GRADE TWO MUSIC SCHEME OF WORK TERM THREE

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| WE EK | LESSO N | STRAND | SUB STRAND | SPECIFIC LEARNING OUTCOMES | KEY INQUARY QUESTIONS | LEARNING EXPERIENCES | LEARNING RESOURCES | ASSESSMENT | REFLECTION |
| 1 | 1 | **CREATING/**  **COMPOSING** | **Melody** | By the end of the lesson the learner should be able to: identify  melodic variations in familiar simple tunes in preparation for own compositions, | How can one tell if a tune has changed? | Familiar tunes are played/sang with minimal  variations and learners are guided to identify the variations | Realia charts | Observation  Oral questions |  |
| 2 | 1 |  | **Melody** | By the end of the lesson  the learner should be able to: improvise  simple melodic  variations on familiar tunes as a foundation  for composition and for enjoyment | How can one tell if a  tune has changed? | In groups and  individually, learners use new  words to familiar  tunes | Realia  charts | Observation  Oral questions |  |
| 3 | 1 |  | **Melody** | By the end of the lesson the learner should be able to: improvise new words to known tunes  for creativity | How can a familiar tune be made more interesting? | In groups and individually, learners use new words to familiar  tunes | Realia charts | Observation  Oral questions |  |
| 4 | 1 |  | **Melody** | By the end of the lesson the learner should be able to: appreciate own and others  compositions | How can a familiar tune be made more interesting? | Learners are guided in singing own melodic variations and  those of others | **Realia charts** | Observation  Oral questions |  |

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| 5 | 1 | **LISTENING AND**  **RESPONDIN G** | **Elements of**  **Music** | By the end of the lesson  the learner should be able to: express initial  personal reactions to  musical performances for self- expression | What is the source of  the sound in the music? Is it from an  instrument or voice? | Learners listen to  live/recorded music from ICT  devices for  appreciation | Realia  charts | Observation  Oral questions |  |
| 6 | 1 |  | **Elements of**  **Music** | By the end of the lesson  the learner should be able to: imitate short  melodies with accuracy  in pitch and rhythm for aural acuity  development, | What is the source of  the sound in the music? Is it from an  instrument or voice? | Short melodies  are played and learners asked to  imitate observing  accuracy in pitch and rhythm | Realia  charts | Observation  Oral questions |  |
| 7 | 1 |  | **Elements of**  **Music** | By the end of the lesson the learner should be able to: relate specific music to appropriate  events in the community for effective communication | How does the music make you feel | Learners sing familiar topical songs with appropriate  expression such  as sad or happy in relation to the  text | Realia charts | Observation  Oral questions |  |
| 8 | 1 |  | **Elements of**  **Music** | By the end of the lesson  the learner should be  able to: respond to live or recorded performances with appropriate audience behaviour to enhance | How does the music  make you feel | Learners are  guided to listen to  and relate specific music to appropriate events. | Realia  charts | Observation  Oral questions |  |

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| 9&  10 |  | ASSESSMENT |  | ASSESSMENT | ASSESSMENT | ASSESSMENT | ASSESSME  NT | ASSESSMENT |  |
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