

MUSIC SCHEME OF WORK GRADE 6 TERM 3

SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	GRADE 6	MUSIC	3	

Wk	Ln	Strand/Theme	Sub Strand	Specific learning outcomes	Key Inquiry Questions	Learning Experiences	Learning Resources	Assessment Methods	Ref
1	1	CREATING AND COMPOSING MUSIC	RHYTHM: French rhythm names and the dotted minim	By the end of the lesson, the learner should be able to: a. use French rhythm names to interpret rhythms, involving a dotted minim b. identify French rhythm names c. Appreciate rhythms created by self and others	1. What makes up a rhythm? 2. How are beats organized in different songs?	Learners: • listen to /sing familiar songs and are guided in identifying the dotted minim sound duration • individually and in groups, tap/ clap/stamp rhythmic patterns containing dotted minims	Percussion music instruments Flash cards Charts, recording devices Spotlight Music Act. TG. Grd 6 Pg.84-90	Observation schedule Oral questions	
							Spotlight Music Act. Learners Book Grd 6 Pg.63		
2	1		French rhythm names and the dotted minim	By the end of the lesson, the learner should be able to: a. use French rhythm names to interpret rhythms, involving a dotted minim b. identify French rhythm names c. Appreciate rhythms created by self and others	1. How can sounds be organized to create a melody? 2. What makes a good melody?	Learners: • are guided in identifying the note symbol and the French rhythm name (<i>taa-aa-aa</i>) of a dotted minim • clap the rhythm of a familiar song while reciting the French rhythm names • individually and in pairs, match the French rhythm names with their corresponding note symbols and rests	Percussion music instruments Flash cards Charts, recording devices Spotlight Music Act. TG. Grd 6 Pg.84-90 Spotlight Music Act. Learners Book Grd 6 Pg.63	Observation schedule Oral questions	

3	1		Music notes and their rests	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> match musical notes (crotchet, quaver, minim, dotted minim and semibreve) with their corresponding rests aurally and orally interpret musical notes (crotchet, quaver, minim, dotted minim) and their rests in a rhythmic pattern identify music notes and their rests Appreciate rhythms created by self and others 	<ol style="list-style-type: none"> How can sounds be organized to create a melody? What makes a good melody? 	<p>Learners:</p> <ul style="list-style-type: none"> listen to/watch/perform familiar songs with rests are guided to clap/tap rhythmic patterns with rests 	<p>Percussion music instruments</p> <p>Flash cards Charts, recording devices</p> <p>Spotlight Music Act. TG. Grd 6 Pg.91-97</p> <p>Spotlight Music Act. Learners Book Grd 6 Pg.68</p>	<p>Observation schedule</p> <p>Oral questions</p>	
4	1		Creating and performing simple rhythms	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> create simple rhythms using crotchet, quaver, minim, dotted minim and semibreve and their rests perform own created rhythms for peer review identify ways of creating and performing simple rhythms Appreciate rhythms created by self and others 	<ol style="list-style-type: none"> How can sounds be organized to create a melody? What makes a good melody? 	<p>Learners:</p> <ul style="list-style-type: none"> listen to peers' created rhythms appraise and provide feedback for improvement. individually and in groups, imitate short rhythms of melodies in two, three and four beat time patterns create and perform rhythms using a combination of semibreve, dotted minim, minim crotchet, and quaver with their corresponding rests. Share with peers for feedback in pairs or in groups, use digital resources to further 	<p>Percussion music instruments</p> <p>Flash cards Charts, recording devices</p> <p>Spotlight Music Act. TG. Grd 6 Pg.98-100</p> <p>Spotlight Music Act. Learners Book Grd 6 Pg.73</p>	<p>Observation schedule</p> <p>Oral questions</p>	

						their skills of creating rhythms			
5	1		Beat patterns	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> aurally recognize rhythms of songs in two, three and four beat patterns recognize various beat patterns Appreciate rhythms created by self and others 	<ol style="list-style-type: none"> How can sounds be organized to create a melody? What makes a good melody? 	<p>Learners:</p> <ul style="list-style-type: none"> are guided to visually recognize and write note symbols; semibreve, dotted minim, minim crotchet, quaver with their corresponding rests identify simple melodies in two, three and four beat patterns 	<p>Percussion music instruments</p> <p>Flash cards Charts, recording devices</p> <p>Spotlight Music Act. TG. Grd 6 Pg.101-104</p> <p>Spotlight Music Act. Learners Book Grd 6 Pg.76</p>	<p>Observation schedule</p> <p>Oral questions</p>	
6	1		Improvising short rhythms on a percussion instrument	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> Improvise short rhythms in two, three and four beat patterns on a percussion instrument. recognize various beat patterns Appreciate rhythms created by self and others 	<ol style="list-style-type: none"> How can sounds be organized to create a melody? What makes a good melody? 	<p>Learners:</p> <ul style="list-style-type: none"> take turns to improvise short rhythms in two, three and four beat patterns using percussion instruments 	<p>Percussion music instruments</p> <p>Flash cards Charts, recording devices</p> <p>Spotlight Music Act. TG. Grd 6 Pg.105-109</p> <p>Spotlight Music Act. Learners Book Grd 6 Pg.80</p>	<p>Observation schedule</p> <p>Oral questions</p>	
7	1	Melody	Major scale in sol-fa syllables	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> Sing the entire major scale ascending and descending using sol-fa syllables. Identify what makes a good melody 	<ol style="list-style-type: none"> How can sounds be organized to create a melody? What makes a good melody? 	<p>Learners:</p> <ul style="list-style-type: none"> listen and imitate songs within d-d range e.g. <i>Joy to the World, Doh a Deer</i> sing the major scale ascending and descending using well-articulated solfa syllables and others such as la and vowel 	<p>A chart showing the sol-fa ladder, digital devices, melodic instruments, charts, audio recordings</p> <p>Spotlight Music Act. TG. Grd 6 Pg.109-112</p>	<p>Observation schedule</p> <p>Oral questions</p>	

				c. Appreciate melodies created by self and others.		sounds • practice singing and performing the sol-fa ladder using hand signs guided by the teacher	Spotlight Music Act. Learners Book Grd 6 Pg.86		
8	1		Sol-fa hand signs	By the end of the lesson, the learner should be able to: a. Perform the sol-fa scale (d-d) using hand signs. b. Identify and recognize various sol-fa hand signs c. Appreciate melodies created by self and others.	1. How can sounds be organized to create a melody? 2. What makes a good melody?	Learners: • individually and in groups, sing familiar tunes using solfa syllables • individually listen to a variety of music (live/recorded) and write short sentences describing the music using the music terminology learnt	A chart showing the sol-fa ladder, digital devices, melodic instruments, charts, audio recordings Spotlight Music Act. TG. Grd 6 Pg.113-114 Spotlight Music Act. Learners Book Grd 6 Pg.87	Observation schedule Oral questions	
9	END OF TERM ASSESSMENT								