GRADE THREE 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 | 1 | **CREATING/**  **COMPOSING** | **Melody** | By the end of the of the lesson the learner should be able  to:identify melodic variations in familiar simple tunes demonstrating an awareness of pitch and rhythm | Which variations can be introduced in a song to make it more  interesting? | Familiar tunes are played/sang with some melodic  variations and learners guided to identify the variations | Realia charts | Observation  Oral questions |  |
| 2 | 1 |  | **Melody** | By the end of the of the lesson the learner should be able to:  create melodic  variations to familiar tunes in preparation for composition | Which variations can be introduced in a song to make it more interesting? | In groups learners are guided to sing familiar songs, introducing  tempo and dynamic variations | Realia charts | Observation  Oral questions |  |
| 3 | 1 |  | **Melody** | By the end of the of the lesson the learner  should be able to:  apply variations of tempo and dynamics to familiar songs for enjoyment | Which songs are performed loudly or  softly | Learners are guided to create  and use new  appropriate text to familiar tunes. | Realia charts | Observation  Oral questions |  |

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| 4 | 1 |  | **Melody** | By the end of the of the lesson the learner should be able to:  use new words to a familiar tune for  effective communication | Which songs are performed loudly or softly | Learners are guided in singing own melodic  variations and those of others | **Realia charts** | Observation  Oral questions |  |
| 5 | 1 | **LISTENING AND RESPONDIN G** | **Elements of Music** | By the end of the of the lesson the learner  should be able to:  express initial personal reactions to musical performances for self- expression | What does the music make you think about? | Learners listen to recorded/live  music and probed  to give their personal reactions to the music such as sad, happy | Realia charts | Observation  Oral questions |  |
| 6 | 1 |  | **Elements of**  **Music** | By the end of the of the  lesson the learner  should be able to: distinguish and categorise sounds heard for aural  discrimination, | What does the music  make you think about? | Learners listen to  sounds/music and  are guided in distinguishing and categorising the sounds as speaking voice, singing voice, adult voice, and child voice, female and male voice | Realia  charts | Observation  Oral questions |  |
| 7 | 1 |  | **Elements of**  **Music** | By the end of the of the lesson the learner  should be able to: relate selected music to | How does it make you feel? | Learners listen to live/recorded music and talk about it in | Realia charts | Observation  Oral questions |  |

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|  |  |  |  | personal experience/story/event for emotional  expression |  | relation to their experiences/event s/stories |  |  |  |
| 8 | 1 |  | **Elements of**  **Music** | By the end of the of the  lesson the learner  should be able to: imitate short melodies with accuracy in pitch and rhythm for aural development | When do you feel like  listening to certain  types of music | Short melodies  played and  learners asked to imitate them paying attention to pitch and rhythm | Realia  charts | Observation  Oral questions |  |
| 9&  10 |  | ASSESSMENT |  | ASSESSMENT | ASSESSMENT | ASSESSMENT | ASSESSME  NT | ASSESSMENT |  |
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