



MUSIC SCHEME OF WORK GRADE 6 TERM 2

NAME	
TSC NO.	
SCHOOL	

SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	GRADE 6	MUSIC	2	

Wk	Ln	Strand/Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Ref
1	1	Kenyan indigenous musical instruments	Parts of a fiddle and their functions	By the end of the lesson, the learner should be able to: a. name the parts of a one/two string instrument (fiddle) and describe their functions b. draw and colour a fiddle c. appreciate the role of a string instrument in song and dance	1. What is the variety of indigenous string instruments found among Kenyan communities ? 2. What does tuning a string instrument entail?	Learners: • draw and name parts of a one/ two stringed instrument, and describe the function(s) of each part	Pictures, audio recording, digital devices, sheet music, pitching device, Spotlight Music Act. TG. Grd 6 Pg.48-49 Spotlight Music Act. Learners Book Grd 6 Pg.35	Observation schedule Assessment rubric Rating scale	
2	1		Tuning a fiddle	By the end of the lesson, the learner should be able to: a. tune a fiddle to produce the desired sound b. Identify skills required to tune in a fiddle c. appreciate the role of a string instrument in song and dance	1. What is the variety of indigenous string instruments found among Kenyan communities ? 2. What does tuning a string instrument entail?	Learners: • take turns to tune a one/two stringed instrument guided by the teacher/resource person • take turns to play different types of Kenyan indigenous instruments (Percussion, wind and string instruments) in an ensemble.	Pictures, audio recording, digital devices, sheet music, pitching device, Spotlight Music Act. TG. Grd 6 Pg.50-53 Spotlight Music Act. Learners Book Grd 6 Pg.36	Observation schedule Assessment rubric Rating scale	

3	1		Techniques of playing string instruments	By the end of the lesson, the learner should be able to: a. care for and maintain a string instrument for longevity b. demonstrate the techniques of playing a string instrument c. name skills required in playing string instruments d. appreciate the role of a string instrument in song and dance	3. How can one care for a string instrument? 4. Why is it important to care for a string instrument?	Learners: • practice the skills and techniques of playing a one/two stringed instrument guided by the teacher/ resource person • take turns to play different types of Kenyan indigenous instruments (Percussion, wind and string instruments) in an ensemble.	Pictures, audio recording, digital devices, sheet music, pitching device, Spotlight Music Act. TG. Grd 6 Pg.53-56 Spotlight Music Act. Learners Book Grd 6 Pg.39	Observation schedule Assessment rubric Rating scale
4	1		Project	By the end of the lesson, the learner should be able to: a) Make a fiddle using locally available materials. b) play a musical instrument of choice in an instrumental ensemble c) identify locally available materials for making a fiddle d) appreciate the importance musical instruments	5. How can the local environment be used sustainably in making string instruments? 6. What constitutes an instrumental ensemble?	Learners: • collect materials and make a fiddle using locally available materials observing safety • display fiddle made and appraise peers fiddles • take turns to play different types of Kenyan indigenous instruments (Percussion, wind and string instruments) in an ensemble. • individually and in groups, practice accompanying song/dance using a one/two stringed instrument	Pictures, audio recording, digital devices, sheet music, pitching device, Spotlight Music Act. TG. Grd 6 Pg.56-58 Spotlight Music Act. Learners Book Grd 6 Pg.42	Observation schedule Oral questions
5	1	Western musical instruments	Descant recorder: playing the scale of C major	By the end of the lesson, the learner should be able to: a. play the scale of C major ascending and descending by rote on the descant recorder	1. How is a good tone produced on the descant recorder?	Learners: • practice to play the scale of C major ascending and descending • individually and in groups, practice playing the main melody of the Kenya	Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.59-66	Observation schedule Oral questions

				<p>b. explain ways of producing a good tone on a descant recorder</p> <p>c. Appreciate playing the descant recorder.</p>		<p>National Anthem</p> <ul style="list-style-type: none"> • present the melody of the Kenya National Anthem during flag raising days in school and community events 	<p>Spotlight Music Act. Learners Book Grd 6 Pg.46</p>		
6	1		<p>Playing simple melodies on the descant recorder</p>	<p>By the end of the lesson, the learner should be able to:</p> <p>a. Play a melody within the range of C-D.</p> <p>b. Observe safety when handling descant recorder</p> <p>c. explain ways of producing good melodies on descant recorder</p> <p>d. Appreciate playing the descant recorder.</p>	<p>1. How is a good tone produced on the descant recorder?</p>	<p>Learners:</p> <ul style="list-style-type: none"> • demonstrate hygiene and safety measures in the handling of the descant recorder • observe and interpret the baroque fingering chart of the notes C D E F G A B C D • individually and in groups practise playing the notes C D E F G A B C D on the descant recorder with appropriate fingering and posture 	<p>Finger chart, descant recorders, ICT devices, audio visual recordings</p> <p>Spotlight Music Act. TG. Grd 6 Pg.67-69</p> <p>Spotlight Music Act. Learners Book Grd 6 Pg.53</p>	<p>Observation schedule</p> <p>Oral questions</p>	
7	1		<p>Project</p>	<p>By the end of the lesson, the learner should be able to:</p> <p>a. Play the main melody of the Kenya National Anthem on the descant recorder.</p> <p>b. play the descant recorder in a simple duet.</p> <p>c. Identify the melodies that can be played on a descant recorder</p> <p>d. Appreciate playing the descant recorder.</p>	<p>1. How is a good tone produced on the descant recorder?</p>	<p>Learners:</p> <ul style="list-style-type: none"> • individually and in groups practise playing melodies on the descant recorder based on notes C D E F G A B C D guided by the teacher or resource person • search, watch videos and practice playing melodies based on the notes learnt. • In pairs, practice playing simple duets of melodies in the range of C D on the descant recorder as others appraise their performance using appropriate language and music terminology 	<p>Finger chart, descant recorders, ICT devices, audio visual recordings</p> <p>Spotlight Music Act. TG. Grd 6 Pg.69-73</p> <p>Spotlight Music Act. Learners Book Grd 6 Pg.54</p>	<p>Observation schedule</p> <p>Oral questions</p>	

						<ul style="list-style-type: none"> • Take part in playing melodies in school clubs (Music club, scouts club) • Practice playing melodies during free time. 		
8	1	Kenyan folk dances	Components of a folk dance	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> describe the components of a folk dance watch a video clip on folk dance appreciate the importance of folk dances in society 	<ol style="list-style-type: none"> What constitutes a folk dance? How do the Different components work in a folk dance? What are the benefits of folk dances in Kenya? 	<p>Learners:</p> <ul style="list-style-type: none"> • watch specific live or recorded folk dance performances and are guided in analyzing the components of a folk dance (songs, message, body movements, formations, instruments, costumes, body adornment, ornaments and props) • individually and in groups source for the materials (instruments, costumes, props, body adornments and ornaments) for use in the performance of a folk dance • individually and in groups, practice the use of songs, body movements, formations, instruments, costumes, body adornment, ornaments and props in a folk dance. 	<p>Digital devices, costumes, familiar folk song, props, pictures</p> <p>Spotlight Music Act. TG. Grd 6 Pg.74-78</p> <p>Spotlight Music Act. Learners Book Grd 6 Pg.57</p>	<p>Observation schedule</p> <p>Oral questions</p>
9	1		Social economic importance of folk dances in Kenya	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> discuss the social and economic importance of folk dances in Kenya watch a video clip on folk dance 	<ol style="list-style-type: none"> What constitutes a folk dance? How do the Different components 	<p>Learners:</p> <ul style="list-style-type: none"> • in groups perform the folk dance in different social set-ups such as; school functions or community functions • in groups brainstorm on the social and economic roles of 	<p>Digital devices, costumes, familiar folk song, props, pictures</p> <p>Spotlight Music Act. TG. Grd 6 Pg.78-79</p>	<p>Observation schedule</p> <p>Oral questions</p>

				c. appreciate the importance of folk dances in society	work in a folk dance? 3. What are the benefits of folk dances in Kenya?	folk dances in Kenya in groups perform folk dances taking turns to perform different roles in the dance.	Spotlight Music Act. Learners Book Grd 6 Pg.60		
10	1		Project	By the end of the lesson, the learner should be able to: a. perform in a Kenyan folk dance incorporating all the components of a folk dance b. identify the components of a folk dance c. appreciate the importance of folk dances in society	1. What constitutes a folk dance? 2. How do the Different components work in a folk dance? 3. What are the benefits of folk dances in Kenya?	Learners: • in groups perform the folk dance in different social set-ups such as; school functions or community functions • in groups brainstorm on the social and economic roles of folk dances in Kenya in groups perform folk dances taking turns to perform different roles in the dance.	Digital devices, costumes, familiar folk song, props, pictures Spotlight Music Act. TG. Grd 6 Pg.80-83 Spotlight Music Act. Learners Book Grd 6 Pg.62	Observation schedule Oral questions	
END OF TERM ASSESSMENT									