

# Appendix A: Medium-term plans

Based on the UK's QCA scheme of work for Key Stages 1 + 2

## Starclass Year 1 medium-term plan: Feel the pulse

Exploring pulse and rhythm

	Learning objectives CHILDREN SHOULD LEARN	Compatible Starclass lesson plans	Learning outcomes CHILDREN
LESSON	INTRODUCTION: WHAT IS PULSE?		
<b>1</b>	<ul style="list-style-type: none"> <li>what is meant by pulse or steady beat</li> </ul>	<b>2a 2b 2c 2d 2e</b>	<ul style="list-style-type: none"> <li>identify the pulse in different pieces of music</li> </ul>
	EXPLORATION		
<b>2</b>	<ul style="list-style-type: none"> <li>what is meant by rhythm</li> </ul>	<b>6f 6g</b>	<ul style="list-style-type: none"> <li>identify the rhythm of the words</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>how to combine pulse and rhythm</li> </ul>	<b>3j</b>	<ul style="list-style-type: none"> <li>perform rhythm to a given pulse</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>how to recall and copy rhythmic patterns</li> </ul>	<b>3a 3b 3c</b>	<ul style="list-style-type: none"> <li>recall and perform rhythmic patterns to a steady pulse</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>how to create rhythmic patterns based on words and phrases</li> </ul>	<b>3d 3e 3f</b>	<ul style="list-style-type: none"> <li>begin to internalize and create rhythmic patterns</li> </ul>
	BRINGING IT ALL TOGETHER: CAN WE USE PULSE AND RHYTHM TO MAKE ACCOMPANIMENTS?		
<b>6</b>	<ul style="list-style-type: none"> <li>to use pulse and rhythm to create an accompaniment for a chant or song</li> </ul>	<b>3g 3h</b>	<ul style="list-style-type: none"> <li>accompany a chant or song by clapping or playing the pulse or rhythm</li> </ul>

**Starclass Year 2 medium-term plan: Rain, rain go away**

Exploring timbre, tempo and dynamics

	Learning objectives CHILDREN SHOULD LEARN	Compatible Starclass lesson plans	Learning outcomes CHILDREN
LESSON	INTRODUCTION: HOW CAN MUSIC DESCRIBE DIFFERENT KINDS OF WEATHER?		
<b>1</b>	<ul style="list-style-type: none"> <li>• how sounds can be used descriptively</li> <li>• that music can describe an environment</li> </ul>	<b>34a 34b</b>	<ul style="list-style-type: none"> <li>• describe different images created by music</li> </ul>
	EXPLORATION: HOW CAN WE USE SOUNDS TO DESCRIBE THE WEATHER?		
<b>2</b>	<ul style="list-style-type: none"> <li>• how words can describe sounds</li> </ul>	<b>36a</b>	<ul style="list-style-type: none"> <li>• identify and use creative words to create sound pictures</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• how sounds can be changed</li> </ul>	<b>36b</b>	<ul style="list-style-type: none"> <li>• change sounds to reflect different stimuli</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• about sounds made by different sound sources</li> </ul>	<b>36b</b>	<ul style="list-style-type: none"> <li>• select appropriate instruments and choose and combine sounds carefully</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• how sounds can be combined</li> </ul>	<b>36c</b>	<ul style="list-style-type: none"> <li>• select appropriate combinations of sounds</li> </ul>
	BRINGING IT ALL TOGETHER: CAN WE MAKE OUR OWN WEATHER COMPOSITION?		
<b>6</b>	<ul style="list-style-type: none"> <li>• how sound can be organized</li> <li>• to create a class composition, combining layers of sound within simple structures</li> </ul>	<b>36c</b>	<ul style="list-style-type: none"> <li>• choose carefully and order sounds within simple structures in response to the stimulus of weather</li> <li>• contribute ideas and control sounds as part of a class composition and performance</li> </ul>

## Starclass Year 3 medium-term plan: Dragon scales

### Exploring pentatonic scales

	Learning objectives CHILDREN SHOULD LEARN	Compatible Starclass lesson plans	Learning outcomes CHILDREN
LESSON	INTRODUCTION: WHAT IS A PENTATONIC SCALE?		
<b>1</b>	<ul style="list-style-type: none"> <li>• about pentatonic scales and how they are used in music</li> </ul>	<b>7h 7i 7j 7k</b>	<ul style="list-style-type: none"> <li>• identify pentatonic scales</li> </ul>
	EXPLORATION: HOW CAN WE USE A PENTATONIC SCALE?		
<b>2</b>	<ul style="list-style-type: none"> <li>• how simple tunes can be based on a pentatonic scale</li> </ul>	<b>9c</b>	<ul style="list-style-type: none"> <li>• improvise simple tunes based on the pentatonic scale</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• how to create different textures using the pentatonic scale</li> </ul>	<b>21a</b>	<ul style="list-style-type: none"> <li>• perform together keeping a steady pulse</li> <li>• explore and perform different types of accompaniment</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• how to create different textures using the pentatonic scale</li> </ul>	<b>21a</b>	<ul style="list-style-type: none"> <li>• perform together keeping a steady pulse</li> <li>• explore and perform different types of accompaniment</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• how to create different textures using the pentatonic scale</li> </ul>	<b>21a</b>	<ul style="list-style-type: none"> <li>• perform together keeping a steady pulse</li> <li>• explore and perform different types of accompaniment</li> </ul>
	BRINGING IT ALL TOGETHER		
<b>6</b>	<ul style="list-style-type: none"> <li>• how to create a class performance</li> </ul>	<b>21b</b>	<ul style="list-style-type: none"> <li>• create a class song</li> <li>• create an accompaniment to the song</li> </ul>

## Starclass Year 4 medium-term plan: Painting with sound

Exploring sound colors

	Learning objectives CHILDREN SHOULD LEARN	Compatible Starclass lesson plans	Learning outcomes CHILDREN
LESSON	INTRODUCTION: HOW CAN MUSIC DESCRIBE IMAGES AND SOUND?		
<b>1</b>	<ul style="list-style-type: none"> <li>that music, like pictures, can describe images and moods</li> </ul>	<b>12a 12b</b>	<ul style="list-style-type: none"> <li>identify descriptive features in art and music</li> <li>analyze and comment on how sounds are used to create different moods</li> </ul>
	EXPLORATION: HOW CAN WE USE SOUNDS TO CREATE A PICTURE OR MOOD?		
<b>2</b>	<ul style="list-style-type: none"> <li>to relate sounds to visual images</li> <li>to select appropriate instruments</li> </ul>	<b>32a 32b 32c 32d</b>	<ul style="list-style-type: none"> <li>select instruments and create sounds to describe visual images</li> <li>choose instruments on the basis of internalized sounds</li> <li>analyze and comment on the effectiveness of the sounds and instruments selected</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>how sounds can be combined to make textures</li> </ul>	<b>21a 21b</b>	<ul style="list-style-type: none"> <li>create textures by combining sounds in different ways</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>how mood and emotion can be illustrated in music</li> </ul>	<b>33a 33b</b>	<ul style="list-style-type: none"> <li>create music that describes two different contrasting moods/emotions</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>how pitched sounds can be combined</li> </ul>	<b>19d</b>	<ul style="list-style-type: none"> <li>recognize and explore different combinations of pitch sounds</li> </ul>
	BRINGING IT ALL TOGETHER		
<b>6</b>	<ul style="list-style-type: none"> <li>to use sounds expressively</li> </ul>	<b>12d 3h</b>	<ul style="list-style-type: none"> <li>compose music to describe a picture in groups of two or three</li> </ul>

## Starclass Year 5 medium-term plan: Journey into space

Exploring sound sources

	Learning objectives CHILDREN SHOULD LEARN	Compatible Starclass lesson plans	Learning outcomes CHILDREN
LESSON	INTRODUCTION: HOW CAN MUSIC DESCRIBE SPACE?		
<b>1</b>	• to focus their listening	<b>17c</b>	• listen with concentration and some engagement for longer periods of time (5-10 minutes)
	EXPLORATION: WHAT SOUNDS CAN WE USE TO DESCRIBE CONTRASTING SOUNDS?		
<b>2</b>	• how sounds can be contrasted	<b>17a</b>	• identify contrasting moods and sensations
<b>3</b>	• about different textures	<b>20b</b>	• explore different textures using untuned sounds
<b>4</b>	• how sounds, when combined, can portray different events	<b>17b</b>	• create different effects using combinations of pitched sounds
<b>5</b>	• how to select sounds and resources to achieve an intended effect	<b>17b</b>	• experiment with and manipulate sounds
	BRINGING IT ALL TOGETHER: HOW CAN WE USE SOUNDS TO CREATE A SOUNDSCAPE?		
<b>6</b>	• to extend their sound vocabulary and achieve an intended effect	<b>17d</b>	• explore, select (using internalized sounds), combine and exploit a range of different sounds to compose a soundscale stimulated by space

**Starclass Year 6 medium-term plan: Who knows?**

Exploring music processes

	Learning objectives CHILDREN SHOULD LEARN	Compatible Starclass lesson plans	Learning outcomes CHILDREN
LESSON	INTRODUCTION: HOW DO COMPOSERS BEGIN TO COMPOSE?		
<b>1</b>	• how music is composed from a variety of different stimuli	<b>8a 14b 20b 26b</b>	• identify different starting points for composing music
	EXPLORING: WHAT DIFFERENT STARTING POINTS CAN BE USED TO STIMULATE COMPOSITION?		
<b>2</b>	• how sounds can be used descriptively	<b>5a 5b</b>	• choose instruments and control a range of sounds
<b>3</b>	• how sounds can be described using symbols	<b>34b</b>	• perform using notation as a support
<b>4</b>	• about pulse, meter and rhythm	<b>4a 4b 4c</b>	• improvise rhythmic patterns to a steady pulse with awareness of the meter
<b>5</b>	• how pitches can be organized into a melodic phrase	<b>10a</b>	• create melodic patterns using given notes and rhythm
	BRINGING IT ALL TOGETHER: COMPOSING MUSIC TO A GIVEN BRIEF		
<b>6</b>	• to use different starting points to create a composition	<b>5c 5d 5e 5f</b>	• compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition