

MUSIC SCHEME OF WORK GRADE 4 TERM ONE

We ek	Less on	Strand/ Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Reflectio n
1		OPENING AND PREPARATIONS							
2	1	PERFOR MING	Songs	By the end of the Sub strand the learner should be able to: a) sing different types of songs, with accuracy in pitch, rhythm and dynamics controlling the expressive elements b) perform songs as an individual (solo) or in a group (choral) c) sing 2-part songs to explore the concept of harmony	1. Why do you sing? 2. During which occasion music performed in your community? 3. What should one do to ensure they sing well? 4. What do the songs we sing talk about? 5. How do you express yourself while singing?	<ul style="list-style-type: none"> Learners sing different types of familiar songs Learners listen to/watch recordings of songs and imitate with accuracy in pitch and rhythm Individually (solo) and in groups, (choral) learners are guided in singing different types of songs: Patriotic, Action, Sacred and Topical songs on pertinent & contemporary issues with accuracy in pitch, rhythm and dynamics (soft and loud) 	Sheet music, song book, pitching device, audio/visual recordings	Portfolio, Observation checklist, Oral/aural questions, Project	
	2		Songs	By the end of the Sub strand the learner should be able to: a) sing different types of songs, with accuracy in pitch, rhythm and dynamics controlling the expressive elements b) perform songs as an individual (solo) or in a group (choral) c) sing 2-part songs to explore the concept of harmony	1. Why do you sing? 2. During which occasion music performed in your community? 3. What should one do to ensure they sing well? 4. What do the songs we sing talk about? 5. How do you express yourself while singing?	<ul style="list-style-type: none"> Learners sing different types of familiar songs Learners listen to/watch recordings of songs and imitate with accuracy in pitch and rhythm Individually (solo) and in groups, (choral) learners are guided in singing different types of songs: Patriotic, Action, Sacred and Topical songs on pertinent & contemporary issues with accuracy in pitch, rhythm and dynamics (soft and loud) 	Sheet music, song book, pitching device, audio/visual recordings	Portfolio, Observation checklist, Oral/aural questions, Project	

	3		Songs	<p>By the end of the Sub strand the learner should be able to:</p> <p>a) sing different types of songs, with accuracy in pitch, rhythm and dynamics controlling the expressive elements</p> <p>b) perform songs as an individual (solo) or in a group (choral)</p> <p>c) sing 2-part songs to explore the concept of harmony</p>	<ol style="list-style-type: none"> 1. Why do you sing? 2. During which occasion music performed in your community? 3. What should one do to ensure they sing well? 4. What do the songs we sing talk about? 5. How do you express yourself while singing? 	<ul style="list-style-type: none"> • Learners watch/listen to live/recorded performances of solo and choral music and are guided in identifying expressive elements (dynamics, articulation, and tempo) in the performance • Individually and in groups learners discuss the message in the songs • Individually and in groups learners perform different types of songs employing the appropriate expressive elements (dynamics, articulation, and tempo) • Learners watch live or recorded performances of two part songs for familiarisation 	<p>Sheet music, song book, pitching device, audio/visual recordings</p>	<p>Portfolio, Observation checklist, Oral/aural questions, Project</p>	
3	1		Songs	<p>PROJECT</p> <p>a) use digital devices to record individual (solo) and group (choral) performances for sharing and documentation</p>	<ol style="list-style-type: none"> 1. Why do you sing? 2. During which occasion music performed in your community? 3. What should one do to ensure they sing well? 4. What do the songs we sing talk about? 5. How do you express yourself while singing? 	<ul style="list-style-type: none"> • At home and in school, learners use digital devices to record individual (solo) and group (choral) performances guided by the teacher and parent/guardian. • Learners watch/listen to recorded performances and discuss the types of songs in the performances 	<p>Sheet music, song book, pitching device, audio/visual recordings</p>	<p>Portfolio, Observation checklist, Oral/aural questions, Project</p>	
	2		Songs	<p>PROJECT</p> <p>a) use digital devices to record individual (solo) and group (choral) performances for sharing and documentation</p>	<ol style="list-style-type: none"> 1. Why do you sing? 2. During which occasion music performed in your community? 3. What should one do to ensure they sing well? 4. What do the songs we sing talk about? 5. How do you express yourself while singing? 	<ul style="list-style-type: none"> • At home and in school, learners use digital devices to record individual (solo) and group (choral) performances guided by the teacher and parent/guardian. • Learners watch/listen to recorded performances and discuss the types of songs in the performances 	<p>Sheet music, song book, pitching device, audio/visual recordings</p>	<p>Portfolio, Observation checklist, Oral/aural questions, Project</p>	

	3		Kenyan folk song	By the end of the sub strand, the learner should be able to: a) sing folk songs drawn from local community b) discuss the message and values in a folk song c) perform folk songs with co-ordinated body movements	<ol style="list-style-type: none"> 1. Which traditional song are performed in your local community? 2. What is the message in the folk song? 3. What values can we learn from folk songs? 4. What safety measures should be observed when performing traditional folk songs? 5. Which instruments are used to accompany folk songs? 	<ul style="list-style-type: none"> • Learners listen to/watch live/recorded performances of folk songs from the local community • Learners visit community cultural centres to watch and learn folk songs • In groups, learners are guided to perform folk songs with co-ordinated body movements 	Traditional musical instrument, resource person, costumes and props	Portfolio, Observation checklist, Oral questions, Practical test	
4	1		Kenyan folk song	By the end of the sub strand, the learner should be able to: a) sing folk songs drawn from local community b) discuss the message and values in a folk song c) perform folk songs with co-ordinated body movements	<ol style="list-style-type: none"> 1. Which traditional song are performed in your local community? 2. What is the message in the folk song? 3. What values can we learn from folk songs? 4. What safety measures should be observed when performing traditional folk songs? 5. Which instruments are used to accompany folk songs? 	<ul style="list-style-type: none"> • Learners listen to/watch live/recorded performances of folk songs from the local community • Learners visit community cultural centres to watch and learn folk songs • In groups, learners are guided to perform folk songs with co-ordinated body movements 	Traditional musical instrument, resource person, costumes and props	Portfolio, Observation checklist, Oral questions, Practical test	
	2		Kenyan folk song	d) observe safety in the performance of a folk song e) observe etiquette in a folk song to enhance acceptable social relationships f) use appropriate instrumental accompaniment in a folk song.	<ol style="list-style-type: none"> 1. Which traditional song are performed in your local community? 2. What is the message in the folk song? 3. What values can we learn from folk songs? 4. What safety measures should be observed when performing traditional folk songs? 5. Which instruments are used to accompany folk songs? 	<ul style="list-style-type: none"> • In groups, learners are guided to perform folk songs with co-ordinated body movements • Learners take different roles in performing folk songs • Learners observe safety while performing folk songs and in the use of props • In groups, learners practice etiquette such as appropriate dressing and morally acceptable body movements while performing folk songs 	Traditional musical instrument, resource person, costumes and props	Portfolio, Observation checklist, Oral questions, Practical test	

	3		Kenyan folk song	d) observe safety in the performance of a folk song e) observe etiquette in a folk song to enhance acceptable social relationships f) use appropriate instrumental accompaniment in a folk song.	1. Which traditional song are performed in your local community? 2. What is the message in the folk song? 3. What values can we learn from folk songs? 4. What safety measures should be observed when performing traditional folk songs? 5. Which instruments are used to accompany folk songs?	<ul style="list-style-type: none"> In groups, learners are guided to perform folk songs with co-ordinated body movements Learners take different roles in performing folk songs Learners observe safety while performing folk songs and in the use of props In groups, learners practice etiquette such as appropriate dressing and morally acceptable body movements while performing folk songs 	Traditional musical instrument, resource person, costumes and props	Portfolio, Observation checklist, Oral questions, Practical test	
5	1		Kenyan folk song	d) observe safety in the performance of a folk song e) observe etiquette in a folk song to enhance acceptable social relationships f) use appropriate instrumental accompaniment in a folk song.	1. Which traditional song are performed in your local community? 2. What is the message in the folk song? 3. What values can we learn from folk songs? 4. What safety measures should be observed when performing traditional folk songs? 5. Which instruments are used to accompany folk songs?	<ul style="list-style-type: none"> Learners use appropriate instruments to accompany folk songs guided by the teacher Individually and in groups, learners identify and discuss the messages and values in folk songs 	Traditional musical instrument, resource person, costumes and props	Portfolio, Observation checklist, Oral questions, Practical test	
	2		Musical instruments: Kenyan traditional musical instruments- percussion instruments	By the end of the Sub strand the learner should be able to: a) classify percussion instruments from Kenya b) aurally and visually identify melodic and non-melodic percussion instruments from Kenya c) identify the parts of a	1. How are percussion instruments played? 2. Which percussion instruments can play a melody? 3. Which locally available materials can be used to make percussion instruments? 4. Why is a drum tuned? 5. How is a drum tuned?	<ul style="list-style-type: none"> Learners watch live/ recorded performance of percussion instruments Learners aurally and visually identify percussion instruments as melodic or non-melodic Learners observe pictures of/real percussion instruments and classify them as melodic and non-melodic percussion instruments. Learners play different percussion instruments to identify whether the instrument is melodic or non-melodic Learners observe real/pictures of different percussion instruments and are guided in naming the parts 	Descant recorders, melodic and no-melodic instruments, resource person	Portfolio, Observation checklist, Oral questions, Practical test, aural tests, project work, Assignments	

	3		Musical instruments: Kenyan traditional musical instruments- percussion instruments	d) tune a drum in order to produce the desired sound e) play a percussion instrument to provide appropriate accompaniment to a song or dance	1. How are percussion instruments played? 2. Which percussion instruments can play a melody? 3. Which locally available materials can be used to make percussion instruments? 4. Why is a drum tuned? 5. How is a drum tuned?	<ul style="list-style-type: none"> Learners watch live/ recorded performance of percussion instruments Learners aurally and visually identify percussion instruments as melodic or non-melodic Learners observe pictures of /real percussion instruments and classify them as melodic and non-melodic percussion instruments. Learners play different percussion instruments to identify whether the instrument is melodic or non-melodic Learners observe real/pictures of different percussion instruments and are guided in naming the parts 	Descant recorders, melodic and no-melodic instruments, resource person	Portfolio, Observation checklist, Oral questions, Practical test, aural tests, project work, Assignments	
6	1		Musical instruments: Kenyan traditional musical instruments- percussion instruments	PROJECT a) Make a percussion instrument using locally available materials to accompany a song or dance b) Use digital devices to record music made by percussion instruments for sharing and documentation.	1. How are percussion instruments played? 2. Which percussion instruments can play a melody? 3. Which locally available materials can be used to make percussion instruments? 4. Why is a drum tuned? 5. How is a drum tuned?	<ul style="list-style-type: none"> In groups learners tune a drum using the appropriate method (tightening laces and or warming the membrane). Individually and in groups learners play different percussion instruments (melodic and non- melodic) to accompany song and dance guided by the teacher/resource person In groups learners make percussion instruments observing own and others' safety Learners record music made by percussion instruments, share and discuss the percussion instruments used with peers 	Descant recorders, melodic and no-melodic instruments, resource person	Portfolio, Observation checklist, Oral questions, Practical test, aural tests, project work, Assignments	
	2		Descant recorder	a) Play the notes B A G on a descant recorder b) Play simple melodies using the notes B A G on the descant recorder c) Practice hygiene measures in the use of the descant recorder	1. How are different pitches produced on a descant recorder? 2. How do you care and maintain the descant recorder?	<ul style="list-style-type: none"> Learners explore the recorder by identifying the parts guided by the teacher Learners discuss and practice hygiene measures in using the descant recorder Learners practice holding and blowing the recorder with the appropriate posture and fingering 	Descant recorders, melodic and no-melodic instruments, resource person	Portfolio, Observation checklist, Oral questions, Practical test, aural tests, project work, Assignments	

	3		Descant recorder	a) Play the notes B A G on a descant recorder b) Play simple melodies using the notes B A G on the descant recorder c) Practice hygiene measures in the use of the descant recorder	1. How are different pitches produced on a descant recorder? 2. How do you care and maintain the descant recorder?	<ul style="list-style-type: none"> Learners learn finger numbers on hand and fingerings for B A G on recorder Clap rhythmic patterns before playing the patterns with assigned tones (B A G) Learners play B A G as demonstrated by the teacher using rhythmic patterns built on <i>taa, ta-te (crotchets and quavers)</i> 	Descant recorders, melodic and no-melodic instruments, resource person	Portfolio, Observation checklist, Oral questions, Practical test, aural tests, project work, Assignments	
7	1		Descant recorder	a) Play the notes B A G on a descant recorder b) Play simple melodies using the notes B A G on the descant recorder c) Practice hygiene measures in the use of the descant recorder	1. How are different pitches produced on a descant recorder? 2. How do you care and maintain the descant recorder?	<ul style="list-style-type: none"> Individually and in groups learners play melodies built on B A G Individually learners practice playing the notes and melodies learnt at home. 	Descant recorders, melodic and no-melodic instruments, resource person	Portfolio, Observation checklist, Oral questions, Practical test, aural tests, project work, Assignments	
	2		Dance	By the end of the Sub strand the learner should be able to: a) perform a Kenyan folk dance from their local community b) apply basic elements of dance in a dance performance c) perform a Kenyan folk dance with coordinated body movements	1. Why do people dance? 2. How do we perform a folk dance? 3. Which dances are performed in the community?	<ul style="list-style-type: none"> Learners watch a live/recorded Kenyan folk dance from the local community Learners perform a dance from the local community guided by the teacher observing the basic elements of dance (time, space, energy and relationships) 	Traditional instruments, Video of dances, recorder stands, resource person	Practical, observation, field work	

	3		Dance	d) create dance formations for aesthetic value e) perform a folk dance observing own and others safety	1. Why do people dance? 2. How do we perform a folk dance? 3. Which dances are performed in the community?	<ul style="list-style-type: none"> Individually and in groups learners perform a folk dance with coordinated body movements In groups learners perform a Kenyan folk dance incorporating formations observing own and others' safety Learners record dances performed in school and the community and share their experiences in class 	Traditional instruments, Video of dances, recorder stands, resource person	Practical, observation, field work	
8	1		Dance	PROJECT a) record Kenyan folk dances for sharing and documentation	1. Why do people dance? 2. How do we perform a folk dance? 3. Which dances are performed in the community?	<ul style="list-style-type: none"> Individually and in groups learners perform a folk dance with coordinated body movements In groups learners perform a Kenyan folk dance incorporating formations observing own and others' safety Learners record dances performed in school and the community and share their experiences in class 	Traditional instruments, Video of dances, recorder stands, resource person	Practical, observation, field work	
	2	CREATING/COMPOSING MUSIC	Rhythm	By the end of the sub-strand, the learner should be able to: a) interpret rhythmic pattern involving crotchet and quaver using French rhythm names (taa, ta-te) b) create simple rhythms using French rhythm names (taa, ta-te) for crotchet and quaver	1. How are rhythms created?	<ul style="list-style-type: none"> Individually and in groups, learners clap/tap rhythms of words involving taa, ta-te (crotchet and quaver) maintaining a steady beat. Learners interpret (orally) rhythmic patterns involving crotchet and quaver using French rhythm names (taa, ta-te) 	Sheet music, melodic instrument, flash cards- of rhythmic patterns, melodies, sol-fa names	Oral tests, Aural tests, Written tests	

	3		Rhythm	<p>By the end of the sub- strand, the learner should be able to:</p> <p>a) interpret rhythmic pattern involving crotchet and quaver using French rhythm names (taa, ta-te)</p> <p>b) create simple rhythms using French rhythm names (taa, ta-te) for crotchet and quaver</p>	1. How are rhythms created?	<ul style="list-style-type: none"> Individually and in groups, learners clap/tap rhythms of words involving taa, ta-te (crotchet and quaver) maintaining a steady beat. Learners interpret (orally) rhythmic patterns involving crotchet and quaver using French rhythm names (taa, ta-te) 	<p>Sheet music,</p> <p>melodic instrument,</p> <p>flash cards- of rhythmic patterns,</p> <p>melodies,</p> <p>sol-fa names</p>	<p>Oral tests,</p> <p>Aural tests,</p> <p>Written tests</p>	
9-14		END OF TERM ASSESSMENT AND CLOSING							