

MUSIC SCHEME OF WORK GRADE 3 TERM 1

| | |
|---------|--|
| NAME | |
| TSC NO. | |
| SCHOOL | |

| SCHOOL | GRADE | LEARNING AREAS | TIME | YEAR |
|--------|-------|----------------|------|------|
| | 3 | MUSIC | | |

| Week | Lesson | Strand | Sub strand | Specific learning outcome | Key inquiry question | Learning experiences | Learning resources | Assessment | Remarks |
|------|--------|------------|------------|---|---|---|---|--|---------|
| 1 | 1 | PERFORMING | Songs | By the end of the of the sub-strand the learner should be able to: a) identify different types of songs performed for different purposes in the community; | During which occasions do you sing? | Learners are guided to observe a variety of live or recorded songs and be probed to identify possible occasions of performance of the songs. | Audio-visual excerpts of relevant music • Musical instruments • Print music material- Music scores, song books • Resource persons • Recording devices | Signed questions, portfolio, observation, check lists, adjudication using performance rubric | |
| 2 | 1 | PERFORMING | Songs | By the end of the of the sub strand the learner should be able to: sing a variety of age appropriate songs in unison paying attention to accuracy | During which occasions do you sing? | Learners sign sing various types of songs: Kenyan folksongs, lullabies, patriotic songs, action songs, sacred songs and topical songs on pertinent and contemporary issues in unison paying attention to accuracy in rhythm | Audio-visual excerpts of relevant music • Musical instruments • Print music material- Music scores, song books • Resource persons • Recording devices | Signed questions, portfolio, observation, check lists, adjudication using performance rubric | |
| 3 | 1 | PERFORMING | Songs | By the end of the of the sub strand the learner should be able to: sign sing all verses of the Kenya National Anthem in | When is the national anthem sung? How should we behave | Learners are guided in watching/listening to live or recorded performance of the three verses of the | Audio-visual excerpts of relevant music • Musical instruments | Signed questions, portfolio, observation, check | |

| | | | | | | | | | |
|----------|----------|-------------------|--------------|---|--|---|---|--|--|
| | | | | English Kiswahili for cohesion and peaceful coexistence | when singing the national anthem? | Kenyan national Anthem with keen interest in posture and text • Learners are guided in sign singing all the verses of the Kenya National Anthem in English paying attention to posture and appropriate etiquette | • Print music material- Music scores, song books • Resource persons • Recording devices | lists, adjudication using performance rubric | |
| 4 | 1 | PERFORMING | Songs | By the end of the of the sub strand the learner should be able to: sign sing 3-part rounds, keeping to the respective parts for enjoyment | When is the national anthem sung? How should we behave when singing the national anthem? | Learners are guided individually and in groups to sign sing 3-part rounds paying attention to entries and keeping to respective part. | Audio-visual excerpts of relevant music • Musical instruments • Print music material- Music scores, song books • Resource persons • Recording devices | Signed questions, portfolio, observation, check lists, adjudication using performance rubric | |
| 5 | 1 | PERFORMING | Songs | By the end of the of the sub strand the learner should be able to: execute the elements of music while singing | Which songs do you sing during different occasions such as birthdays | While sign singing learners are guided in applying tools and techniques of musicianship such as good posture, and clear signing techniques | Audio-visual excerpts of relevant music • Musical instruments • Print music material- Music scores, song books • Resource persons • Recording devices | Signed questions, portfolio, observation, check lists, adjudication using performance rubric | |
| 6 | 1 | PERFORMING | Songs | By the end of the of the sub strand the learner should be able to: | What do some of the songs you sing at | Individually or in groups learners are guided in | Audio-visual excerpts of relevant music | Signed questions, portfolio, | |

| | | | | | | | | | |
|----------|----------|-------------------|-----------------------------|--|---|---|---|--|--|
| | | | | use signing techniques in singing a variety of songs for effective communication | home/school talk about? | sign singing a variety of songs paying attention to the elements of music such as beat, and rhythm | <ul style="list-style-type: none"> • Musical instruments • Print music material- Music scores, song books • Resource persons • Recording devices | observation, check lists, adjudication using performance rubric | |
| 7 | 1 | PERFORMING | Songs | By the end of the of the sub strand the learner should be able to: express ideas, feelings and emotions through sign singing | What do some of the songs you sing at home/school talk about? | Individually or in groups learners are guided in sign singing a variety of songs paying attention to the elements of music such as beat, and rhythm | Audio-visual excerpts of relevant music <ul style="list-style-type: none"> • Musical instruments • Print music material- Music scores, song books • Resource persons • Recording devices | Signed questions, portfolio, observation, check lists, adjudication using performance rubric | |
| 8 | 1 | | Signed Singing games | By the end of the of the sub-strand the learner should be able to: a) perform various signed singing games drawn from local and other cultures | Do you sing as you play? What songs do you sing during play? | Learners are guided to watch a variety of live or recorded singing games from the locality and from other cultures | Costumes and props <ul style="list-style-type: none"> • Audio-visual excerpts of relevant music | Signed questions, portfolio, observation, check lists, adjudication using performance rubric | |
| 9 | 1 | | Signed Singing games | By the end of the of the sub strand the learner should be able to: the aspects of signed, movement, game, props and costumes in performing signed singing games | Do you sing as you play? What songs do you sing during play? | Learners perform age-appropriate signed singing games with game aspects, movements and proper use of props and costumes observing safe | Costumes and props <ul style="list-style-type: none"> • Audio-visual excerpts of relevant music | Signed questions, portfolio, observation, check lists, adjudication using performance rubric | |

| | | | | | | | | | |
|-----------|----------|--|-----------------------------|---|--|--|---|--|--|
| 10 | 1 | | Signed Singing games | By the end of the of the sub strand the learner should be able to: performs signed singing games with coordinated body movements | What roles do you like taking when performing singing games? | Learners perform age-appropriate signed singing games with game aspects, movements and proper use of props and costumes observing safe | Costumes and props • Audio-visual excerpts of relevant music | Signed questions, portfolio, observation, check lists, adjudication using performance rubric | |
|-----------|----------|--|-----------------------------|---|--|--|---|--|--|