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| NAME |  |
| TSC NO. |  |
| SCHOOL |  |

**MUSIC SCHEME OF WORK GRADE 5 TERM ONE**

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| **Week** | **Lesson** | **Strand** | **Sub strand** | **Specific learning outcomes** | **Key inquiry questions** | **Learning experiences** | **Learning resources/Refer ences** | **Assessment** | **Remarks** |
| **1** | **1** | **PERFORMING** | SONGS | By the end of the lesson the learner should be able to; I)discuss the words used in the songs(religious). ii)Demonstrate different ways in which religious songs are performed. ii)Appreciate  songs from  different religions by performing them. | Why do  people express themselves  as they sing? | In groups, learners discuss the words in  songs and how to express the mood portrayed by  the words in performing the songs | KLB Visionary  Grade 5 Pg 1-3  Samples of  religious songs recorded or copies | Describe how religious  songs make them feel. |  |
|  | **2** | **PERFORMING** | SONGS | By the end of the lesson the learner should be able to; i)Explain what patriotic songs are.  ii)Perform a variety of patriotic songs.  iii)Watch and perform a patriotic song on an internet enabled device. | What is the  importance of patriotic songs? | Individually and in groups  learners practise singing  different types of songs (Religious, patriotic, topical and appropriate popular songs) with proper diction and appropriate tone quality, facial expressions and gestures to convey the mood of the piece.  In groups, learners use | KLB Visionary  Grade 5 Pg 4-7  Samples of patriotic songs recorded or  copies | Explain the  difference between religious  and patriotic  songs |  |

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|  |  |  |  |  |  | digital devices to listen and learn different types of songs (patriotic, wedding and topical songs on various issues affecting the society). |  |  |  |
|  | **3** | **PERFORMING** | SONGS | By the end of the lesson the learner should be able to; I)Explain the meaning of topical  /popular songs.  ii)present/perform songs based on different topics and popular songs at a given time. iii)appreciate topical songs by learning from  different messages  in topical songs. | What entails  good singing? | Individually and in groups, learners present the songs learnt for peer review and discussion on the messages of the songs. | KLB Visionary  Grade 5 Pg 8-15  Samples of  topical and popular songs recorded or copies | i)Discuss  the meaning of words  used on a given topical songs ii)Write words of a popular song and explain what they mean. |  |
|  | **4** | **PERFORMING** | SONGS | By the end of the lesson the learner should be able to; i)Identify occasions when the East African Anthem is sung. ii) Sing the East African Anthem in Kiswahili with | Why is the  East African Community Anthem important? | In groups, learners discuss the meaning of the words of the East African Community Anthem and the values learnt from the anthem. Learners practice singing the East African Anthem in Kiswahili with accuracy in tune, proper diction | KLB Visionary  Grade 5 Pg 16-  20  Samples of East  African community Anthem  recorded /copies  songs | Use a digital device to record oneself  singing the East African community Anthem |  |

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|  |  |  |  | accuracy in tune,  proper diction and clear articulation of words.  iii)Perform and record East African Anthem using a digital device. |  | and clear articulation of words |  |  |  |
|  | **5** | **PERFORMING** | SONGS | By the end of the lesson the learner should be able to; i)Sing a three part song(Soprano 1, Soprano2 and Alto or Soprano, Alto and Tenor) with accuracy in tune)  ii)discuss the three part song.  iii)Appreciate three part songs by practicing its performance | What is part  singing? | In groups (choral) learners are guided to practice singing three- part songs (Soprano 1, Soprano2 and Alto or Soprano, Alto and Tenor) with accuracy in tune, words and keeping to their part | KLB Visionary  Grade 5 Pg 21-  26  Samples of recorded /copies songs | Explain  why we sing in three  parts. |  |
|  | **6** | **PERFORMING** | KENYAN  FOLK SONGS | By the end of the lesson the learner should be able to; i)identify the different aspects of performers in a  folk song  ii)perform a folk song from their | Why is it  important to learn folk songs from different communities in Kenya? | Learners watch live or  recorded performances  of folk songs from diverse communities in Kenya | KLB Visionary  Grade 5 Pg 27-  31  Samples of folk songs  Pictures of traditional dancers | Name 4  aspects of a folk song |  |

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|  |  |  |  | communities.  iii)appreciate different communities by performing folk songs to honour them. |  |  |  |  |  |
|  | **7** | **PERFORMING** | KENYAN FOLK  SONGS | By the end of the lesson the learner should be able to; i)Perform a folk song while taking different roles and observing safety precautions. ii)identify and demonstrate how body movements are coordinated while performing. iii)appreciate folk songs by expressing themselves in dance. | How are  folk songs performed? | In groups learners perform folk songs taking different roles guided by the teacher/resource person.  In groups learners  perform folk songs from  diverse communities with coordinated body movements observing safety and etiquette | KLB Visionary  Grade 5 Pg 32-  40  Samples of folk songs  Pictures of  traditional  dancers | Use a digital device to  search for  performance of a song on the internet. |  |
|  | **8** | **PERFORMING** | KENYAN FOLK SONGS | By the end of the lesson the learner should be able to; i)identify musical instruments | What makes  a folk song? | In groups, learners discuss different aspects (message, instrumentation, participants and | KLB Visionary  Grade 5 Pg 40-  42  Samples of  instruments i.e | Draw musical intruments and explain  from which |  |

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|  |  |  |  | accompanying  songs from their communities. ii)Perform folk songs accompanied by musical instruments. iii)Discuss importance of musical instruments in the performance of folk songs. |  | occasion) in the folk songs respecting each other’s’ opinion | isukuti,wandindi  ,obokano,kayam ba  Pictures of traditional  dancers | community they come from |  |
|  | **9** | **PERFORMING** | KENYAN FOLK SONGS | By the end of the lesson the learner should be able to; i)perform folk song from own community while playing with appropriate instrument. ii)explain the meaning/message of the song. iii)make samples of musical instruments from own community | What  instruments accompany various folk songs? | Learners share and take turns to practice the use of appropriate instruments to accompany a folk song | KLB Visionary  Grade 5 Pg 27-  31  Phones/tablets  Samples of music instruments i.e isukuti,wandindi  ,obokano,kayam ba  Pictures of traditional dancers | sing two folk songs from different  communitie s. |  |

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|  | **10** | **PERFORMING** | KENYAN FOLK SONGS | By the end of the lesson the learner should be able to; i)Search and watch folk songs on a digital device. ii)Imitate singers  in the songs on  watched. iii)participate in mind mapping game on folk songs. | Where can  one get folk songs in Kenya? | Learners are guided to collect pictures and recordings of Kenyan folk songs for classroom use. | KLB Visionary  Grade 5 Pg 48-  49  Phones/tablets  Pictures of  traditional dancers | Collect picture cut - out s of  people performing  Kenyan folk songs |  |