**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 | PERF  ORM ANC E | Singing  Games | By the end of the sub- strand the learner should be able to | Which is your favourit e  singing game | Our diversity  Social cohesion | Unity and love | Guide learners to listen to and sing songs from different cultural  backgrounds | Charts realia | Observatio oral questions |  |
| 2 | 1 |  | Singing  Games | By the end of the sub- strand the learner should be able to  identify different cultural singing games for harmonious core existence | Which is your favourit  e singing game | Our diversity  Social cohesion | Unity and love | Guide learners to listen to and sing songs from  different cultural backgrounds | Charts realia | Observatio oral questions |  |
| 3 | 1 |  | Singing  Games | By the end of the sub-  strand the learner  should be able to  list different cultural singing games for harmonious core  existence | Which  is your  favourit e singing game | Our diversity  Social cohesion | Unity  and love | Guide learners to  have fun and  enjoy as they sing and dance | Charts  realia | Observatio  oral  questions |  |
| 4 | 1 |  | Singing  Games | By the end of the sub- strand the learner should be able to perform varied  cultural singing games using props for | Which is your favourit e  singing game | Our diversity  Social cohesion | Unity and love | Guide learners to have fun and enjoy as they  sing and dance | Charts  Realia | Observatio oral questions |  |

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|  |  |  |  | enjoyment |  |  |  |  |  |  |  |
| 5 | 1 |  | Singing  Games | By the end of the sub-  strand the learner should be able to express feelings through singing games for appreciation | Which  is your favourit e music | Our diversity  Social cohesion | Unity  and love | Learners to be  encouraged to sing and dance cooperatively in pairs and small groups | Charts  realia | Observatio  oral questions |  |
|  | 5 |  | Singing  Games | By the end of the sub-  strand the learner should be able to express feelings through singing games for appreciation | Which  is your favourit e music | Our diversity  Social cohesion | Unity  and love | Learners to be  encouraged to sing and dance cooperatively in pairs and small groups | Charts  realia | Observatio  oral questions |  |
| 6 | 1 |  | Play simple  musical 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 favourit  e music | Our diversity  Social cohesion | Unity and love | Guide learners to play music using ICT device e.g.  piano, guitar | Charts realia | Observatio oral questions |  |
| 7 | 1 |  | Play  simple musical instrum ents | By the end of the sub-  strand the learner should be able to play simple musical instruments for enjoyment | Which  is your favourit e music | Our diversity  Social cohesion | Unity  and love | Guide learners to play music using ICT device e.g. piano, guitar | Charts  realia | Observatio  oral questions |  |
| 8 | 1 |  | Play  simple | By the end of the sub-  strand the learner | Which  is your | Our diversity  Social cohesion | Unity  and love | Guide learners to | Charts  realia | Observatio  oral |  |

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|  |  |  | musical instrum ents | display ability to play various simple musical instruments including  ICT device  should be able to | favourit e music |  |  | play music using ICT device e.g. piano, guitar |  | questions |  |
| 9 | 1 |  | Play  simple  musical instrum ents | By the end of the sub-  strand the learner should be able to play simple  instruments and make movement for talent  development | Which  is your  favourit e music | Our diversity  Social cohesion | Unity  and love | Guide learners to play music using ICT device e.g. piano, guitar | Charts  realia | Observatio  oral questions |  |
| 10 | 1 |  | Musical  Sounds | By the end of the sub-  strand the learner should be able to;  listen to sounds from  the environment for  familiarisation | Which  sound do you  like to  imitate? | Our diversity  Social cohesion | Unity  and love | Guide learners to  imitate the different sounds  within the  environment | Charts  realia | Observatio  oral  questions |  |
| 11 | 1 |  | Musical  Sounds | By the end of the sub-  strand the learner should be able to;  imitate sounds made from the environment for vocal development | Which  sound do you  like to imitate? | Our diversity  Social cohesion | Unity  and love | Learners could be  guided to record sound within  their environment and play the recorded sounds back | Charts  realia | Observatio  oral questions |  |
| 12 | 1 |  | Musical  Sounds | By the end of the sub-  strand the learner  should be able to; appreciate sounds from the environment for correct response | Which  sound  do you like to imitate? | Our diversity  Social cohesion | Unity  and love | Learners could be  guided to record  sound within  their environment and play the  recorded sounds  back | Charts  realia | Observatio  oral questions |  |

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