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: identifymelodic 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 minimalvariations and learners are guided to identify the variations | Realia charts | ObservationOral questions |  |
| 2 | 1 |  | **Melody** | By the end of the lessonthe learner should be able to: improvisesimple melodicvariations on familiar tunes as a foundationfor composition and for enjoyment | How can one tell if atune has changed? | In groups andindividually, learners use newwords to familiartunes | Realiacharts | ObservationOral questions |  |
| 3 | 1 |  | **Melody** | By the end of the lesson the learner should be able to: improvise new words to known tunesfor creativity | How can a familiar tune be made more interesting? | In groups and individually, learners use new words to familiartunes | Realia charts | ObservationOral questions |  |
| 4 | 1 |  | **Melody** | By the end of the lesson the learner should be able to: appreciate own and otherscompositions | How can a familiar tune be made more interesting? | Learners are guided in singing own melodic variations andthose of others | **Realia charts** | ObservationOral questions |  |

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| 5 | 1 | **LISTENING AND****RESPONDIN G** | **Elements of****Music** | By the end of the lessonthe learner should be able to: express initialpersonal reactions tomusical performances for self- expression | What is the source ofthe sound in the music? Is it from aninstrument or voice? | Learners listen tolive/recorded music from ICTdevices forappreciation | Realiacharts | ObservationOral questions |  |
| 6 | 1 |  | **Elements of****Music** | By the end of the lessonthe learner should be able to: imitate shortmelodies with accuracyin pitch and rhythm for aural acuitydevelopment, | What is the source ofthe sound in the music? Is it from aninstrument or voice? | Short melodiesare played and learners asked toimitate observingaccuracy in pitch and rhythm | Realiacharts | ObservationOral questions |  |
| 7 | 1 |  | **Elements of****Music** | By the end of the lesson the learner should be able to: relate specific music to appropriateevents in the community for effective communication | How does the music make you feel | Learners sing familiar topical songs with appropriateexpression suchas sad or happy in relation to thetext | Realia charts | ObservationOral questions |  |
| 8 | 1 |  | **Elements of****Music** | By the end of the lessonthe learner should beable to: respond to live or recorded performances with appropriate audience behaviour to enhance | How does the musicmake you feel | Learners areguided to listen toand relate specific music to appropriate events. | Realiacharts | ObservationOral questions |  |

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| 9&10 |  | ASSESSMENT |  | ASSESSMENT | ASSESSMENT | ASSESSMENT | ASSESSMENT | ASSESSMENT |  |
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