**PP2 MUSIC SCHEME OF WORK TERM TWO**

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| WE EK | LES SO N | STRA ND | S- STRAND | SPECIFIC LEARNINIG OUTCOMES | KEY INQURY QUESTI ONS | CORE COMPETENCE | VALUES | LEARNING EXPERIENCES | LEARNING RESOURCE S | ASSESSME N | REFLECTIO N |
| 2 | 1 | PERFORM ANC E | SingingGames | By the end of the sub- strand the learner should be able to | Which is your favourit esinging game | Our diversitySocial cohesion | Unity and love | Guide learners to listen to and sing songs from different culturalbackgrounds | Charts realia | Observatio oral questions |  |
| 2 | 1 |  | SingingGames | By the end of the sub- strand the learner should be able toidentify different cultural singing games for harmonious core existence | Which is your favourite singing game | Our diversitySocial cohesion | Unity and love | Guide learners to listen to and sing songs fromdifferent cultural backgrounds | Charts realia | Observatio oral questions |  |
| 3 | 1 |  | SingingGames | By the end of the sub-strand the learnershould be able tolist different cultural singing games for harmonious coreexistence | Whichis yourfavourit e singing game | Our diversitySocial cohesion | Unityand love | Guide learners tohave fun andenjoy as they sing and dance | Chartsrealia | Observatiooralquestions |  |
| 4 | 1 |  | SingingGames | By the end of the sub- strand the learner should be able to perform variedcultural singing games using props for | Which is your favourit esinging game | Our diversitySocial cohesion | Unity and love | Guide learners to have fun and enjoy as theysing and dance | ChartsRealia | Observatio oral questions |  |

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|  |  |  |  | enjoyment |  |  |  |  |  |  |  |
| 5 | 1 |  | SingingGames | By the end of the sub-strand the learner should be able to express feelings through singing games for appreciation | Whichis your favourit e music | Our diversitySocial cohesion | Unityand love | Learners to beencouraged to sing and dance cooperatively in pairs and small groups | Chartsrealia | Observatiooral questions |  |
|  | 5 |  | SingingGames | By the end of the sub-strand the learner should be able to express feelings through singing games for appreciation | Whichis your favourit e music | Our diversitySocial cohesion | Unityand love | Learners to beencouraged to sing and dance cooperatively in pairs and small groups | Chartsrealia | Observatiooral questions |  |
| 6 | 1 |  | Play simplemusical instrum ents | By the end of the sub- strand the learner should be able to identify various music ICT device for familiarization | Which is your favourite music | Our diversitySocial cohesion | Unity and love | Guide learners to play music using ICT device e.g.piano, guitar | Charts realia | Observatio oral questions |  |
| 7 | 1 |  | Playsimple musical instrum ents | By the end of the sub-strand the learner should be able to play simple musical instruments for enjoyment | Whichis your favourit e music | Our diversitySocial cohesion | Unityand love | Guide learners to play music using ICT device e.g. piano, guitar | Chartsrealia | Observatiooral questions |  |
| 8 | 1 |  | Playsimple | By the end of the sub-strand the learner | Whichis your | Our diversitySocial cohesion | Unityand love | Guide learners to | Chartsrealia | Observatiooral |  |

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|  |  |  | musical instrum ents | display ability to play various simple musical instruments includingICT deviceshould be able to | favourit e music |  |  | play music using ICT device e.g. piano, guitar |  | questions |  |
| 9 | 1 |  | Playsimplemusical instrum ents | By the end of the sub-strand the learner should be able to play simpleinstruments and make movement for talentdevelopment | Whichis yourfavourit e music | Our diversitySocial cohesion | Unityand love | Guide learners to play music using ICT device e.g. piano, guitar | Chartsrealia | Observatiooral questions |  |
| 10 | 1 |  | MusicalSounds | By the end of the sub-strand the learner should be able to;listen to sounds fromthe environment forfamiliarisation | Whichsound do youlike toimitate? | Our diversitySocial cohesion | Unityand love | Guide learners toimitate the different soundswithin theenvironment | Chartsrealia | Observatiooralquestions |  |
| 11 | 1 |  | MusicalSounds | By the end of the sub-strand the learner should be able to;imitate sounds made from the environment for vocal development | Whichsound do youlike to imitate? | Our diversitySocial cohesion | Unityand love | Learners could beguided to record sound withintheir environment and play the recorded sounds back | Chartsrealia | Observatiooral questions |  |
| 12 | 1 |  | MusicalSounds | By the end of the sub-strand the learnershould be able to; appreciate sounds from the environment for correct response | Whichsounddo you like to imitate? | Our diversitySocial cohesion | Unityand love | Learners could beguided to recordsound withintheir environment and play therecorded soundsback | Chartsrealia | Observatiooral questions |  |

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