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 ableto: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 moreinteresting? | Familiar tunes are played/sang with some melodicvariations and learners guided to identify the variations | Realia charts | ObservationOral questions |  |
| 2 | 1 |  | **Melody** | By the end of the of the lesson the learner should be able to:create melodicvariations 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, introducingtempo and dynamic variations | Realia charts | ObservationOral questions |  |
| 3 | 1 |  | **Melody** | By the end of the of the lesson the learnershould be able to:apply variations of tempo and dynamics to familiar songs for enjoyment | Which songs are performed loudly orsoftly | Learners are guided to createand use newappropriate text to familiar tunes. | Realia charts | ObservationOral 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 foreffective communication | Which songs are performed loudly or softly | Learners are guided in singing own melodicvariations and those of others | **Realia charts** | ObservationOral questions |  |
| 5 | 1 | **LISTENING AND RESPONDIN G** | **Elements of Music** | By the end of the of the lesson the learnershould 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/livemusic and probedto give their personal reactions to the music such as sad, happy | Realia charts | ObservationOral questions |  |
| 6 | 1 |  | **Elements of****Music** | By the end of the of thelesson the learnershould be able to: distinguish and categorise sounds heard for auraldiscrimination, | What does the musicmake you think about? | Learners listen tosounds/music andare guided in distinguishing and categorising the sounds as speaking voice, singing voice, adult voice, and child voice, female and male voice | Realiacharts | ObservationOral questions |  |
| 7 | 1 |  | **Elements of****Music** | By the end of the of the lesson the learnershould 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 | ObservationOral questions |  |

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|  |  |  |  | personal experience/story/event for emotionalexpression |  | relation to their experiences/event s/stories |  |  |  |
| 8 | 1 |  | **Elements of****Music** | By the end of the of thelesson the learnershould be able to: imitate short melodies with accuracy in pitch and rhythm for aural development | When do you feel likelistening to certaintypes of music | Short melodiesplayed andlearners asked to imitate them paying attention to pitch and rhythm | Realiacharts | ObservationOral questions |  |
| 9&10 |  | ASSESSMENT |  | ASSESSMENT | ASSESSMENT | ASSESSMENT | ASSESSMENT | ASSESSMENT |  |
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