

# GRADE 1

## MUSIC SCHEME OF WORK TERM THREE

| WE<br>EK | LESSO<br>N | STRAND                                    | SUB<br>STRAND | SPECIFIC LEARNING<br>OUTCOMES   | KEY INQUARY<br>QUESTIONS                             | LEARNING<br>EXPERIENCES   | LEARNING<br>RESOURCES | ASSESSMENT                    | REFLECTION |
|----------|------------|---|---------------|---|--|---|-----------------------|-------------------------------|------------|
| 1        |            | <b>CREATING/<br/>COMPOSIN<br/>G MUSIC</b> | <b>Melody</b> | By the end of the lesson the learner should be able to: identify melodic sounds from the environment for aural discrimination   | Which animals in the environment make melodic sounds | Learners listen to sounds in the environment (live or recoded) and are guided to identify rhythmic and melodic sounds | Realia<br>charts      | Observation<br>Oral questions |            |
| 2        |            | <b>CREATING/<br/>COMPOSIN<br/>G MUSIC</b> | <b>Melody</b> | By the end of the lesson the learner should be able to identify melodic variations in simple familiar tunes to enhance listening skills and as a basis for composition<br>: | Which animals in the environment make melodic sounds | Learners imitate sounds made by animals and birds such as the cuckoo and the crested crane                            | Realia<br>charts      | Observation<br>Oral questions |            |
| 3        |            | <b>CREATING/<br/>COMPOSIN<br/>G MUSIC</b> | <b>Melody</b> | By the end of the lesson the learner should be able to: identify melodic variations in simple familiar tunes to enhance listening skills and as a basis for composition     | What is the difference between these sounds          | Learners imitate sounds made by animals and birds such as the cuckoo and the crested crane                            | Realia<br>charts      | Observation<br>Oral questions |            |

|   |  |                                      |                          |  |  |  |                      |                               |  |
|---|--|--------------------------------------|--------------------------|--|--|--|----------------------|-------------------------------|--|
|   |  |                                      |                          |  |  |  |                      |                               |  |
| 4 |  | <b>CREATING/<br/>COMPOSING MUSIC</b> | <b>Melody</b>            | By the end of the lesson the learner should be able to:<br>create simple melodic variations in familiar tunes as a basis for composition and for enjoyment | What is the difference between these sounds              | Learners are guided in groups and individually to sing familiar tunes, introducing melodic variations                  | <b>Realia charts</b> | Observation<br>Oral questions |  |
| 5 |  | <b>LISTENING AND RESPONDING</b>      | <b>Elements of Music</b> | By the end of the lesson the learner should be able to:<br>listen and identify sounds in the local environment for aural discrimination                    | When you listen to the music, how does it make you feel? | Learners take a nature walk and are guided in listening and identifying sounds in the environment                      | Realia charts        | Observation<br>Oral questions |  |
| 6 |  | <b>LISTENING AND RESPONDING</b>      | <b>Elements of Music</b> | By the end of the lesson the learner should be able to:<br>respond imaginatively to sounds in the environment through movement or imitation for enjoyment  | When you listen to the music, how does it make you feel? | Learners listen and respond to sounds in the environment through;<br>movement, vocalisation, imitation and discussions | Realia charts        | Observation<br>Oral questions |  |
| 7 |  | <b>LISTENING AND RESPONDING</b>      | <b>Elements of Music</b> | By the end of the lesson the learner should be able to:<br>identify the character  | When you listen to the music, how does it make you feel? | Learners are guided in identifying and describing the  | Realia charts        | Observation<br>Oral questions |  |

[illegible]