GRADE ONE 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 |  | **CREATING/ COMPOSIN G MUSIC** | **Melody** | By the end of the lesson the learner should be able  to:identify melodic sounds from the environment for aural discrimination | Which animals in the environment make melodic sounds | Learners listen to sounds in the environment (live  or recoded) and are guided to identify rhythmic and melodic sounds | Realia charts | Observation  Oral questions |  |
| 2 |  | **CREATING/ COMPOSIN**  **G MUSIC** | **Melody** | By the end of the  lesson the learner should be able to  identify melodic  variations in simple familiar tunes to  enhance listening skills and as a basis for composition  : | Which animals in the  environment make melodic sounds | Learners imitate  sounds made by animals and birds  such as the  cuckoo and the crested crane | Realia  charts | Observation  Oral questions |  |
| 3 |  | **CREATING/ COMPOSIN**  **G MUSIC** | **Melody** | By the end of the  lesson the learner  should be able to: identify melodic variations in simple familiar tunes to enhance listening skills and as a basis for composition | What is the difference  between these sounds | Learners imitate  sounds made by  animals and birds such as the cuckoo and the crested crane | Realia  charts | Observation  Oral questions |  |

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| 4 |  | **CREATING/ COMPOSIN**  **G MUSIC** | **Melody** | By the end of the  lesson the learner should be able to:  create simple melodic  variations in familiar tunes as a basis for  composition and for enjoyment | What is the difference between these sounds | Learners are  guided in groups and individually  to sing familiar  tunes, introducing melodic  variations | **Realia**  **charts** | Observation  Oral questions |  |
| 5 |  | **LISTENING AND RESPONDIN G** | **Elements of**  **Music** | By the end of the lesson the learner should be able to: listen and identify  sounds in the local environment for aural discrimination | When you listen to the music, how does it make you feel? | Learners take a nature walk and are guided in listening and  identifying sounds in the environment | Realia charts | Observation  Oral questions |  |
| 6 |  | **LISTENING AND**  **RESPONDIN G** | **Elements of**  **Music** | By the end of the  lesson the learner should be able  to:respond  imaginatively to sounds in the environment  through movement or imitation for enjoyment | When you listen to the  music, how does it make you feel? | Learners listen  and respond to sounds in the  environment  through;  movement, vocalisation,  imitation and discussions | Realia  charts | Observation  Oral questions |  |
| 7 |  | **LISTENING AND RESPONDIN G** | **Elements of**  **Music** | By the end of the lesson the learner should be able  to:identify the character | When you listen to the music, how does it make you feel? | Learners are guided in identifying and  describing the | Realia charts | Observation  Oral questions |  |

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|  |  |  |  | of musical pieces for emotional expression |  | character of selected pieces of music as either  sad or happy |  |  |  |
| 8 |  | **LISTENING AND**  **RESPONDIN G** | **Elements of**  **Music** | By the end of the  lesson the learner  should be able to:imitate rhythmic and melodic patterns of music to enhance listening skills, | When you listen to the  music, how does it  make you feel? | describe the  elements of  music used using music terminology: loud/ soft (dynamics), fast/ slow (Tempo), high/ low (Pitch), long /short | Realia  charts | Observation  Oral questions |  |
| 9&  10 |  | ASSESSMENT |  | ASSESSMENT | ASSESSMENT | ASSESSMENT | ASSESSME  NT | ASSESSMENT |  |
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