

Encanto

Inspired by the Disney film Encanto we will explore the rhythms of Latin music. We will focus on percussion instruments and use them to compose and perform music in this style. We will learn to sing songs from the film and the Charanga music unit 'Round and Round'.



Key Vocabulary

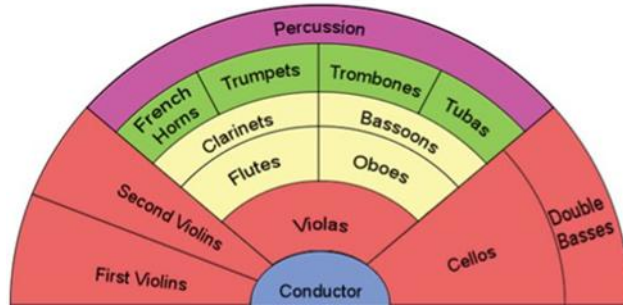
Word	Definition
Pulse	The heartbeat or steady beat of music.
Rhythm	Long and short sounds to make a pattern.
Improvise	When musicians play a tune which does not exist yet. They play what comes to their mind.
Compose	An original piece of music, structure of a musical piece or the process of making a new piece of music.
Perform	Playing music or singing a song to an audience.
Bossa Nova	Music of latin origin.
Percussion	An instrument family which make sounds when they are hit, shaken, rubbed or scratched.

Key learning:

- Play tuned and untuned instruments.
- Use their voices expressively to rehearse and perform with others, recognising a song with an accompaniment (*instrumental backing*) and one without.
- Can start and finish together and can keep to a steady pulse.
- Understand that music can be used for particular purposes and occasions.
- Experiment with creating their own musical patterns and begin to identify one strand (*section*) of music or more.
- Recognise and match sounds with pictures of different instruments.
- Explore a variety of vocal qualities through singing and speaking.
- Recognise the difference between a steady beat and no beat and identify sections within a piece of music which sound the same or different.



Peter and The Wolf



Linked with our work in English we will learn the story of 'Peter and The Wolf'. We will listen to the music composed by Sergei Prokofiev and discuss the different instruments used for each of the animal characters. We will explore the role of the conductor and the instruments of an orchestra, developing our vocabulary in describing the timbre of these instruments. We will make musical choices in composing our own adaptation of the story, thinking about the timbre, dynamics and rhythms we can use to represent different animals.

Key Vocabulary

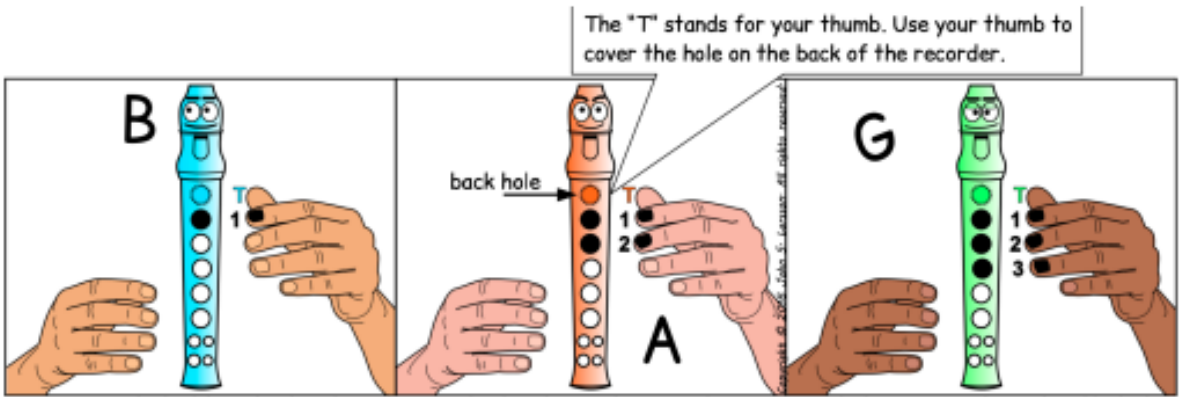
Word	Definition
Composer	Someone who creates and writes, or composes music.
Conductor	A conductor, in music, is someone who instructs and orchestra, chorus or musical group to make sure all the musicians play in time with one another.
Orchestra	A large musical ensemble typical of classical music, which combines instruments from different families; brass, strings, woodwind and percussion.
Dynamics	The volume of the music
Forte	Loudly.
Piano	Quietly, softly.
Timbre	The quality of a sound made by a particular voice or musical instrument.

Key learning:

- Can start and finish together and can keep to a steady pulse.
- Listen with concentration to music of a longer duration and recognise simple structures (for example, a beginning, middle and end).
- Experiment with creating their own musical patterns and begin to identify one strand (*section*) of music or more.
- Begin to improve their own and others' work.
- Recognise and match sounds with pictures of different instruments.
- Begin to use onomatopoeia sound words to describe selected sounds and the ways in which they are produced.



Recorders



In this unit we will learn to play the recorder. The initial focus will be on producing the correct sound, teaching the children how to blow into the mouthpiece and use the correct fingers to cover each hole to play a note. We will learn to play the note B, A and G by exploring them in varied, short pieces of music with increasing complexity.

Key Vocabulary

Word	Definition
Pulse	The heart beat or steady beat of music.
Rhythm	Long and short sounds to make a pattern.
Pitch	High and low sounds.
Dynamics	Volume (loud or quiet)
Tempo	Speed of music.
Rest	A period of silence in music.
Stave	The lines that notes are written on.

Key learning:

- Learn to play B, A and G notes on the recorder
- Learn to hold the recorder correctly and how to control our breath
- Learn how long to hold each note for
- What a rest in music is
- How to read simple notation
- What a stave is
- How to keep our playing in time with the beat and others in our group
- How to play quieter or louder (dynamics)

Note Values		
Quaver	½ beat	
Crotchet	1 beat	
Minim	2 beats	
Semibreve	4 beats	



The Royal Liverpool Philharmonic Orchestra School's Concerts Year 2 Summer Term 1 and 2

ROYAL
LIVERPOOL
PHILHARMONIC
ORCHESTRA

We will:

- Learn about the families of the orchestra
- Listen to some classical and popular music on a theme
- Learn a song to sing in collaboration with other schools
- Visit the Philharmonic to take part in the concert!

The main aim of this unit is to introduce some of the music that will be played by the orchestra through practical, creative music-making activities.

These opportunities to explore musical themes and dimensions include guiding the children in listening and responding to the music beforehand which will enable them to have a greater enjoyment and appreciation of the concert.

Each year the repertoire will change.
We will always learn a song to sing with
700 other pupils at the concert!

Key Vocabulary:

Conductor

Orchestra Families

Woodwind, Strings, Percussion, Brass

Timbre

Each year, the Philharmonic will work with our school staff on a scheme of work that explores quality classical and popular music. The Philharmonic will train our teachers so that they can deliver the scheme of work at St Gregory's with confidence.

