Week 6: Creating Music & Sound with Google Experiments

Hello AI creators! Last week we explored how AI turns words into pictures.
*This week we shift from images to sound, experimenting with pre-trained AI tools that transform colour, movement and language into music. Students will explore three Google Experiments: **Viola the Bird**, **Kandinsky** & **Word Synth** to see how AI interprets input and generates original sound patterns. The focus is not on training models, but on experimenting, composing, recording and sharing creations.*

PRO TIPS
All students set iPads to mute, then click volume up three times.
STUDENTS will need to use the same iPad for all 5 days.

Theme: Experimenting with pre-trained AI to create original music and sound compositions.
Anchor Tools: Google Experiments, Viola the Bird, Kandinsky, Word Synth. Use iPads or laptops with microphones.

Core Concept: AI does not compose like humans, it applies trained patterns to transform what we draw, type or play into sound. Students become composers, experimenting with inputs and arranging outputs into their own musical pieces.

1. **AI transforms inputs into outputs.** These experiments show how AI turns colour, line and words into sound.
2. **Patterns shape results.** The way you draw, type or play changes what the AI produces, every small choice matters.
3. **Experimentation leads to discovery.** By exploring freely, students learn how AI interprets and reimagines input.
4. **Recording captures creativity.** Screen recordings document each student's compositions for sharing and reflection.
5. **Collaboration sparks ideas.** Working in pairs encourages creativity, comparison and constructive discussion.

Day 1 – Viola the Bird

Goal: *Students explore how AI transforms actions into music, experiment with creating short compositions & record their work.*

1. WATCH: Google's new AI Game - **Viola the Bird**

2. DEMONSTRATE
Open the **Viola the Bird app** on the smart board.
Discuss and read about the app.
Complete the tutorial.
Choose Concert Mode. Play Ode to Joy using the bow.
Select another song (use arrow keys), play it,
then compare with the DEMO.(button bottom right)

3. STUDENT EXPERIMENTATION
Students explore the app with their partner, experiment, then share findings.

4. DEMONSTRATE
Viola the Bird app on the smart board.
Switch to Freestyle mode. Work out a short 30 second tune. Then demonstrate how do a screen recording of the tune on the iPad.

Note: If you use the record button inside the app it provides only a link. Use the iPad screen recording function to save student work.

5. STUDENT TASK
In pairs, students explore the Viola app in Freestyle mode.
They experiment with sounds, bowing actions & timing, then create a 30-second tune.
Students record their tune with iPad screen recording.

6. DISCUSSION
2-3 student volunteer pairs share their recordings with the class, compare approaches and discuss what worked best.

7. FLOW WRITING Students write a short reflection about their composition. What worked, what surprised them, one improvement to try next time.

EXTENSION Advanced students create a second 30 second piece that changes tempo or dynamics, then compare both clips, importing them into iMovie with a title and end card. They can build on this over the series of lessons.

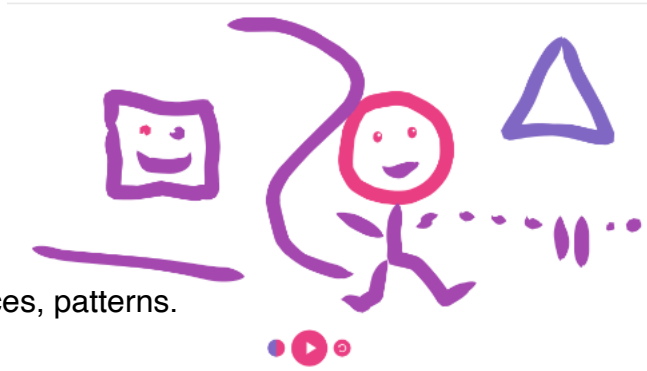
CORE UNDERSTANDING: AI tools like Viola the Bird respond to input patterns. Students are not training the AI but experimenting with how their actions are interpreted to produce sound. Composing with AI is about exploration, design and creative decision making.

Day 2 – Kandinsky Colourful Sounds, Musical Shapes

Goal: *Students explore how colours and shapes can be turned into sounds using AI, experiment with creating their own soundscapes & record their work.*

1. **WATCH:** Create Music By Drawing with Kandinsky (3m) How To video

2. DEMONSTRATION Open the Kandinsky app
Teacher draws lines on the screen and listens to the sounds created.
Change colours and show how different shapes and colours produce different sounds.
Create a short sound pattern as a demonstration
Use 2D shapes, wavy and straight lines, dots, faces, patterns.



3. STUDENT EXPERIMENTATION
In pairs, students experiment with Kandinsky by drawing different shapes and lines.
Students use colour changes to create their own soundscape.

4. DISCUSSION
Students show their sound scapes to the class, comparing & discuss how colours and shapes influenced the results.
Teacher introduces the Task - create a 30sec screen recording of their spelling word, or sentence. Demonstrate how do a screen recording of the tune on the iPad.

5. STUDENT TASK
In pairs, students create a 30 second tune they like.
Students record their tune with iPad screen recording.

6. DiSCUSSION
2-3 student volunteer pairs share their recordings with the class, compare approaches and discuss what worked best.

7. FLOW WRITING
Discussion: 2–3 volunteers share. Students write a short reflection about their Kandinsky composition. What worked, what surprised them, one improvement to try next time.

8. WATCH Kandinsky for Kids Narrated Digital Storybook (6m)

Extension Advanced students create a longer piece with more complex patterns, then add their Kandinsky recordings in their iMovie project, add labels for shapes and colours used.

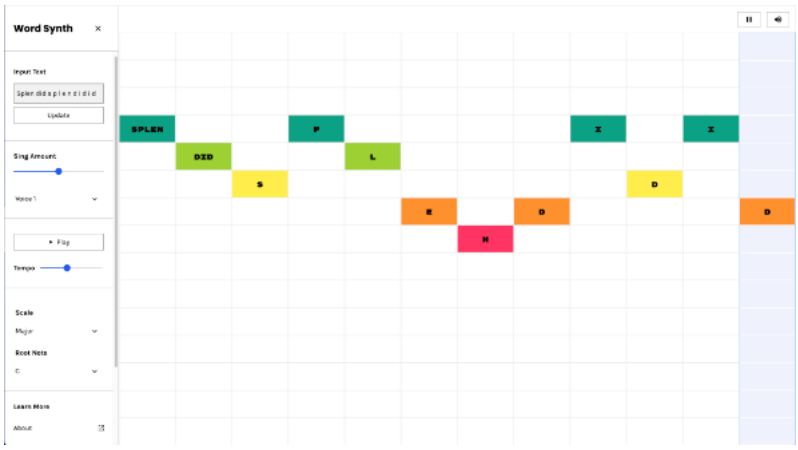
INTEGRATION Students create their own Kandinsky artwork.

CORE UNDERSTANDING: AI tools like Kandinsky transform visual patterns into sound. Students are not training the AI but experimenting with how lines, shapes and colours are interpreted to produce music. Creating with AI is about design choices, exploration & interpretation.

Day 3 – Word Synth Words That Sing

Goal: *Students explore how AI transforms text into sound, experiment with spelling and sentence patterns and record their work.*

1. DEMONSTRATION - on smart board
Open **Word Synth**
Read about Word Synth.
Then launch the experiment.
Go through the tutorial.
Demonstrate the Sing Amount slider, different voices, speed, scales & keys.
Show how to type a word, name or sentence & hear the AI transform it into sound.
Demonstrate moving blocks up & down to change pitch.



2. STUDENT EXPERIMENTATION
In pairs, students type spelling words, concept words or short sentences to experiment.
Students try out different words, names & sentences.

3. DISCUSSION Students share their experiments with the class, compare patterns and discuss how word choices and pitch changes influenced the results.
Teacher introduces the Task - create a 30sec screen recording of their spelling word, or sentence. Demonstrate how do a screen recording of the tune on the iPad.

4. STUDENT TASK
Each student chooses one word from the class spelling list or creates their own sentence using that word. Each student creates a unique Word Synth pattern and records a 30 second screen capture on the iPad.

5. DISCUSSION Students share their recordings with the class, compare patterns and discuss how word choices and pitch changes influenced the results.

6. FLOW WRITING Students write a short reflection about their Word Synth creation. What worked, what surprised them, one improvement to try next time.

EXTENSION Advanced students create a sentence or short poem in Word Synth, experiment with rhythm and pitch, then add this to their iMovie with labels for words used.

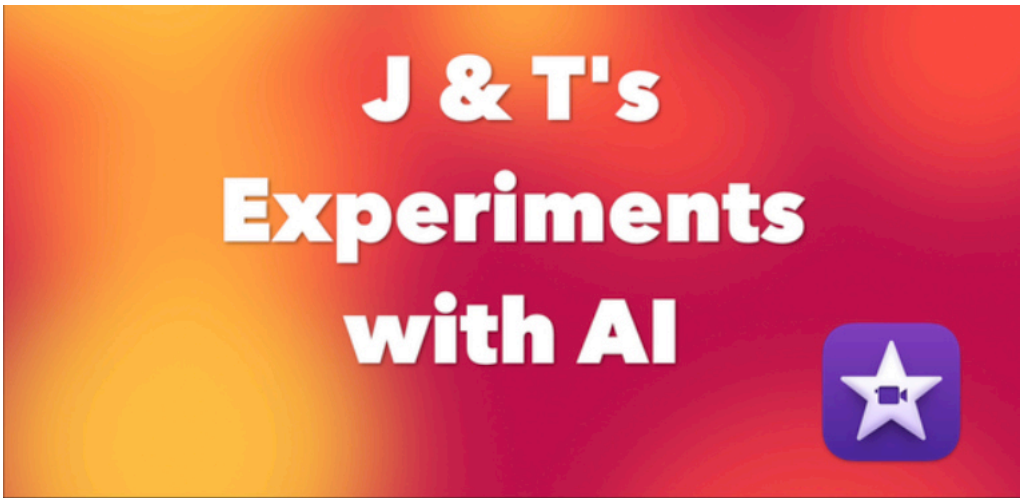
INTEGRATION Spelling using letters or syllables, or whole words, concept words, sentences.

CORE UNDERSTANDING: AI tools like Word Synth transform language into sound patterns. Students are not training the AI but experimenting with how letters, words and sentences are interpreted to produce music. Creating with AI is about exploration, design and creative use of language.

Day 4 – iMovie Project From Clips to Creations

Goal: *Students combine their screen recordings from Viola, Kandinsky and Word Synth into a single iMovie project with titles and credits.*

1. DEMONSTRATION
Open iMovie on the iPad or laptop. If possible display this on the smart board.
Demonstrate how to start a new project (tap on Movie), select recorded clips & create a movie.
Show how to add a background & then add text to make a title slide (for example, Experiments with Google or Experiments with AI), then an end credit slide with first names only.



2. STUDENT TASK
In pairs, students open iMovie and import their recordings. Each student should have 3 recordings, making a total of 6 recordings per pair.
Students create a title slide, arrange clips in order and add an end credit slide.
Each pair produces a short final video of their AI music creations.

3. DISCUSSION Students share their rough projects in small groups and give peer feedback on clarity, creativity and presentation.
Tomorrow we will premiere all the movies.

4. FLOW WRITING Students write a short reflection on combining their recordings. What worked well? What was tricky? How did editing change the way they saw their work?

EXTENSION Advanced students add background music, captions or slides between recordings to label each experiment. They can experiment with slide transitions. Some extension students will already have begun their iMovie Project. These students can trouble shoot for students just beginning their projects.

CORE UNDERSTANDING: iMovie allows students to combine and present AI experiment outputs. Editing helps them see their work as part of a creative process, building skills in storytelling and communication.

Day 5 – Movie Premieres

Goal: *Students present their recorded AI music projects, reflect on their creative choices and learn from their peers.*

1. FINAL PREP
Students Check their videos and add finishing touches (title page, end credit with first names). Students can present from their iPad or project to smart board. I like to have students airdrop the finished movies to me and then I can project them from one iPad.

2. PRESENTATIONS – Pairs share their videos
In pairs, students present their Viola, Kandinsky and Word Synth recordings combined in iMovie.
Each pair introduces their project, explains their creative process and plays their final video for the class.
Students listen respectfully and note ideas they found inspiring or surprising.
Preferred: display on the smart board.
Alternative: present directly from iPads or computers.

3. DISCUSSION As a class, discuss common themes and creative differences across projects. Highlight the role of design choices, experimentation and collaboration in producing unique outputs.

4. FLOW WRITING Students write a reflection about presenting their project. How did it feel to share? What feedback did they receive? What would they change or build on next time?

EXTENSION Advanced students create a behind-the-scenes short video explaining their process, add captions in iMovie and share with the class.

CORE UNDERSTANDING: Sharing creative AI projects helps students recognise how different inputs and decisions shape outcomes. Presenting and reflecting builds confidence, critical thinking and appreciation of diverse approaches.

Table of **NSW curriculum outcomes** aligned with **Week 6 Creating Music & Sound with Google Experiments**, including outcome codes, descriptions and examples of evidence of student learning for Stage 2.

Learning Area	NSW Syllabus Outcome	Application in Lesson
Music	MUS2.1 Performs simple musical patterns and combinations of musical elements	Students create original 30-second compositions in Viola the Bird app, then refine and present in iMovie. (Day 1 & 4)
Technology	TECH2.1 Uses digital technologies and multimedia tools to create & present work	Students master iPad screen recording, import and edit content in iMovie. (Day 1 & 4)
Collaboration	EN2-11D Responds to and composes texts in different contexts	Students work in pairs to explore & create music & provide constructive feedback to peers. (Day 1 & 5)
Visual Arts	VAS2.1 Represents qualities of experiences and things by choosing among aspects of subject matter	Students connect colors and shapes to musical elements in Kandinsky. (Day 2)
Music	MUS2.3 Creates and experiments with combinations of sounds	Students create original soundscapes using visual inputs in Kandinsky, then refine and present in iMovie. (Day 2 & 4)
Technology	TECH2.1 Uses digital technologies and multimedia tools to create and present work	Students use digital drawing tools to generate music, then combine recordings in iMovie. (Day 2 & 4)
Literacy (Writing)	EN2-4A Uses an increasing range of skills, strategies, and knowledge to fluently read, view and comprehend a range of texts	Students document their creative process through flow writing and reflect on their learning experience. (Day 2 & 5)
Literacy (Spelling)	EN2-5A Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to & compose texts	Students practice spelling through musical experimentation in Word Synth. (Day 3)
Literacy (Vocabulary)	EN2-6B Identifies and uses an increasing range of vocabulary	Students experiment with new words and their sounds in Word Synth. (Day 3)
Literacy (Sentence Writing)	EN2-7B Writes and edits sentences for meaning and effect	Students write reflections and descriptions of their musical creations. (Day 3)
Literacy (Syllables)	EN2-8B Recognises and uses syllables in spoken and written texts	Students explore syllables through sound patterns in Word Synth. (Day 3)
Technology	TECH2.1 Uses digital technologies and multimedia tools to create & present work	Students import and edit digital content in iMovie. (Day 4)
Literacy (Presentation Skills)	EN2-1A Communicates in a range of informal and formal contexts	Students create titles and credits for video projects, then present creative work to peers. (Day 4 & 5)
Digital Media	DM2.1 Combines digital content for presentation	Students combine multiple recordings into a cohesive iMovie project. (Day 4)
Communication	EN2-1A Communicates in a range of informal and formal contexts	Students present their creative work to peers. (Day 5)
Critical Thinking	CT2.1 Analyses and discusses creative approaches	Students analyze and discuss different approaches to AI music creation. (Day 5)
Reflection	EN2-10C Thinks about and reflects on learning experiences	Students write about the creative process and their learning experience. (Day 5)

SUMMARY

Day	Focus	Key Activities	Core Understanding
Day 1 Viola the Bird	Exploring sound through actions	Watch tutorial video, play Ode to Joy, experiment in Freestyle, record 30s tune	AI responds to input patterns. Students experiment rather than train models.
Day 2 Kandinsky	Turning colours and shapes into sound	Watch digital storybook, explore Kandinsky app, draw shapes and colours, record 30s soundscape	AI interprets lines, shapes and colours to produce music.
Day 3 Word Synth	Transforming words into sound	Explore Word Synth, try spelling words, adjust pitch and voices, record 30s word pattern	AI transforms letters and words into sound patterns, showing design choices matter.
Day 4 iMovie Project	Combining recordings into a project	Import screen captures into iMovie, add titles and credits, create final video	AI outputs can be combined and presented as creative compositions.
Day 5 Class Presentations	Sharing and reflecting	Pairs present their iMovie projects, explain process, discuss differences and ideas	Presenting builds confidence and shows how decisions shape outcomes.

TIPS

Set the stage with silence: Get the whole class to turn the volume down to zero, then click three times up, just like Dorothy's ruby slippers in The Wizard of Oz. That's the sweet spot for iPad classroom volume.

Headphones are gold: Saves noise chaos when multiple groups experiment.
Splitters are great.

Model screen recording early: So every student captures their work properly.

Keep clips short: Thirty seconds forces focus and makes editing manageable.

Pair up students: One plays, one records, then swap, collaboration blooms.

Encourage exploration: Remind students there is no single correct outcome, each creation is unique.
Integrate across subjects: Connect music compositions to literacy (Word Synth spelling words), art (Kandinsky patterns) and technology (iMovie editing).

TAKEAWAYS

AI can be playful: Pre-trained AI experiments give students safe, hands-on experience without the complexity of building models.

Experimentation fosters learning: Students understand that AI outputs are shaped by human choices, inputs and design decisions.

Recording makes learning visible: Screen captures help students reflect on their work and make progress concrete.

Sharing builds confidence: Presenting projects develops communication, critical thinking and appreciation of creative diversity.

Cross-curricular links strengthen learning: Activities integrate art, music, literacy and digital technologies, providing rich, interdisciplinary experiences.

Keep it simple: Free, no-login tools like Google Experiments reduce barriers and allow immediate classroom use.

LINKS

VIOLA THE BIRD - The world's first “bird-tuoso”a cello with Viola the Bird
https://experiments.withgoogle.com/viola-the-bird

GOOGLE'S NEW AI GAME - Viola the Bird can teach you Music. Intro Video
https://www.youtube.com/watch?v=B8ViU8kg8A0

WORD SYNTH - A fun way to play with speech and music.
https://experiments.withgoogle.com/word-synth

KANDINSKY - I love it. Kandinsky literally saw colors when he heard music, and heard music when he painted. **Kandinsky App -** https://musiclab.chromeexperiments.com/Kandinsky/
Create Music By Drawing with Kandinsky - HowTo video
https://www.youtube.com/watch?v=r4UhCkOYY70

Kandinsky for Kids Narrated Digital Storybook – a bit of background on the artist.
https://www.youtube.com/watch?v=cGq1IsgQHAs

Imaginairing and FLOW Writing
https://www.virtualteacher.com.au/downloads/Imaginairing&FlowWriting.pdf
Flow Writing https://www.virtualteacher.com.au/flowwriting/

The Language of Film
https://www.virtualteacher.com.au/making-movies/