

SIBELIUS EDUCATIONAL SUITE

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Avid Company Confidential
Slide 1



STARCLASS

- **Grades K-6**

- Saves you hours of preparation
- Supports MENC guidelines
- Over 180 ready-made lesson plans
- Ideal for specialist and non-specialist teachers
- 99 track audio CD for playback in class
- Hundreds of sound-clips and printable pictures

– MSRP \$159.00 (AND YOU ONLY NEED ONE COPY!)



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Slide 2



- Year 1 Medium Term Plan
- Year 2 Medium Term Plan
- Year 3 Medium Term Plan
- Year 4 Medium Term Plan
- Year 5 Medium Term Plan
- Year 6 Medium Term Plan

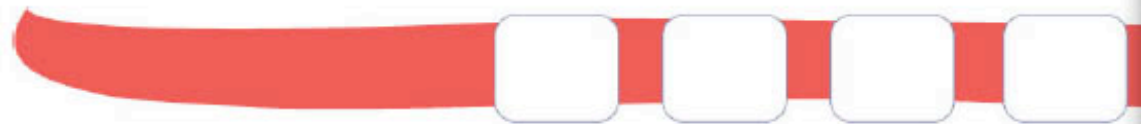
MENC National Standards

- Dance
- Drama
- Literacy
- Numeracy
- Visual Arts
- Technology



- Grades K-4 Content Standard 1
- Grades K-4 Content Standard 2
- Grades K-4 Content Standard 3
- Grades K-4 Content Standard 4
- Grades K-4 Content Standard 5
- Grades K-4 Content Standard 6
- Grades K-4 Content Standard 7
- Grades K-4 Content Standard 8
- Grades K-4 Content Standard 9

- Grades 5-8 Content Standard 1
- Grades 5-8 Content Standard 2
- Grades 5-8 Content Standard 3
- Grades 5-8 Content Standard 4
- Grades 5-8 Content Standard 5
- Grades 5-8 Content Standard 6
- Grades 5-8 Content Standard 7
- Grades 5-8 Content Standard 8
- Grades 5-8 Content Standard 9



By MENC Standard



File View Topic Lesson Pathway



MENC Grades 5-8 Content Standard 3 Improvising melodies, variations and accompaniments

Achievement Standard

Compatible Starclass Lesson Plans

Students:

a. improvise simple harmonic accompaniments

[27d](#) [27e](#) [27f](#)

b. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys

[9c](#) [9d](#) [21a](#)

c. improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality

[9e](#)

By Discipline

The screenshot shows a software window titled 'Starclass.pdf (SECURED)'. The menu bar includes 'File', 'View', 'Topic', 'Lesson', and 'Pathway'. The main content area is titled 'MENC Grades 1-6' and features a colorful starburst icon. A dropdown menu is open, listing the following options:

- Year 1 Medium Term Plan
- Year 2 Medium Term Plan
- Year 3 Medium Term Plan
- Year 4 Medium Term Plan
- Year 5 Medium Term Plan
- Year 6 Medium Term Plan
-
- MENC National Standards
-
- Dance
- Drama
- Literacy**
- Numeracy
- Visual Arts
- Technology

The 'Literacy' option is highlighted in blue. A secondary dropdown menu is open to the right, listing the following activities:


- 5a: Treasure island themes 1
- 5b: Treasure island themes 2
- 6a: Dinosaur names
- 10a: A name game
- 10b: My address, my phone
- 13c: Words that describe tempo
- 14b: Responding to tempo words
- 16a: The sounds of my school
- 16b: Ssssssh!!
- 16c: The speed of my school
- 20a: Texture words
- 20b: Responding to texture words
- 28a: My favorite music
- 28b: Important music
- 28c: My songs
- 28d: My favorite things
- 28e: What's inside?
- 28f: Writing about me
- 35b: Water words
- 35c: Responding to water words
- 36a: The weather
- 36b: The sounds of summer 1
- 36c: The sounds of summer 2

The 'Avid' logo is visible in the bottom left corner, and the 'ibelius A part of Avid' logo is in the bottom right corner. A footer at the bottom of the page reads 'Discover stunning new software for composers. Education in'.

Or by Term Plan

Starclass.pdf (SECURED)

File View Topic Lesson Pathway



Year 1 Medium Term Plan: Feel the pulse

Exploring pulse and rhythm

Lesson	Learning Objectives CHILDREN SHOULD LEARN	Compatible Starclass Lesson Plans	Learning Outcomes CHILDREN
INTRODUCTION: WHAT IS PULSE?			
1	• what is meant by pulse or steady beat	2a 2b 2c 2d 2e	• identify the pulse in different pieces of music
EXPLORATION			
2	• what is meant by rhythm	6f 6g	• identify the rhythm of the words
3	• how to combine pulse and rhythm	3j	• perform rhythm to a given pulse
4	• how to recall and copy rhythmic patterns	3a 3b 3c	• recall and perform rhythmic patterns to a steady pulse
5	• how to create rhythmic patterns based on words and phrases	3d 3e 3f	• begin to internalise and create rhythmic patterns
BRINGING IT ALL TOGETHER: CAN WE USE PULSE AND RHYTHM TO MAKE ACCOMPANIMENTS?			
6	• to use pulse and rhythm to create an accompaniment for a chant or song	3g 3h	• accompany a chant or song by clapping or playing the pulse or rhythm

99 Audio Files

▲	Name	Time	Artist	Album	Genre
35	✓ Tempo: Very Fast Harpsichord	2:04	Sibelius Corp.	Starclass Audio Exa...	Unclassifia...
36	✓ Tempo: Very Very Fast Piano	2:49	Sibelius Corp.	Starclass Audio Exa...	Unclassifia...
37	✓ Tempo: Slowing Down Ensemble	0:20	Sibelius Corp.	Starclass Audio Exa...	Unclassifia...
38	✓ Tempo: Getting Faster Orchestra	0:58	Sibelius Corp.	Starclass Audio Exa...	Unclassifia...
39	✓ Texture: Variations On A Melody	1:59	Sibelius Corp.	Starclass Audio Exa...	Unclassifia...
40	✓ Texture: Pentatonic Melody	0:25	Sibelius Corp.	Starclass Audio Exa...	Unclassifia...
41	✓ Texture: Pentatonic Melody Wit...	0:25	Sibelius Corp.	Starclass Audio Exa...	Unclassifia...
42	✓ Texture: Pentatonic Melody, Dr...	0:25	Sibelius Corp.	Starclass Audio Exa...	Unclassifia...
43	✓ Texture: Pentatonic Doubled M...	0:25	Sibelius Corp.	Starclass Audio Exa...	Unclassifia...
44	✓ Texture: Pentatonic Added Per...	0:25	Sibelius Corp.	Starclass Audio Exa...	Unclassifia...
45	✓ Texture: Small Ensemble	0:49	Sibelius Corp.	Starclass Audio Exa...	Unclassifia...
46	✓ Texture: Brass Band Example	1:12	Sibelius Corp.	Starclass Audio Exa...	Unclassifia...
47	✓ Texture: Percussion Lines Of S...	0:13	Sibelius Corp.	Starclass Audio Exa...	Unclassifia...
48	✓ Texture: Snake Charmer Music	1:18	Sibelius Corp.	Starclass Audio Exa...	Unclassifia...
49	✓ Texture: Still Gentle Music	0:50	Sibelius Corp.	Starclass Audio Exa...	Unclassifia...
50	🔊 ✓ Blues: Chicago Blues ➕	2:48	Sibelius Corp. ➕	Starclass Audio ... ➕	Unclassifia...
51	✓ Blues: Basic Blues	0:25	Sibelius Corp.	Starclass Audio Exa...	Unclassifia...
52	✓ Blues: Stevie Blues	0:35	Sibelius Corp.	Starclass Audio Exa...	Unclassifia...
53	✓ Blues: BB Blues	0:29	Sibelius Corp.	Starclass Audio Exa...	Unclassifia...
54	✓ Instruments: Violin Example	0:08	Sibelius Corp.	Starclass Audio Exa...	Unclassifia...
55	✓ Instruments: Viola Example	0:29	Sibelius Corp.	Starclass Audio Exa...	Unclassifia...
56	✓ Instruments: 'cello Example I	0:24	Sibelius Corp.	Starclass Audio Exa...	Unclassifia...
57	✓ Instruments: 'cello Example II	0:12	Sibelius Corp.	Starclass Audio Exa...	Unclassifia...
58	✓ Instruments: Double Bass Exa...	0:24	Sibelius Corp.	Starclass Audio Exa...	Unclassifia...



GROOVY MUSIC

- Shapes (ages 5-7)
- Jungle (ages 7-9)
- City (ages 9-11)
- Students learn at their own pace and level
- Lets them create their own music right away
- Explore section guides them aurally through progressive exercises and games, which teach them the fundamentals of music.
- In the CREATE section, students can put into practice what they've learned in the EXPLORE section.
- Files can be saved as MIDI and imported into Sibelius or sequencing program (like Garageband).
- Includes Curriculum Guide for each grade level.

Groovy Jungle lesson plans

Music Standards (K-4)

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4

Lesson

Introductory Lesson – Jungle

Music Standards: 1a, 1c, 1d, 2a, 2d, 4b, 4c, 6b, 6c

Introductory Lesson – Shapes

Music Standards: 1a, 1d, 2b, 2f, 4b, 4c, 5a, 5d, 6b, 6c

Lesson 1 – Tone Color

Music Standards: 4a, 4b, 4c, 5c, 5d, 6b, 6d, 8b

Lesson 2 – Loud and Quiet

Music Standards: 1b, 2a, 3d, 4b, 4c, 6b, 6c

Lesson 3 – Music Words

Music Standards: 2a, 2e, 4b, 4c, 5c, 5d, 6b, 6d

Lesson 4 – Dynamics Symbols

Music Standards: 1b, 2a, 3d, 4b, 4c, 5c, 5d, 6b, 6c, 6d

Lesson 5 – Long and Short

Music Standards: 1a, 1c, 3d, 4a, 4b, 4c, 5a, 6b, 8b

Lesson 6 – Beat and Meter

Music Standards: 1a, 1c, 2a, 4b, 4c, 5a, 6a, 6b, 6e

Lesson 7 – Tempo

Music Standards: 1a, 1c, 2a, 3d, 4a, 4b, 4c, 5c, 6b, 6c, 6d, 8b

Copy!

Lesson 8 – Notes and the Beat

Music Standards: 2b, 2e, 4b, 4c, 5a, 5d, 6b, 6d

Lesson 9 – Upward and Downward

Music Standards: 4b, 4c, 5b, 5d, 6b, 6c, 6e

Lesson 10 – High, Low, Middle, Steps & Leaps

Music Standards: 3d, 4a, 4b, 4c, 5b, 5d, 6b, and 6e

Lesson 11 – Major and Minor

Music Standards: 1a, 1d, 2b, 4b, 4c, 5c, 5d, 6b, 6c

Lesson 12 – Making Melody

Music Standards: 2b, 2f, 3b, 4b, 4c, 5a, 5b, 5c, 5d, 6b, 6c, 6e and 7a

Shapes Create Introduction

Preliminary activity



Introduction

- In this Introductory lesson, we're going to introduce the Editor, which we will be using in later lessons to compose our own rhythms and melodies. We will use the Editor to make changes to the 'Frere Jacques' song. Groovy Jungle also allows you to access the Shapes Create mode, so we'll practice navigating from Jungle to Shapes in this lesson.



Preliminary Activity

- Invite the children to sing 'Frere Jacques' together.

*Are you sleeping, Are you sleeping?
Brother John, Brother John?
Morning bells are ringing, Morning bells are ringing,
Ding ding dong, Ding ding dong.*

Then, hum the melody while thinking the words. Hum again, this time asking the children to move their hands upward and downward like imaginary paint-brushes to show the direction of the melody. Tell the children that we call the tune the 'melody,' and write this word on the board.

- Sing the last phrase of 'Frere Jacques' to the children ('Ding, ding, dong') and ask them to join in. Sing this pattern continuously, then give a stop signal. Tell the children that a repeated pattern is called an 'ostinato' and write it on the board. Invite the children to sing 'Frere Jacques' while you sing the ostinato, then ask some of the children to join you on the ostinato part. Ask the children which part has the lowest pitch – the ostinato or the melody? (The ostinato.)
- Tell the children that this ostinato is our bass line, and write 'bass line' on the board. Ask half of the class to sing the bass line ostinato while the other half sings 'Frere Jacques.' Give a starting note and tempo by singing a cue to begin each practice (e.g. '1, 2, ready, go!') Start the ostinato first, then add the melody.
- Perform a four-beat rhythm using body percussion. For example, tap your knees and then clap your hands in a pattern (e.g. tap, tap, clap-clap, clap) and repeat this over and over again. Ask the children to copy you. Write the word 'rhythm' on the board. Invite several children to play the rhythm on unpitched percussion instruments while the rest of the class sing the song. Start the rhythm ostinato first, then the song. Swap parts and perform again.
- Invite the children to perform all three parts together - the melody, the bass line ostinato and the rhythm ostinato. Explain that music becomes interesting by adding layers of different sounds. Begin one ostinato first, then the next, then the melody. Be sure to give a clear stop signal!

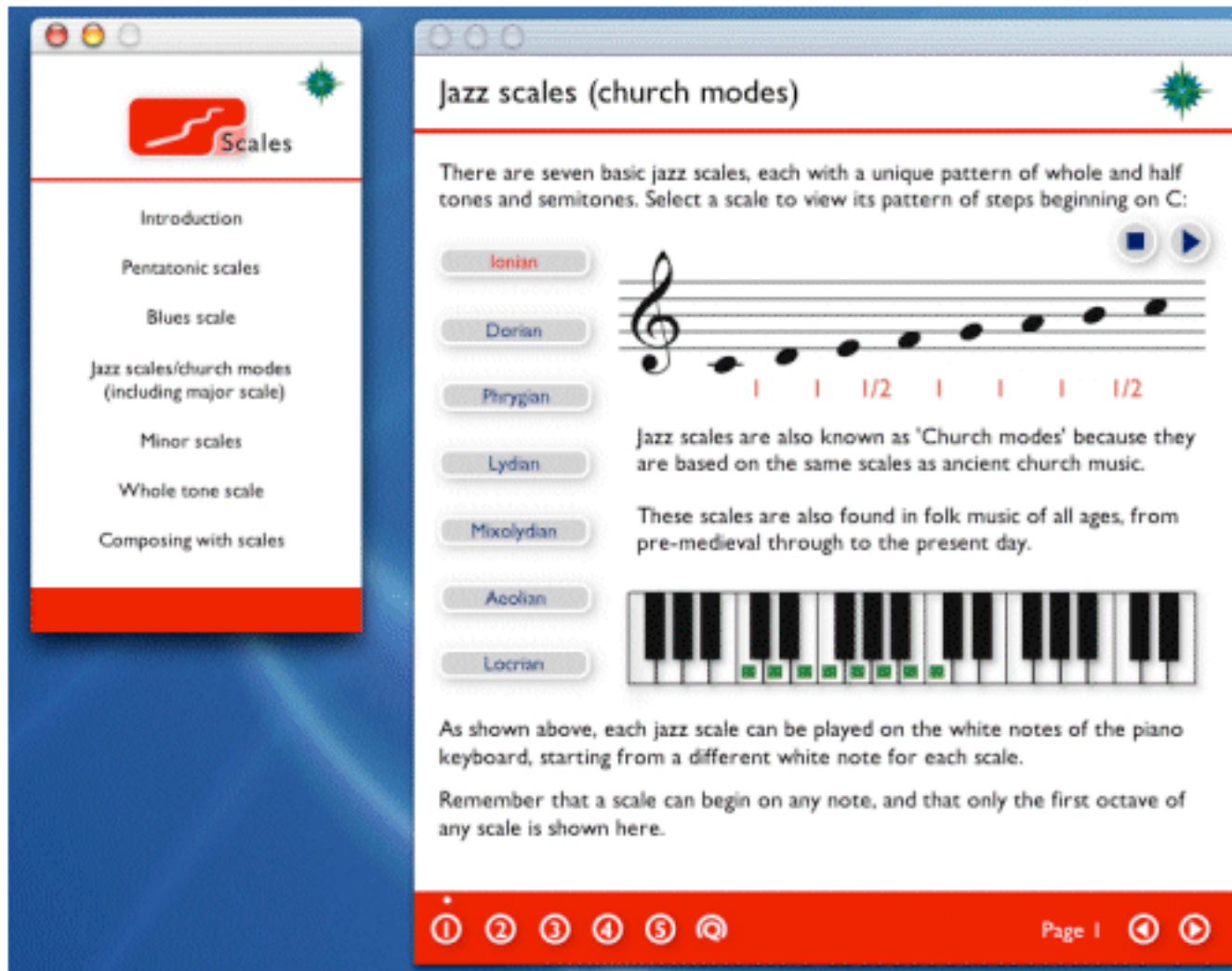
Sibelius “INSTRUMENTS”

- Over 50 instruments explored, with sounds, writing techniques, such as range, bowing, mutes, glissandi, harmonics, mallets and multiphonics.
- Over 20 types of band, orchestra and ensemble, from string quartet to marching band.
- Lesson plans and student assignments built around the Sibelius INSTRUMENTS material.

Sibelius “COMPASS”

- Unique program to help students learn how to **compose**.
- Includes lessons, worksheets and self-tests in a wide range of topics, leading on to complete composition projects.
- Each lesson has relevant interactive topics, with built-in quizzes.
- **TRACKER** is a sequencer, with integrated rhythms, scales, timbre, texture and form.

Learn scales and modes



The screenshot displays the Sibelius Scales application interface. On the left is a navigation menu with the following items: Introduction, Pentatonic scales, Blues scale, Jazz scales/church modes (including major scale), Minor scales, Whole tone scale, and Composing with scales. The main window is titled "Jazz scales (church modes)" and contains the following content:

There are seven basic jazz scales, each with a unique pattern of whole and half tones and semitones. Select a scale to view its pattern of steps beginning on C:

- Ionian (selected)
- Dorian
- Phrygian
- Lydian
- Mixolydian
- Aolian
- Locrian

The Ionian scale is shown on a treble clef staff with notes C, D, E, F, G, A, B, C. Below the staff is a step pattern: | | 1/2 | | | 1/2. Below the staff is a piano keyboard diagram with the white keys highlighted in green.

Jazz scales are also known as 'Church modes' because they are based on the same scales as ancient church music.

These scales are also found in folk music of all ages, from pre-medieval through to the present day.

As shown above, each jazz scale can be played on the white notes of the piano keyboard, starting from a different white note for each scale.

Remember that a scale can begin on any note, and that only the first octave of any scale is shown here.

At the bottom of the application window, there is a red bar with navigation icons (1-5, home, back, forward) and the text "Page 1".

Compass Tracker

Tracker

Compass's Tracker is a unique educational sequencer which helps students record and develop musical ideas. It includes 1200 motives (e.g. chord sequences, rhythms, scales) to use – plus tools to create canons, inversions, ostinati etc., and combine material in new ways.

The screenshot displays the Compass Tracker software interface. At the top, there are tabs for 'Chords: Simple (C)', 'Scales', 'Shapes', 'Rhythms', 'Chords', 'Examples', and 'User'. Below these tabs is a table of musical motives:

Scales	Shapes	Rhythms	Chords	Examples	User		
6th sus 4t	6th	7th Aug	7th	9th	Augment	Diminische	Major
Minor 6th	Minor 7th	Minor 9th	Minor	Suspende			

Below the table is a 'New Part' button, an 'Edit name' field, and a 'Save part to...' button. The main workspace is a piano roll with a time axis from 0 to 8. On the left, a list of instruments is shown with checkboxes: Piano 1, Xylophone, French Horn, Soprano Sax, Bassoon, Clarinet, Recorder, Soundtrack, Trombone, Violin, Viola, Cello, Timpani, Glockenspiel, Brass Section, and Standard. The piano roll contains several tracks: 'mixed 06' (yellow), 'D Lydian' (red), and 'jazz2' (yellow). A red vertical line is positioned at approximately time 2.5. At the bottom, there is a toolbar with various editing and playback icons, including a grid icon showing '4/4' and a tempo icon showing '100'.

Teacher Guide D: Blues and jazz

Aims & objectives

Students will

- Experience the techniques of Blues and jazz styles.
- Create a composition in the style of Blues or jazz.
- Create well-constructed melodies using Blues and jazz scales.
- Create changing textures to reflect changing moods.
- Explore Blues and jazz forms as structures for compositions and improvisations.

Core learning pathway D



Recommended listening

- Anything by Muddy Waters, Bessie Smith or early Rolling Stones.
- Miles Davis, *Kind of Blue*
- Louis Armstrong, *Heebie Jeebies*
- Dave Brubeck, *Take 5*

Core composing projects

Students can then go on to complete one or more of the following options:

- **D1: Blues**
 - Create a 12-bar Blues composition for at least 3 instruments that expresses a "blue" mood.
 - Create an 8- or 16-bar Blues composition for at least 3 instruments that expresses a "blue" mood.
- **D2: Jazz**
 - Create a jazz composition for jazz quartet including at least 4 changes in texture and solo passages.
 - Create a set of jazz variations for any combination of instruments.

Extension work

Extension learning pathway



Extension composing projects

- D1: Blues**
Add to either i or ii a solo passage, walking bass and new chord progression.
- D2: Jazz**
Include in either i or ii added notes/ chords, a walking bass and a change in jazz scale.

Student learning pathway D: Blues and jazz


Your goal

To develop an understanding of Blues and jazz scales, melodies and forms so that you can create an original composition in these styles.

Core work

Follow the core learning pathway through the chart below, exploring the concepts together with their related activities. Save any work you create as a file and write its filename in the space provided.

Test your knowledge with a quiz as you complete each topic and record your score on this sheet.

Core learning pathway	Relevant information and tasks	Quiz score	✓
 <ul style="list-style-type: none"> • Blues scale ② ① • Jazz scales ④ - ① 	Blues scales and jazz scales are the materials for developing Blues/ jazz melodies and improvisations. Experiment with these using the Tracker or a musical instrument. Filename:		<input type="checkbox"/>
 <ul style="list-style-type: none"> • Introduction ① • Composing with pitch shapes ④ ② 	An initial motif (note(s) or "riff" can be the building block from which your composition develops. Create some catch riffs using the Tracker and save them for later use. Filename:		<input type="checkbox"/>
 <ul style="list-style-type: none"> • Melodic rhythm ② - ② • Swing ④ 	Blues and jazz make use of swing in their rhythms. Using the Tracker, quantify a part so that it has a swing rhythm and notice the difference it makes. Try different types of swing. Filename:		<input type="checkbox"/>
 <ul style="list-style-type: none"> • Introduction ① • Sentence construction ④ - ④ 	Melodic expression is important in Blues/jazz melodies. From your initial motif, you can develop longer phrases and sentences that exploit the possibilities of your motifs. Experiment with the Tracker's tools to develop material you created earlier into melodic sentences. Filename:		<input type="checkbox"/>
 <ul style="list-style-type: none"> • Texture ④ • Changing textures 	Different moods can be created by your choice of a musical texture or through changing textures. The Tracker's Arrange window can help you experiment with building different textures around a melodic line. Filename:		<input type="checkbox"/>
 <ul style="list-style-type: none"> • Blues form ④ ① • Jazz form 	Blues and jazz forms will give you a structure for compositions and improvisations. The Tracker's Arrange window can help you explore these forms. Filename:		<input type="checkbox"/>
④ =  Tracker activity		Total:	

AURALIA

- Ear Training & aural testing
- Frees up hours of teaching time
- Hundreds of exercises in 26 topics
- Monitors student progress
- Suitable for ALL ages and levels.
- Syllabus support (Auralia's or your own)
- On screen Guitar and Keyboard.
- Now uses client/server database. Stable!
- Tests can be used by multiple classes.

MUSITION

- Music theory training and testing
- Easy and fun
- For all ages and ability levels
- Automatic assessment
- saves hours
- Ideal for exam preparation
- Students can use unaided by teacher.

Track student progress

Musition records all your results, for you to view on screen or print out.

You can print student and class results in any of 25 useful reports, and marks are compiled over time so you can monitor students' progress from week to week.

If you use a network, all student results are stored in a single central database, whichever computer they work on.

