

MUSIC SCHEME OF WORK GRADE 6 TERM 1

NAME	
TSC NO.	
SCHOOL	

GRADE 6 MUSIC SCHEME OF WORK TERM 1

SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	6	MUSIC	1	

Week	Lesson	Strand	Sub strand	Specific learning outcomes	Learning experiences	Key inquiry questions	Learning resources	Assessment	Remarks
1	1	SONGS	Singing different type of songs with expressions	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> • Observe the picture on learners' book and explain what event it is • Explain the type of songs that are likely to be sung in such an event • Sing a song about the environment from the locality • Appreciate caring for environment 	Learners to Observe the picture on learners' book and explain what event it is •Learners are guided in groups to Sing a song about the environment from the locality	What is a song?	Flash cards Musical instruments Sample recorded Songs Digital devices <i>Grade 6 KLB visionary Music Learners book page 1</i>	•Written Quizzes •Oral questions Performance	
	2		Things to know singing different types of songs with expressions	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> • Discuss ways of expressing mood. • Perform different types of songs with expressions 	Learners to Discuss ways of expressing mood. Learners in groups are guided to Perform different types of songs with expressions	How do you express your mood?	Flash cards Sample recorded Songs Musical instruments Digital devices <i>Grade 6 KLB</i>	•Written Quizzes •Checklists, •Oral questions performance	

				<ul style="list-style-type: none"> • Have fun singing a popular song with expressions to show the mood of the song 			<i>visionary Music Learners book page 2-5</i>		
	3		Appraising self and others' performances	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> • Define appraisal • Identify things to observe when appraising a performance • Role play appraising one another performing a patriotic song • Suggest how the performance can be improved. • Have fun appraising each other performance 	<p>Learners to Discuss things to observe when appraising a performance</p> <p>With the help of the teacher learners to role play appraising one another's performances</p>	What is appraisal?	<p>Flash cards Sample recorded Songs Musical instruments Digital devices Charts</p> <p><i>Grade 6 KLB visionary Music Learners book page 6-9</i></p>	<ul style="list-style-type: none"> •Written Quizzes •Practical's •Oral questions performance 	
2	1		Singing 2 and 3 -part songs in a duet and trio	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> • Define a duet and trio • Sing a song in pairs correctly pronouncing the words clearly • Have fun singing a three-part song 	<ul style="list-style-type: none"> •Learners to define a duet •Learners in groups to sing a two-part and three-part songs 	What is a duet?	<p>Flash cards Musical instruments Sample recorded Songs Digital devices</p> <p><i>Grade 6 KLB visionary Music</i></p>	<ul style="list-style-type: none"> •Written Quizzes •Oral questions Performance 	

				with expressing			<i>Learners book page 10-12</i>		
	2		Values and messages in songs	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> Identify messages in a song and explain what it says Sing a song on learner's book titled integrity our goal Prepare a song on peace Appreciate singing songs with values and good messages 	with the help of a teacher open the link on learners book and watch and listen to a song or sing a familiar song that has a positive message	What message do get from a song?	Flash cards Sample recorded Songs Musical instruments Digital devices <i>Grade 6 KLB visionary Music Learners book page 12-16</i>	<ul style="list-style-type: none"> Written Quizzes Checklists, Oral questions performance 	
	3		Importance of songs	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> Discuss importance of songs Sing a marriage song and explain why it performed during a marriage ceremony List five occasions when songs are sung 	Learners to Discuss importance of songs With the help of the teacher visit a music recording studio and find out what goes on there.	What is the importance of songs	Flash cards Sample recorded Songs Musical instruments Digital devices Charts <i>Grade 6 KLB visionary Music Learners book page 16-18</i>	<ul style="list-style-type: none"> Written Quizzes Practical's Oral questions performance 	
3	1	Kenyan folk songs	Different type of songs	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> Explain reasons why the pictures show that the 	Learners to be guided to Observe pictures in learners' book and discuss type of songs likely to be performed in the pictures	What Kenyan folk song do you know?	Flash cards Musical instruments Sample recorded Songs	<ul style="list-style-type: none"> Written Quizzes Oral questions Performance 	

				<p>performance are folk songs</p> <ul style="list-style-type: none"> • Observe pictures in learners' book and discuss what songs are likely to be performed • Appreciate Kenyan folk songs 			<p>Digital devices</p> <p><i>Grade 6 KLB visionary Music Learners book page 19</i></p>		
	2		<p>Things to know about performing different types of songs</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> • Identify occasions when Kenyan folk songs are performed • Explain how the occasion determines the type of folk song to be performed • Discuss importance of folk songs • Sing a folk song about work • Have fun singing a marriage folk song 	<p>Learners to Identify occasions when Kenyan folk songs are performed</p> <ul style="list-style-type: none"> •Learners to sing a folk song about work 	<p>When do we perform Kenyan folk songs?</p>	<p>Flash cards Sample recorded Songs Musical instruments Digital devices</p> <p><i>Grade 6 KLB visionary Music Learners book page 20</i></p>	<ul style="list-style-type: none"> •Written Quizzes •Checklists, •Oral questions performance 	
	3		<p>Role of different types of songs</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> • Discuss the role of folk songs when performed in 	<p>Learners to be guided by the teacher to perform different types folk songs</p>	<p>Why do people sing in funerals?</p>	<p>Flash cards Sample recorded Songs Musical instruments Digital devices</p>	<ul style="list-style-type: none"> •Written Quizzes •Practical's •Oral questions performance 	

				<p>different occasions</p> <ul style="list-style-type: none"> • Perform a marriage song • Have fun singing sacred songs 	Learners to discuss to the role of songs when performed in different occasions		Charts		
4	1		Performance of folk songs	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> • Identify things to observe when performing folk songs • Perform a Tiriki initiation song on learners' book while using the correct diction, gestures and facial expression. • Appreciate folk songs from different communities 	<p>In groups perform different types of Kenyan folk songs from different communities using proper diction ,facial expressions and gestures</p> <p>Learner to lead the performance of one folk song as a soloist</p>	What factors do you consider when performing songs?	<p>Flash cards Musical instruments Sample recorded Songs Digital devices</p> <p><i>Grade 6 KLB visionary Music Learners book page 21-24</i></p>	<ul style="list-style-type: none"> •Written Quizzes •Oral questions <p>Performance</p>	
	2		Performing a solo folk song	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> • Study the picture on leaners and discuss what is going on. • Explain an occasion when a solo folk song will be suitable • Role play solo performance of folk songs 	<p>Learners to be guided in groups to Study the picture on leaners and discuss what is going on.</p> <p>Learners to Role play solo performance of folk songs</p>	Have you ever seen a solo performance?	<p>Flash cards Sample recorded Songs Musical instruments Digital devices</p> <p><i>Grade 6 KLB visionary Music Learners book page 25</i></p>	<ul style="list-style-type: none"> •Written Quizzes •Checklists, •Oral questions <p>performance</p>	

				<ul style="list-style-type: none"> • Have fun performing a folk song solo 					
	3		Things to know about performing a solo folk song	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> • Discuss factors to consider when performing a solo folk song • Identify occasions when solo performance are most suitable • Perform solo folk song with the correct costume, instrumentation ,diction and facial expression • Enjoy performing a solo folk song with the correct diction for clarity of words and appropriate facial expression to bring out the feeling of the song 	<p>Learners to Identify occasions when solo performance are most suitable</p> <p>Learners in groups to be guided to Perform solo folk song with the correct costume, instrumentation ,diction and facial expression</p>	What do you consider in solo folk song performance?	<p>Flash cards Sample recorded Songs Musical instruments Digital devices Charts</p> <p>Grade 6 KLB visionary Music Learners book page 25-29</p>	<ul style="list-style-type: none"> •Written Quizzes •Practical's •Oral questions performance 	
5	1		Features of a folk song	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> • Discuss features of a folk song • Explain how folk songs affect our feelings when we sing them • Watch performance of folk songs and discuss features of folk songs from performance 	Learners to be guided by a teacher in groups to open a link on learners book using a n internet enabled device and watch a folk song performance from Mijikenda community	What features of folk songs do you know?	<p>Flash cards Musical instruments Sample recorded Songs Digital devices</p> <p>Grade 6 KLB visionary Music Learners book page 29-31</p>	<ul style="list-style-type: none"> •Written Quizzes •Oral questions Performance 	

				<p>watched.</p> <ul style="list-style-type: none"> • Enjoy performing a folk song 					
	2		<p>Appreciating the importance of performing folk songs from diverse communities</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> • Discuss why we should appreciate folk songs from all communities • Recite words of a folk song • Appreciate importance of folk songs 	<p>Learners to sing a work folk song from own community and a marriage folk song from a different community</p>	<p>Why should we appreciate folk song?</p>	<p>Flash cards Sample recorded Songs Musical instruments Digital devices Grade 6 KLB visionary Music Learners book page 32-33</p>	<ul style="list-style-type: none"> •Written Quizzes •Checklists, •Oral questions performance 	
	3		<p>Information from a cultural centre or a music festival</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> • Identify places where one can get information on different types of folk songs • Make a write up on three types of folk songs from different communities in kenya • Enjoy collecting information about different types of songs 	<p>Learners to Identify places where one can get information on different types of folk songs</p> <p>Learners in groups to be guided to use an internet enabled device to find information about types of folk songs</p>	<p>Where can you get information about folk songs?</p>	<p>Flash cards Sample recorded Songs Musical instruments Digital devices Charts</p> <p>Grade 6 KLB visionary Music Learners book page 34-36</p>	<ul style="list-style-type: none"> •Written Quizzes •Practical's •Oral questions performance 	

6	1	Musical instruments	String instrument of Kenya	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> • Draw and colour string instrument form Kisii community (obokano) • Observe pictures of string instruments in learners' book and discuss the difference • Have fun observing string instruments from different communities 	<p>Learners to Draw and colour string instrument form Kisii community (obokano)</p> <p>Learners are guided in groups to Observe pictures of string instruments in learners' book and discuss the difference</p>	What is obokano?	<p>Flash cards Musical instruments Sample recorded Songs Digital devices</p> <p><i>Grade 6 KLB visionary Music Learners book page 37</i></p>	<ul style="list-style-type: none"> •Written Quizzes •Oral questions Performance 	
	2		Things to know about string instruments of Kenya	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> • Identify common string instruments from different communities in Kenya • Use internet enabled device to observe these instruments and watch how they are used. • Have fun drawing string instruments from different communities 	<p>Learners to brainstorm in small groups, common string instruments from different communities in Kenya</p> <p>Learners to Use internet enabled device to observe these instruments and watch how they are used.</p>	Do you have a string instrument from your community?	<p>Flash cards Sample recorded Songs Musical instruments Digital devices</p> <p><i>Grade 6 KLB visionary Music Learners book page 37-41</i></p>	<ul style="list-style-type: none"> •Written Quizzes •Checklists, •Oral questions performance 	
	3		Parts of a fiddle and their function	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> • Define a fiddle • Draw and name a Kenyan string instrument with one string • Watch a video 	<p>Learners in groups to be guided to watch a video using link on learners' book and explain the function of each part of the instrument</p> <p>Learners to draw fiddle instrument from any</p>	What is a fiddle?	<p>Flash cards Sample recorded Songs Musical instruments Digital devices Charts</p> <p><i>Grade 6 KLB visionary Music</i></p>	<ul style="list-style-type: none"> •Written Quizzes •Practical's •Oral questions performance 	

				<p>using link on learners' book and explain the function of each part of the instrument</p> <ul style="list-style-type: none"> Name parts of a fiddle and explain its function 	Kenyan community		<i>Learners book page 41-45</i>		
7	1		Care and maintenance of a string instrument	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> Observe and name instrument on learners book Discuss what could have happened to it Explain things that should be done to avoid repetition of the problem Explain the importance of caring instrument Appreciate proper care of instruments 	<p>Learners to observe and name instrument on learners book</p> <p>Learners to explain things that can be done to avoid the mistake.</p>	What is wrong with instrument in learners' book?	<p>Flash cards Musical instruments Sample recorded Songs Digital devices</p> <p><i>Grade 6 KLB visionary Music Learners book page 45</i></p>	<ul style="list-style-type: none"> Written Quizzes Oral questions Performance 	
	2		Things to know about care and maintenance of a string instrument	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> Take turns to practice cleaning a string instrument Discuss importance of taking care of string instrument Describe five ways of taking care of a string instrument. Appreciate taking care 	<p>Learners to be guided in groups to take turns to practice cleaning a string instrument</p> <p>Learners to describe five ways of taking care of a string instrument.</p>	How do we take care of string instruments?	<p>Flash cards Sample recorded Songs Musical instruments Digital devices</p> <p><i>Grade 6 KLB visionary Music Learners book page 46-48</i></p>	<ul style="list-style-type: none"> Written Quizzes Checklists, Oral questions performance 	

				of string instruments					
	3		Tuning a fiddle	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> • Explain what happens when the string is loosened. • Discuss what happens to sound when the string is tightened • Demonstrate how to tune a string instrument before playing • Appreciate tuning a string instrument. 	<p>Learners to explain what happens when the string is loosened.</p> <p>Learners in groups to be guided to Discuss what happens to sound when the string is tightened</p>	What happens when a string is loosened?	<p>Flash cards</p> <p>Sample recorded Songs</p> <p>Musical instruments</p> <p>Digital devices</p> <p>Charts</p> <p>Grade 6 KLB visionary Music Learners book page 48</p>	<ul style="list-style-type: none"> •Written Quizzes •Practical's •Oral questions performance 	
8	1		Skills and techniques of playing a fiddle	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> • Discuss techniques and skills needed in playing a fiddle • Take turns to practice the techniques of posture ,holding and bowing of fiddle • Improvise a fiddle form any community in Kenya • Have fun practicing posture, holding and bowing a fiddle 	<p>Learners to watch the teacher play a fiddle ,imitate the techniques of posture ,holding and bowing with an imaginary fiddle</p>	What skill do you need to play a fiddle?	<p>Flash cards</p> <p>Musical instruments</p> <p>Sample recorded Songs</p> <p>Digital devices</p> <p>Grade 6 KLB visionary Music Learners book page 48-51</p>	<ul style="list-style-type: none"> •Written Quizzes •Oral questions Performance 	
	2		Role of string instrument in a performance	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> • Identify and explain the role of string instruments. 	<p>Learners to be guided in groups to perform a folk song playing a string instrument</p> <p>Learners to watch video clips from the link on</p>	Can you accompany folk song with a string instrument?	<p>Flash cards</p> <p>Sample recorded Songs</p> <p>Musical instruments</p> <p>Digital devices</p>	<ul style="list-style-type: none"> •Written Quizzes •Checklists, •Oral questions performance 	

				<ul style="list-style-type: none"> Listen to audio recordings of folk songs accompanied by string instruments Have fun performing a folk song accompanied with string instruments 	learners book and listen to folk songs accompanied by string instruments		<i>Grade 6 KLB visionary Music Learners book page 51-53</i>		
	3		Making a fiddle	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> Identify materials used in making a fiddle Assemble instruments used to make a fiddle Have fun collecting materials used in making a fiddle 	<p>Learners to identify materials used in making a fiddle</p> <p>Learners in groups to be guide to assemble instruments used to make a fiddle</p>	What do we need to make a fiddle?	<p>Flash cards</p> <p>Sample recorded Songs</p> <p>Musical instruments</p> <p>Digital devices</p> <p>Charts</p> <p><i>Grade 6 KLB visionary Music Learners book page 53-54</i></p>	<ul style="list-style-type: none"> Written Quizzes Practical's Oral questions performance 	
9	1		Safety measures	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> Identify safety measures observed when making a fiddle Identify steps and processes followed when preparing a fiddle Make a fiddle by following the steps and procedure highlighted Enjoy making a fiddle 	<p>Learners to identify safety measures observed when making a fiddle</p> <p>Learners are guided in groups to Make a fiddle by following the steps and procedure highlighted in learners' book</p>	What are the steps followed when making a fiddle?	<p>Flash cards</p> <p>Musical instruments</p> <p>Sample recorded Songs</p> <p>Digital devices</p> <p><i>Grade 6 KLB visionary Music Learners book page 54-55</i></p>	<ul style="list-style-type: none"> Written Quizzes Oral questions Performance 	
	2		Playing in an instrumental group	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> Choose an instrument of choice and play 	Learners to decide as a group the tunes to play on the wind and string instruments and the rhythms to play on the	Which string instrument can you play?	<p>Flash cards</p> <p>Sample recorded Songs</p> <p>Musical instruments</p>	<ul style="list-style-type: none"> Written Quizzes Checklists, Oral questions 	

				accompanying a folk song in a group <ul style="list-style-type: none"> • Discuss reasons for the choice of instrument. • Have fun practicing playing the chosen instrument 	percussion instruments.		Digital devices	performance	
	3	REVISION							
10	END TERM ASSESSMENT								

*Grade 6 KLB
visionary Music
Learners book
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