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 ableto:identify melodic sounds from the environment for aural discrimination | Which animals in the environment make melodic sounds | Learners listen to sounds in the environment (liveor recoded) and are guided to identify rhythmic and melodic sounds | Realia charts | ObservationOral questions |  |
| 2 |  | **CREATING/ COMPOSIN****G MUSIC** | **Melody** | By the end of thelesson the learner should be able toidentify melodicvariations in simple familiar tunes toenhance listening skills and as a basis for composition: | Which animals in theenvironment make melodic sounds | Learners imitatesounds made by animals and birdssuch as thecuckoo and the crested crane | Realiacharts | ObservationOral questions |  |
| 3 |  | **CREATING/ COMPOSIN****G MUSIC** | **Melody** | By the end of thelesson the learnershould be able to: identify melodic variations in simple familiar tunes to enhance listening skills and as a basis for composition | What is the differencebetween these sounds | Learners imitatesounds made byanimals and birds such as the cuckoo and the crested crane | Realiacharts | ObservationOral questions |  |

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| 4 |  | **CREATING/ COMPOSIN****G MUSIC** | **Melody** | By the end of thelesson the learner should be able to:create simple melodicvariations in familiar tunes as a basis forcomposition and for enjoyment | What is the difference between these sounds | Learners areguided in groups and individuallyto sing familiartunes, introducing melodicvariations | **Realia****charts** | ObservationOral questions |  |
| 5 |  | **LISTENING AND RESPONDIN G** | **Elements of****Music** | By the end of the lesson the learner should be able to: listen and identifysounds 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 andidentifying sounds in the environment | Realia charts | ObservationOral questions |  |
| 6 |  | **LISTENING AND****RESPONDIN G** | **Elements of****Music** | By the end of thelesson the learner should be ableto:respondimaginatively to sounds in the environmentthrough movement or imitation for enjoyment | When you listen to themusic, how does it make you feel? | Learners listenand respond to sounds in theenvironmentthrough;movement, vocalisation,imitation and discussions | Realiacharts | ObservationOral questions |  |
| 7 |  | **LISTENING AND RESPONDIN G** | **Elements of****Music** | By the end of the lesson the learner should be ableto:identify the character | When you listen to the music, how does it make you feel? | Learners are guided in identifying anddescribing the | Realia charts | ObservationOral questions |  |

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|  |  |  |  | of musical pieces for emotional expression |  | character of selected pieces of music as eithersad or happy |  |  |  |
| 8 |  | **LISTENING AND****RESPONDIN G** | **Elements of****Music** | By the end of thelesson the learnershould be able to:imitate rhythmic and melodic patterns of music to enhance listening skills, | When you listen to themusic, how does itmake you feel? | describe theelements ofmusic used using music terminology: loud/ soft (dynamics), fast/ slow (Tempo), high/ low (Pitch), long /short | Realiacharts | ObservationOral questions |  |
| 9&10 |  | ASSESSMENT |  | ASSESSMENT | ASSESSMENT | ASSESSMENT | ASSESSMENT | ASSESSMENT |  |
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