

Teacher Guide: Express, Inspire, and Perform

Year 6 · Unit 2

Introduction

This teacher guide identifies musical learning and presents **I can statements** to support assessment. The **I can statements** show what successful learning looks like for teachers and feels like for children. The guide provides an **overview** of the unit content, the resources needed to teach the unit and offers some **key teaching strategies** to support successful teaching and learning.

The celebration Unit 2s in Years 1-6 of this Creative Music Scheme are designed to offer maximum flexibility at this very busy time of the year. The online Charanga resources for the whole unit are in the **Warm-up Activities** and the three **Repertoire Options**. Using these resources and this **Teacher Guide**, teachers may confidently plan their own series of lessons. To support such a planning process, this **Teacher Guide** offers six week-by-week summaries of teaching and learning suggestions based on the resources listed. However, there are several pathways through this unit, which are outlined in the **Unit Overview** below.

Unit Lesson Plans

Creative Music Scheme units also include a thorough series of lesson plans in a single **Lesson Plans** document to support a flexible and engaging approach to teaching the unit. Lessons are presented in sets of 2 weeks, and each lesson plan suggests a range of activities to choose from to meet the learning objectives of the 2 weeks. Over a year, the activities collectively reflect an outstanding, creative and inclusive curriculum that teaches musical skills and musical knowledge in a way that children can understand.

Every school allocates its own timeframe for music teaching and learning; therefore, select the activities that best meet the children's learning needs and your teaching. A main activity does not have to be hurried; enjoy spending time creating a quality musical experience by working through fewer main activities thoroughly.

Learning Objectives

By the end of this unit, children will be able to:

1. Perform songs in school assemblies, school performance opportunities and to a wider audience.
2. Develop listening skills, balance between parts and vocal independence by experimenting with where children stand.

I Can Statements

- I can give examples of how a performance can be improved by how and where we stand on the stage.
- I am confident in performing parts in two or more parts.
- I can demonstrate how to walk onto and off the stage, as well as respond to the audience.

Unit Overview

This unit is designed to develop children's vocal abilities while building confidence and expressive skills in musical performance. Through engaging **warm-up and vocal health** activities, children will establish a strong vocal foundation that supports a variety of repertoire choices. They may explore one of three productions—**"Panto Pandemonium"**, **"Bells Ring Out"**, or **"The Match Girl's Christmas"**—each offering unique opportunities to refine vocal delivery, interpretative skills, and performance techniques. Lessons are structured to allow flexibility, whether focusing on a complete show or selected songs, and encourage collaboration across year groups. Performance for a wider audience, including video reflections, is built into the unit to reinforce real-world application and provide children with meaningful opportunities to celebrate their musical achievements.

Note: Year 5 is offered the same choices of productions. If you choose one of these, work with your colleagues to decide which songs each class will learn. You could share a performance with the other class or classes, perhaps singing some songs together and some separately.

Resources Needed

- Video/audio recordings of productions/songs ("**Panto Pandemonium**", "**Bells Ring Out**", or "**The Match Girl's Christmas**").
- Props/costumes (optional, for storytelling and confidence building)
- Recording equipment (phone, tablet, or camera for playback and reflection)
- Large space for movement and choreography.

Weekly Suggestions

Week 1: Vocal Warm-Up and Panto Pandemonium

Lead vocal warm-ups focusing on posture, breathing, pitch, and diction using the **Exploring Vocal Health** videos. Introduce the title song, practise unison singing, blending voices, and begin collating assessment evidence.

Week 2: Contrasting Parts and Performance Techniques

Reinforce warm-ups and vocal health. Explore solo, unison, and harmony in **"Panto Pandemonium"**, highlighting contrasting characters. Practise phrasing, dynamics, and expressive delivery. Use video for self-assessment.

Week 3: Bells Ring Out and Vocal Interpretation

Warm up and lead vocal exercises. Introduce **"Bells Ring Out"** and the title song. Discuss verse-chorus contrasts, practise two-part harmony, and explore rhythm and expressive storytelling.

Week 4: Character and Storytelling through Song

Reinforce warm-ups and expressive singing. Explore **"The Donkey Song"** and **"The Match Girl's Christmas"**, focusing on rhythm, dynamics, and narrative interpretation. Practise singing two songs simultaneously and the varied melodic textures this creates.

Week 5: Group Rehearsals and Guided Practice

Lead warm-ups and review vocal techniques. Assign roles and rehearse selected songs, isolating tricky sections. Pair children for peer feedback and refine timing, dynamics, and expression.

Week 6: Paired and Final Performances with Reflection

Conduct paired performances with peer feedback. Run a dress rehearsal and final performance, recording for reflection. Discuss musical and emotional elements, identify areas for improvement, and compile final assessment evidence.

Key Teaching Strategies for Success

- **Consistent vocal warm-ups and health practice:** Begin every lesson with posture, breathing, pitch matching, and diction exercises, allowing children to lead activities and engage with *Exploring Vocal Health* videos to build strong, confident voices.
- **Layered skill development:** Gradually introduce musical concepts, that is, call and response, two- and three-part harmonies, and solo and ensemble singing. Ensuring children are confident in their musical skills before moving to more complex performance tasks.
- **Differentiated grouping and peer support:** Utilise paired and small group activities for rehearsals, allowing for peer feedback, soloist rotations, and scaffolded support to foster vocal independence, listening skills, and ensemble cohesion.
- **Structured rehearsal and reflection cycles:** Isolate challenging sections, slow tempos, and practise dynamics and expression; integrate video recordings for self-assessment and class reflection to reinforce learning and critical listening.
- **Performance as a learning tool:** Provide authentic performance opportunities—such as classroom presentations, assemblies, or performances for wider audiences—and encourage children to plan, rehearse, and present songs, using guided reflection to consolidate their skills and boost their confidence.

Conclusion

This unit provides a dynamic and engaging experience for children, fostering vocal development, expressive interpretation and collaborative performance. Through a combination of warm-ups, varied song styles, and guided rehearsals, children gain confidence, refine their technique, and are empowered to deliver performances with energy, clarity, and musical expression.