**PP1 MUSIC ACTIVITIES SCHEME OF WORK TERM ONE**



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| **W****E****E K** | **LE****SS****O N** | **STRANDS** | **S-****STRAND** | **SPECIFIC LEARNING****OUTCOMES** | **KEY INQURY****QUESTIONS** | **CORE COMPETENCE** | **VALUES** | **LEARNING****EXPERIENCES** | **LEARNING****RESOURCE****S** | **ASSESSM****ENT** | **REF****L** |
| **1** | **1** |  |  |  |  |  |  |  |  |  |  |
| **2** | **1** |  | **9.1** | By the end of the sub-strand, the learner should be able to;a) recite simple rhymes for enjoyment | Which rhyme do you recite?2. Whose rhyme do you like most | Communicatio | Love |  | **Realia** | **1.Observ** |  |
| PERFOR | **musical** | n and |  | Guide learners in | **Charts** | **ation** |  |
| MANCE | **Rhymes** | collaboration | Respect | groups to listen to |  | **2.Oral** |  |
|  |  |  |  | recorded rhymes |  | **questions** |  |
|  |  | Digital literacy |  |  |  | **Written** |  |
|  |  |  |  | listen specialists |  | **questions** |  |
|  |  |  |  | demonstrate rhyming |  |  |  |
|  |  |  |  | rhyme in pairs or small groups |  |  |  |
|  |  |  |  | present own |  |  |  |
|  |  |  |  | composed rhymes |  |  |  |
| 3 | 1 |  | **9.1** | By the end of thesub-strand, thelearner should be able to;a) recite simplerhymes forenjoymentb) demonstrate the ability to recite simple rhymes forfun | Which rhyme do you recite?2. Whose rhyme do you like most | Communicatio | Love |  | **Realia** | **.Observat** |  |
|  | **musical** | n and |  | Guide learners in | **ion** |  |
|  | **Rhymes** | collaboration | Respect | groups to listen to | **2.Oral** |  |
|  |  |  |  | recorded rhymes | **questions** |  |
|  |  | Critical |  |  | **Written** |  |
|  |  | thinking and |  | listen specialists | **questions** |  |
|  |  | problem |  | demonstrate rhyming |  |  |
|  |  | solving |  |  |  |  |
|  |  |  |  | rhyme in pairs or small groups |  |  |
|  |  | Digital literacy |  | present own |  |  |
|  |  |  |  | composed rhymes |  |  |
| 4 | 1 |  | **9.1** | By the end of the sub-strand, thelearner should be able to;a) recite simple rhymes for | Which rhyme do you recite?2. Whose rhyme do you like most | Communicatio | Love |  | **Realia** | **.Observat** |  |
|  | **musical** | n and |  | Guide learners in | **charts** | **ion** |  |
|  | **Rhymes** | collaboration | Respect | groups to listen to |  | **2.Oral** |  |
|  |  |  |  | recorded rhymes |  | **questions** |  |
|  |  | Critical |  |  |  | **Written** |  |
|  |  | thinking and |  | listen specialists |  | **questions** |  |

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|  |  |  |  | enjoymentb) demonstrate the ability to recite simple rhymes forfun |  | problem solvingDigital literacy |  | demonstrate rhymingrhyme in pairs or small groupspresent own composed rhymes |  |  |  |
| 5 | 1 |  | **9.1 musical****Rhymes** | By the end of thesub-strand, thelearner should be able to;a) demonstrate the ability to recite simple rhymes for funb) Appreciatedifferent rhymes | Which rhyme do you recite?2. Whose rhyme do you like most | Communication andcollaborationCritical thinking and problem solvingDigital literacy | LoveRespect | Guide learners in groups to listen to recorded rhymeslisten specialists demonstrate rhymingrhyme in pairs or small groupspresent own composed rhymes | **Realia****charts** | Observation Written question |  |
| 6 | 1 |  | **9.1 musical****Rhymes** | By the end of thesub-strand, thelearner should be able to;A) demonstrate the ability to recitesimple rhymes for funB) Appreciatedifferent rhymes | Which rhyme do you recite?2. Whose rhyme do you like most | Communication andcollaborationCritical thinking and problem solvingDigital literacy | LoveRespect | Guide learners in groups to listen to recorded rhymeslisten specialists demonstrate rhymingrhyme in pairs or small groupspresent own composed rhymes | **Realia****charts** | **.Observat****ion****2.Oral****questions** |  |



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| 7 | 1 |  | **Singing games** | By the end of thesub-strand the leaner should be able to;a) Identify simplesinging games for enjoymentb) Perform simplesinging games for fun | 1. Which singing games do you enjoy most?2. Whichcostumes do you use | Self efficacyImaginative and creative | RespectResponsibilit y | Guide learners to perform singing games freely.identify props to accompany singing games.perform singing games from different cultures in groupsand in pairs.watch a video on singing games from different cultures.perform singing games from different culture in groups and in pairs. | **Realia****charts** | **.Observat****ion****2.Oral questions** |  |
| 8 | 1 |  |  | By the end of thesub-strand the leaner should be able to;a) Identify simplesinging games for enjoymentb) Perform simplesinging games forfun | 1. Which singing games do you enjoy most?2. Which costumes do you use | Self efficacyImaginative and creative | RespectResponsibilit y | Guide learners to perform singing games freely.identify props to accompany singing games.perform singing games from different cultures in groupsand in pairs.watch a video on singing games from different cultures.perform singing | **Realia** | **.Observat****ion****2.Oral questions** |  |



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|  |  |  |  |  |  |  |  | games from different culture in groups and in pairs. |  |  |  |
| 9 | 1 |  | **Singing games** | By the end of thesub-strand the leaner should be able to;a) Identify simple singing games for enjoymentb) Perform simple singing games forfun | 1. Which singing games do you enjoy most?2. Which costumes do you use | Self efficacyImaginative and creative | RespectResponsibilit y | Guide learners to perform singing games freely.identify props to accompany singing games.perform singing games from different cultures in groupsand in pairs.watch a video on singing games from different cultures.perform singing games from different culture in groups and in pairs. | **Realia****counters** | **.Observat****ion****2.Oral questions** |  |
| 10 | 1 |  | **Singing****games** | By the end of thesub-strand the leaner should be able to;a) Perform simple singing games usingpropsb) Appreciate their culture as they perform | 1. Which singing games do you enjoy most?2. Whichcostumes do you use | Self efficacyImaginative and creative | RespectResponsibilit y | Guide learners to perform singing games freely.identify props to accompany singing games.perform singing games from different cultures in groupsand in pairs.watch a video on | **Realia** | **.Observat****ion****2.Oral questions** |  |



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|  |  |  |  |  |  |  |  | singing games from different cultures.perform singing games from different culture in groups and in pairs. |  |  |  |
| 11 | 1 |  | **Singing games** | By the end of thesub-strand the leaner should be able to;a) Perform simplesinging games using propsb) Appreciate their culture as theyperform | 1. Which singing games do you enjoy most?2. Which costumes do you use | Communicatio n and collaborationCritical thinking and problem solvingImaginative and creative | Respect Unity Peace PatienceResponsibilit y | Guide learners to perform singing games freely.identify props to accompany singing games.perform singing games from different cultures in groupsand in pairs.watch a video on singing games from different cultures.perform singing games from different culture in groups and in pairs. | **Realia** | **.Observat****ion****2.Oral questions** |  |
| 12 | 1 |  | **Play****simple musical Instrum ent** | By the end of thesub-strand the leaner should be able to:a) identify variousICT devices thatproduce music for fun | 1. Which game do you like playing?2. Whom do you enjoy playingwith | Communication and collaborationCritical thinking and problem solvingImaginative | Respect Unity Peace PatienceResponsibilit y | Learners to be guided to name various electronic gadgetsdevices to listen and respond to musicmusic from variousICT devices | Realia | **.Observat****ion****2.Oral questions****3.written questions** |  |



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|  |  |  |  |  |  | and creative |  | of the body as they play music from various ICT devicesthey use, operate and store electronic gadgets |  |  |  |
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| 13 |  |  |  |  |  |  |  |  |  |  |  |