**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 shouldbe able to;a) Perform a freedancing 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 collaborationCritical thinking and problemsolving | LoveRespectUnityResponsibility | Guide learners to dance freely in pairs, small groups or individually.guided to watch a video clip on free dancing styledance 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 forenjoyment.b) dance in pairs andgroups for co-operation | Which dancing style do you love most?2. Whom will youdance with?3. Whichcostumes would you use while dancing | Communicationand collaboration Critical thinking and problem solving | LoveRespect Unity Responsibility | Guide learners to dance freely in pairs, small groups or individually.guided to watch a video clip on free dancing styledance 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 shouldbe able to;a) Perform a freedancing 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 wouldyou use while dancing | Communication and collaborationCritical thinking and problemsolving | LoveRespectUnityResponsibility | Guide learners to dance freely in pairs, small groups or individually.guided to watch a video clip on free dancing styledance 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 groupsobserve a variety of dance.respond to tempo and rhythms throughbody movementperform traditional dance using improvised costumes |  |  |  |
| 5 | 1 |  | **Dance** | By the end of the sub- strand the learner shouldbe able to;b) respond to changes in tempo and rhythms through body movement for enjoymentb) 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 wouldyou use while dancing | Communication and collaborationCritical thinking and problemsolvingSelf efficacy | LoveRespectResponsibility | Guide learners to dance freely in pairs, small groups or individually.beguided to watch a video clip on free dancing styledance individually, in pairs and groupsOrganize learner to dance individually, in pairs and groupsobserve a variety of dance.respond to tempo and rhythms throughbody movementperform 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 enjoymentb) perform traditionaldances within the locality to enhance culture | Which dancing style do you love most?2. Whom will youdance with?3. Whichcostumes would you use while dancing | Communication and collaboration Critical thinkingand problem solvingSelf efficacy | Love Respect Responsibility | Organize learner to dance individually, in pairs and groupsobserve a variety of dance.respond to tempo and rhythms throughbody movementperform 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 shouldbe able to;a) recite rhymes withrepetitive phrases and rhythmic patternsb) display the ability to recite simple rhymesc) perform simple rhymes forentertainment | What rhyme did you recite?2. Whom did yourecite the rhyme with?3. Which rhyme did you lovemost? | Communication and collaborationCritical thinking and problemsolvingSelf efficacy | LoveRespectResponsibility | Organize learners in groups to recite different rhymesrhymes.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 sheepappreciate 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 patternsb) display the ability torecite simple rhymes | What rhyme did you recite?2. Whom did you recite the rhyme with?3. Which rhymedid you love most? | Communicationand collaboration Critical thinking and problem solving | LoveRespectResponsibility | Organize learners in groups to recite different rhymesrhymes.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 sheepappreciate 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 shouldbe able to;a) display the ability torecite simple rhymes b) perform simple rhymes for entertainment | What rhyme did you recite?2. Whom did yourecite the rhyme with?3. Which rhyme did you lovemost? | Communication and collaborationCritical thinking and problem solving | LoveRespectResponsibility | Organize learners in groups to recite different rhymesrhymes.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 simplerhymes |  |  |  |
| 10 | 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 otherstalents as they perform simple rhymes | What rhyme did you recite?2. Whom did you recite the rhyme with?3. Which rhyme did you lovemost? | Communicationand collaboration Critical thinking and problem solving | LoveRespectResponsibility | Organize learners in groups to recite different rhymesrhymes.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 sheepappreciate self and others talents as they perform simple rhymes | **Realia****Charts****pictures** | **.Observa****tion****2.Oral question s** |  |
| 11 | 1 |  | **Musical****Rhymes** | By the end of the sub-strand the learner should be able to;a) appreciate others talents as they performsimple rhymes | What rhyme did you recite?2. Whom did you recite the rhymewith?3. Which rhymedid you love most? | Communicationand collaboration Critical thinking and problem solving | LoveRespectResponsibility | Organize learners in groups to recite different rhymesrhymes.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 sheeps to appreciate self and others talents as they perform simple rhymes |  |  |  |
| 12 | 1 |  | **Rhythmic****Patterns** | By the end of the sub- strand the learner shouldbe able to;a) identify musicalinstruments used for performing rhythmic patterns e.g. percussion | Which rhythmic pattern do you like playing?2. Which percussion instruments produce rhythmic pattern? | Communication and collaborationCritical thinking and problemsolving | LoveRespectResponsibility | Guide learners to identify percussion instrumentsguided to observe photos showing the different percussion instrumentsin small groups, pairs and individually to create | **Realia Charts pictures** | **.Observa tion****2.Oral question s****3.written question s** |  |
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