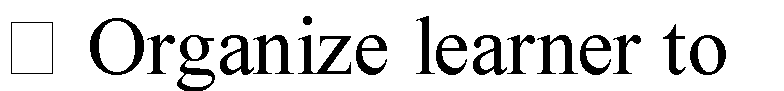
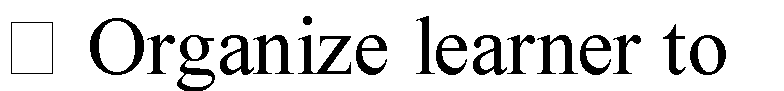
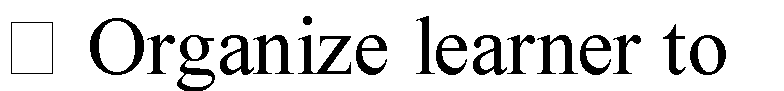
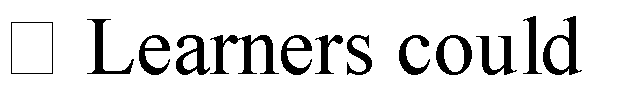
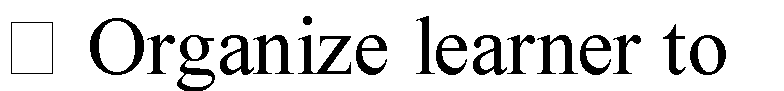
**PP2 MUSIC ACTIVITIES SCHEME OF WORK TERM ONE**

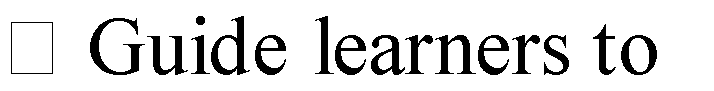


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| **W E**  **E K** | **LE SS O N** | **STRANDS** | **S-STRAND** | **SPECIFIC LEARNING OUTCOMES** | **KEY INQURY QUESTIONS** | **CORE COMPETENCE** | **VALUES** | **LEARNING EXPERIENCES** | **LEARNING RESOURCE S** | **ASSESSM ENT** | **REF L** |
| **1** | **1** |  |  |  |  |  |  |  |  |  |  |
| **2** | **1** | **PERFOR MANCE** | **Dance** | By the end of the sub- strand the learner should  be able to;  a) Perform a free  dancing style for enjoyment.  b) dance in pairs and groups for co-operation | Which dancing style do you love most?  2. Whom will you dance with?  3. Which costumes would you use while dancing | Communication and collaboration  Critical thinking and problem  solving | Love  Respect  Unity  Responsibility | Guide learners to dance freely in pairs, small groups or individually.  guided to watch a video clip on free dancing style  dance individually, in pairs and groups | **Realia Charts pictures** | **1.Observ ation**  **2.Oral question s** |  |
| 3 | 1 |  | **Dance** | By the end of the sub-  strand the learner should be able to;  a) Perform a free dancing style for  enjoyment.  b) dance in pairs and  groups for co-operation | Which dancing style do you love most?  2. Whom will you  dance with?  3. Which  costumes would you use while dancing | Communication  and collaboration Critical thinking and problem solving | Love  Respect Unity Responsibility | Guide learners to dance freely in pairs, small groups or individually.  guided to watch a video clip on free dancing style  dance individually, in pairs and groups | **Realia**  **Charts pictures** | **.Observa**  **tion**  **2.Oral question s** |  |
| 4 | 1 |  | **Dance** | By the end of the sub- strand the learner should  be able to;  a) Perform a free  dancing style for enjoyment.  b) dance in pairs and groups for co-operation | Which dancing style do you love most?  2. Whom will you dance with?  3. Which costumes would  you use while dancing | Communication and collaboration  Critical thinking and problem  solving | Love  Respect  Unity  Responsibility | Guide learners to dance freely in pairs, small groups or individually.  guided to watch a video clip on free dancing style  dance individually, in pairs and groups | **Realia Charts pictures** | **.Observa tion**  **2.Oral**  **question s** |  |

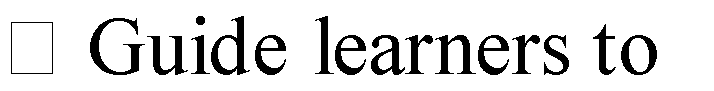


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|  |  |  |  |  |  |  |  | Organize learner to dance individually, in pairs and groups  observe a variety of dance.  respond to tempo and rhythms through  body movement  perform traditional dance using improvised costumes |  |  |  |
| 5 | 1 |  | **Dance** | By the end of the sub- strand the learner should  be able to;  b) respond to changes in tempo and rhythms through body movement for enjoyment  b) perform traditional dances within the locality to enhance culture | Which dancing style do you love most?  2. Whom will you dance with?  3. Which costumes would  you use while dancing | Communication and collaboration  Critical thinking and problem  solving  Self efficacy | Love  Respect  Responsibility | Guide learners to dance freely in pairs, small groups or individually.  be  guided to watch a video clip on free dancing style  dance individually, in pairs and groups  Organize learner to dance individually, in pairs and groups  observe a variety of dance.  respond to tempo and rhythms through  body movement  perform traditional dance using improvised costumes | **Realia Charts pictures** | Observat ion |  |

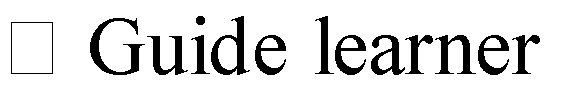
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| 6 | 1 |  | **Dance** | By the end of the sub- strand the learner should be able to;  a) respond to changes in tempo and rhythms through body movement for enjoyment  b) perform traditional  dances within the locality to enhance culture | Which dancing style do you love most?  2. Whom will you  dance with?  3. Which  costumes would you use while dancing | Communication and collaboration Critical thinking  and problem solving  Self efficacy | Love Respect Responsibility | Organize learner to dance individually, in pairs and groups  observe a variety of dance.  respond to tempo and rhythms through  body movement  perform traditional dance using improvised costumes | **Realia Charts pictures** | **.Observa tion**  **2.Oral question s** |  |
| 7 | 1 |  | **Musical**  **Rhymes** | By the end of the sub- strand the learner should  be able to;  a) recite rhymes with  repetitive phrases and rhythmic patterns  b) display the ability to recite simple rhymes  c) perform simple rhymes for  entertainment | What rhyme did you recite?  2. Whom did you  recite the rhyme with?  3. Which rhyme did you love  most? | Communication and collaboration  Critical thinking and problem  solving  Self efficacy | Love  Respect  Responsibility | Organize learners in groups to recite different rhymes  rhymes.  learner to perform simple rhymes through dramatization.  interact with each other during play to enhance social play.  sing and perform actions rhymes e.g. Baa baa black sheep  appreciate self and others talents as they perform simple rhymes | **Realia Charts pictures** | **.Observa tion**  **2.Oral question s** |  |



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| 8 | 1 |  | **Musical**  **Rhymes** | By the end of the sub-  strand the learner should be able to;  a) recite rhymes with repetitive phrases and rhythmic patterns  b) display the ability to  recite simple rhymes | What rhyme did you recite?  2. Whom did you recite the rhyme with?  3. Which rhyme  did you love most? | Communication  and collaboration Critical thinking and problem solving | Love  Respect  Responsibility | Organize learners in groups to recite different rhymes  rhymes.  learner to perform simple rhymes through dramatization.  interact with each other during play to enhance social play.  sing and perform actions rhymes e.g. Baa baa black sheep  appreciate self and others talents as they perform simple rhymes | **Realia**  **Charts pictures** | **.Observa**  **tion**  **2.Oral question s** |  |
| 9 | 1 |  | **Musical**  **Rhymes** | By the end of the sub- strand the learner should  be able to;  a) display the ability to  recite simple rhymes b) perform simple rhymes for entertainment | What rhyme did you recite?  2. Whom did you  recite the rhyme with?  3. Which rhyme did you love  most? | Communication and collaboration  Critical thinking and problem solving | Love  Respect  Responsibility | Organize learners in groups to recite different rhymes  rhymes.  learner to perform simple rhymes through dramatization.  interact with each other during play to enhance social play.  sing and perform actions rhymes e.g. Baa baa black sheep | **Realia Charts pictures** | **.Observa tion**  **2.Oral question s** |  |



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|  |  |  |  |  |  |  |  | appreciate self and others talents as they perform simple  rhymes |  |  |  |
| 1  0 | 1 |  | **Musical**  **Rhymes** | By the end of the sub-  strand the learner should be able to;  a) recite a range of musical rhymes to enhance creativity b) appreciate others  talents as they perform simple rhymes | What rhyme did you recite?  2. Whom did you recite the rhyme with?  3. Which rhyme did you love  most? | Communication  and collaboration Critical thinking and problem solving | Love  Respect  Responsibility | Organize learners in groups to recite different rhymes  rhymes.  learner to perform simple rhymes through dramatization.  interact with each other during play to enhance social play.  sing and perform actions rhymes e.g. Baa baa black sheep  appreciate self and others talents as they perform simple rhymes | **Realia**  **Charts**  **pictures** | **.Observa**  **tion**  **2.Oral question s** |  |
| 1  1 | 1 |  | **Musical**  **Rhymes** | By the end of the sub-  strand the learner should be able to;  a) appreciate others talents as they perform  simple rhymes | What rhyme did you recite?  2. Whom did you recite the rhyme  with?  3. Which rhyme  did you love most? | Communication  and collaboration Critical thinking and problem solving | Love  Respect  Responsibility | Organize learners in groups to recite different rhymes  rhymes.  learner to perform simple rhymes through dramatization.  interact with each other during play to enhance social play. | **Realia**  **Charts pictures** | **.Observa**  **tion**  **2.Oral question s** |  |



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|  |  |  |  |  |  |  |  | sing and perform actions rhymes e.g. Baa baa black sheep  s to appreciate self and others talents as they perform simple rhymes |  |  |  |
| 1  2 | 1 |  | **Rhythmic**  **Patterns** | By the end of the sub- strand the learner should  be able to;  a) identify musical  instruments used for performing rhythmic patterns e.g. percussion | Which rhythmic pattern do you like playing?  2. Which percussion instruments produce rhythmic pattern? | Communication and collaboration  Critical thinking and problem  solving | Love  Respect  Responsibility | Guide learners to identify percussion instruments  guided to observe photos showing the different percussion instruments  in small groups, pairs and individually to create | **Realia Charts pictures** | **.Observa tion**  **2.Oral question s**  **3.written question s** |  |
| 1  3  $  1  4 |  |  |  |  |  |  |  |  |  |  |  |
| 1  3 |  |  |  |  |  |  |  |  |  |  |  |
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