk](http://www.ejay.co.uk)

### **The BBC 'Making Tracks' website**

This has a composition area where children can use the sequencer to create music that may then be played on the BBC Radio 3 programme 'Making Tracks', a programme about music aimed especially at children.

## **Exploration and information**

### **Skills training and elementary composition**

#### **Music Ace 1**

This is mainly an aural training program concentrating on the acquisition of pitch skills. Much of the work refers to the piano keyboard and use traditional notation coupled with appealing graphic characters instead of notes. There is also a “doodle pad” where simple compositions can be written and played back. Children love it and can keep a record of their progress through the 24 lessons and games.

More information: [www.harmonicvision.com](http://www.harmonicvision.com)

#### **Music Ace 2**

This is similar to Music Ace 1 but concentrates on the musical skills of beat, tempo and rhythm. It also introduces sharps and flats. The program can be configured to use a midi keyboard which enables pupils to input music directly from the instrument.

Information as above

#### **Music Ace Deluxe**

This program is the latest to be produced. It combines thirty or more activities from the other Music Ace programs in one package and is slightly cheaper.

#### **Sibelius Aurelia**

This is another aural training program which enables students to recognise a range of musical devices and, with a microphone connected, allows them to sing their responses to a series of aural exercises. They can listen to and name intervals and sing and play scales. The section on harmony enables students to recognise sequences and cadences and sing notes within chords. They can take part in rhythmic and melodic dictation, writing responses on the screen using a tool similar to the one in the Sibelius score-writing package. The program can be customised for individual pupils and has an inbuilt marking system. Aurelia would be suitable for able children at K.S.2 or at K.S.3.

(Information as above)

### **Information**

Now that schools have received such a huge investment in technology, the internet is now well used and is obviously the major source of information about music. We have produced a listing of useful websites these are available via County Music Service website: [www.musicforlife.net](http://www.musicforlife.net)

#### **World Book**

This resource is available on the Warwickshire system and contains several audio clips of music from different times and places. It also has information about composers.

#### **Encarta World Atlas**

This resource is also available to schools already and has useful information, visual material and audio clips linked to geographical areas. This is useful in fulfilling the requirements of ‘breadth of study’, particularly in relation to world music.

## **Hutchinson Music Reference Suite**

This resource has information about composers, performers, musical terms, biographies etc. It is suitable for upper Key Stage 2 and beyond.

## **For Teachers**

### **Sibelius Starclass**

This is an information program for teachers. It contains explanations of musical terms and effects and lesson plans for work based on the QCA scheme of work for music. It tends to be quite stilted and requires the teacher to take a creative approach to the materials to inject some excitement into the learning and a creative element to the work.

### **Sibelius Score-Writing program**

This is invaluable for producing publishing standard scores. It is a notation package rather than a sequencer but it does have the facility to play in the music from a MIDI keyboard. However, this often results in a score that is hyper-accurate and therefore unreadable without lots of revision. To avoid this, make sure that you use the metronome and play in to strict time. Also, use the quantise feature to reduce the likelihood of revision. Sibelius 3 is the latest version and promises facilities to scan, customise the features to keep students on task, importing lyrics from 'Word', colour and graphics and new features to make arranging easier.

More information: [www.sibelius.com/education](http://www.sibelius.com/education)

## **Key Stage 3**

### **Sequencing**

#### **Steinberg Cubasis**

(Also more expensive variants of these.) Nothing else is really worth looking at in this price bracket (£60-65), however, the company is in the process of deleting it from their products. They say that it will be freely available for another 18 mths-2yrs. There is therefore no information about it on their web site but they do still make excellent alternative sequencers, albeit at a higher price.

Information: [www.steinberg.net](http://www.steinberg.net)

**Fruityloops** is another budget sequencer. It seems quite complex at first but there is a free download available on the website and links (via 'tools') to video tutorials that are very useful. It is suitable for capable Key Stage 3 pupils and Key Stage 4.

Information: [www.flstudio.com](http://www.flstudio.com)

### **Score writing -**

#### **Sibelius (See above)**

This is acknowledged to be one of the best score writing packages around. It is a well-specified program which is powerful, reliable and relatively easy to use.

## **Theory/Aural**

### **Music Ace 1 and 2**

See comments at K.S.2.

### **Auralia**

**This program is excellent for using on a network. See above for more information.**

## **Low level composition/arranging**

### **DANCE EJAY series.**

**Information:** [www.ejay.co.uk](http://www.ejay.co.uk)

**Band in a Box** (this is much more useful for staff to quickly arrange backings etc for singing lessons.)

Information: [www.pgmusic.com](http://www.pgmusic.com)

## **Information/reference**

*These recommendations have been produced by Kathryn Hardy on behalf of Warwickshire County Music Service. The suggestions about ICT coverage have been made by ICT advisers from the Educational Development Service. We acknowledge the help of Mike Roberts from CMS for the Key Stage 3 information.*

*For further information about the music programs or to register comments and suggestions about their use please contact County Music Service:.*

*[www.musicforlife.net](http://www.musicforlife.net)  
01926 412803  
07941 988234 (Mobile)*

*Musical Leaps and Bounds, 2 Simple Music Toolkit and Black Cat Compose have been tested to make sure that they run on and do not conflict with other software on the WIG network. It is recommended that you use your usual technical support to install these items of software.*