GREENHILL ACADEMY (PRIMARY)

MUSIC SCHEME OF WORK

TEACHER: MR. NADIOPE JACKSON

CLASS: PRIMARY TWO

TERM: TWO

YEAR: 2016

DURATION: ***ELEVEN WEEKS***

General objectives:

By the end of the term, the children should be able to;

i. sing in big groups most especially before audiences, with freedom.
ii. attempt to sing a variety of play/children songs with some simple instrumental accompaniment boosted by the teacher.
iii. have developed their enthusiasm to continue participating in music especially with the teacher's encouragement and boosted by the costumes and props used during performances.

WEEK	PERIODS	TOPIC	CONTENT	COMPETENCES	METHODS	ACTIVITIES	INST. MATERIALS	REF.	REM.
Week 2	2 Periods 60 min.	SINGING AND INSTRUMENTAL WORK	**Song:** -I'm a pig and I stay in a sty and my young ones are piglets. -I'm a dog and I stay in a kennel and my young ones are puppies. - I'm a cow and I stay in a kraal and my young ones are the calves. - I'm a bird and I stay in a nest and my young ones are nestlings. -I'm a lion-Den-Cubs -I'm a chimp-jungle-babies	The learner; -listens to the given song attentively. -sings the given song with enjoyment. -names the given rhythmic percussion instruments correctly.	Rote Discussion Group work	Singing Naming musical instruments Making rhythmical movements to the learnt song.	-Rhythm sticks -Wood blocks -lambada drums -wrist bells -ankle bells -triangles -reed rattles -gourd rattles -rhythmic tins (gongs) -ordinary drums	Teachers' own repertoire and TRB pg 48	
Week 3	2 Periods 60 min.	SINGING AND INSTRUMENTAL WORK	**Song;** If you are happy and you know clap your hands-clap clap x2 -Slap your knees -stamp your feet -snap your fingers -say ok **Naming percussion instruments** -coloring pictures	The learner; -sings the given song with enjoyment. -plays the percussion instruments to accompany the song rhythmically -colors the named instruments.	Rote Discussion Demonstration Group work	Singing Playing musical instruments Coloring the pictures of the musical instruments	-Papers with pictures of rhythmic percussion instruments -percussion instruments -	Teachers' own repertoire and TRB pg 48	

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Week 4	2 Periods 60 min.	SINGING AND DANCING	**<u>Song;</u>** This old man, he played one. He played knick knack on my thumb, with a knick knack paddy whack, give the dog a bone! This old man came rolling down. **<u>Owaro dance</u>** Some songs to accompany the dancing; "Tule lwanyi ……..tula lwanyi …. Awuma ……."	The learner; -sings the given song in correct tune. -responds in chorus to some Owaro dance songs. -performs some two basic motifs of Owaro dance.	Rote Demonstration Group work	Listening Singing Dancing	Piano keyboard Rhythm tins. Bottle top shakers.	Teachers' own repertoire and TRB pg 49	
Week 5	2 Periods 60 min.	SINGING AND DANCING	Song; A tisket, a tasket, a green and yellow basket, I wrote a letter to my love, and on way I dropped it. I dropped it, I dropped it, and on the way I dropped it, a little girl, came a long and put it in her pocket. **<u>Owaro dance (Continuation)</u>** Some songs to accompany the dancing; "Tule lwanyi ……..tula lwanyi …. Awuma ……."	The learner; -sings the given song in correct tune. -responds in chorus to some Owaro dance songs. -performs some three basic motifs of Owaro dance. -applies some basic Linear formations	Rote Demonstration Group work	Listening Singing Dancing	Piano keyboard Rhythm tins. Bottle top shakers.	Teachers' own repertoire and TRB pg 54	

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Week 6	2 Periods 60 min.	DRAMA	**<u>Skit (Last Supper)</u>** Narration, Luke:22:1-2 (plot against Jesus) Luke:22:3-6 (Judas agrees to betray Jesus) Luke:22:7-8 (Jesus prepares to eat the Passover meal) -Luke:22:8-20 **<u>Songs;</u>** -give me joy in my heart …… -read your bible …….. Costumes for Satan, disciples and Jesus	The learner; -acts as a disciple or as Jesus -sings the given religious songs tunefully. -narrates the given parts in the skit properly.	Rote Discussion Demonstration Group work	Listening Singing Discussing Acting Narrating	Bible Skit scripts Piano keyboard	Primary school curriculum for P.2 pg 55	
Week 7	2 Periods 60 min.	DRAMA	-do-	-do-	-do-	-do-	-do-	Primary school curriculum for P.2 pg 55	

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Week 8	2 Periods 60 min.	SINGING AND MUSIC NOTATION	**<u>Music Notation</u>** This is the writing of music. There are two types of Music notation; **<u>Staff</u>** and **<u>Solfa</u>** notation. **<u>Staff Notation</u>** The Treble clef sign The five lines and four spaces The special line for Middle C. The Musical alphabet; A,B,C,D,E,F and G	**<u>The learner;</u>** -states the meaning of music notation correctly -states the two types of music notation -writes the Treble clef sign on the staff correctly -identifies the lines and spaces on the Treble stave up to the second line (G)	Discussion Question and answer Observation	Discussing Answering oral questions Observing teacher's formation of the Treble clef sign **Writing the Treble clef** Identifying notes on the Treble stave	-Piano keyboard -Music scripts	Me and my piano book 1 by Sheila Stanton (Faber Music Ltd)	
Week 9	2 Periods 60 min.	SINGING AND MUSIC NOTATION	-do- **<u>Song;</u>** (God thought of making man, by joining all the bones, thinking of the greatest one, God thought of me,)x2 Join together head bone to the neck bone, ……	-do- The learner; -Does more tasks on identifying notes on the Treble stave. -Writes more Treble clef signs on the staff. -sings the given song tunefully with enjoyment.	Rote Discussion Question and answer Observation	-do-	-do-	-do-	

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Week 10	2 Periods 60 min.	SINGING AND INSTRUMENTAL WORK	**Song; (Spanish boat)** Lightly row x 2 O'er the glassy waves we go Smoothly glide x 2 On the silent tide, Let the winds and waters be, mingled with sweet melody, Sing and float x 2 In our little boat. Smm-frr-/drmfsss-/smm-frr-/dmssm---/rrrrrmf-/mmmmmfs-/smm-frr-/dmssm---	The learner; -Sings the given song tunefully, with enjoyment -plays the given percussion instruments rhythmically to the learnt tune. -makes free movements to the song as boat cyclist and fisherman	Rote Discussion Question and answer Observation Demonstration	**Singing** **Playing instruments** Making free movements to the rhythm.	-Percussion instruments -Piano keyboard Chalkboard	Teachers' own repertoire and TRB pg 54, Let us all sing page 16.	
Week 11	2 Periods 60 min.	SINGING AND DANCING	**Song;** Early in the morning, off we go to Jinja, to see my little friend John. Standing by the railway side, people wave to us, the engine moves well Tch Tch Oof Oof **Creative dancing;** "SAMINAMINA ……."	The learner; -Sings the given song tunefully, with enjoyment -makes free rhythmical movements to the song -Performs rhythmical movements to the song "SAMINAMINA …..".	Rote Discussion Question and answer Demonstration	-Singing -clapping to the rhythm. -Making free rhythmical movements to the learnt tune. -dancing to the CD music	-chalkboad -Piano keyboard Chalkboard -CD and CD player	Teachers' own repertoire and TRB pg 58	

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Week 12	2 Periods 60 min.	SINGING AND DANCING	**<u>Song;</u>** Away the night comes down, all children should be sensitive, (should be aware of common accidents x2) (My dear children never play on the roads) x2 It's deadly deadly Deadly deadly deadly <u>You can</u> lose your life <u>You can</u> lose your life My children learn to use road signs x 2 It's good good Good good good You can be safe You can be safe My dear children never play <u>with electric</u> wires x 2 It's deadly deadly Deadly deadly deadly <u>You can</u> lose your life <u>You can</u> lose your life **Creative dancing;** "SAMINAMINA ……." "Continuation"	The learner; -Sings the chorus and verse one of the given song tunefully, with enjoyment -makes free expressions to the learnt song. -Performs more rhythmical movements to the song "SAMINAMINA …..".	Rote Discussion Question and answer Demonstration	Singing Playing instruments Answering oral questions.	-Percussion instruments -Piano keyboard Chalkboard -pins -electric wall sockets -a chart showing road signs -CD and CD player	Teachers' own repertoire and TRB pg 27 for book 1 and 63 for book 2	