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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **PERFORMING**

SUB STRAND: **Songs- types of songs- western art song, African art song**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Sing different types of songs with expressively to convey the mood of the piece individually and in groups

2. State reason why people sing songs

3. Appreciate the different types of songs/ appraise own and peers performances

KEY INQUIRY QUESTION (S)

1. What is a song?
2. What are the socio-economic uses of songs

LEARNING RESOURCES

Spotlight music grade 6 learner’s book page 1-4, digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Guide the pupils to listen and watch recorded performance.

* Digital literacy: Use of digital devices in listening to and watching songs develops digital literacy skills

LESSON DEVELOPMENT

STEP 1

In groups pupils to discuss the type of song they have just listened and also discuss how to express the mood portrayed by the words in the songs.

* The core competency of communication and collaboration will be developed as the learner discuss.

Teacher to guide pupils in differentiating between western art song and African art song

* Critical thinking and Problem solving: Developed through analysing songs.

STEP 2

In two group’s learners to practise singing a western art song ‘’*The Path to the Moon*’’ and African art song ‘’ *wimbo wa historia’’*

* Unity: Developed through practising singing in groups

STEP 3

Teacher to guide the learners in singing the songs ensuring they sing the tune and rhythm correctly and apply the correct dynamics.

CONCLUSION:

Presentation of song in class

* Communication and Collaboration: Singing in groups communicates specific messages and enhances collaboration.

Singing for enjoyment

EXTENDED ACTIVITIES:

Attend a western art or African art performance in the community social hall

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **PERFORMING**

SUB STRAND: **Songs –types of songs-** Topical songs --Patriotic songs- Religious song

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Sing different types of songs with expressively to convey the mood of the piece individually and in groups

2. State reason why people sing different types of songs

3. Appreciate the different types of songs/ appraise own and peers performances

KEY INQUIRY QUESTION (S)

1. What is a song?
2. What are the socio-economic uses of songs

LEARNING RESOURCES

Spotlight music grade 6 learner’s book page 4-7 , digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Guide the pupils to listen and watch recorded performance.

* Digital literacy: Use of digital devices in listening to and watching songs develops digital literacy skills

LESSON DEVELOPMENT

STEP 1

In groups pupils to discuss the words in the song they have just listened and also discuss how to express the mood portrayed by the words in the songs.

* The core competency of communication and collaboration will be developed as the learner discuss.

STEP 2

In group’s learners to practise singing a patriotic song. ‘’Kenya taifa letu’’

* Patriotism is instilled alongside other values through singing patriotic songs, with messages on love, respect, unity and peace.

STEP 3

Teacher to guide the learner’s in singing the patriotic song ensuring that the tune and rhythm are correct and apply the correct dynamics.

* Life skills; (Self-esteem, self –awareness, effective communication, assertiveness) –Enhanced through performing different types of songs individually and in groups.

CONCLUSION:

Discuss the message found in the patriotic song.

* Respect: instilled during peer review sessions as learners learn to respect each other’s views.

Sing for enjoyment

EXTENDED ACTIVITIES:

Perform a patriotic song during social events

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **PERFORMING**

SUB STRAND: **Phrasing, voice blending and performance**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Sing different types of songs with expressions

2. Explain what is phrasing, voice blending

3. Appreciate the different types of songs/appraise own and peers performances

KEY INQUIRY QUESTION (S)

1. What is a song?
2. What are the socio-economic uses of songs

LEARNING RESOURCES

Spotlight music grade 6 learner’s book page 9-11 , digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Teacher to review the previous lesson

Guide the pupils to listen and watch recorded performance.

* Digital literacy: developed through manipulation and use of digital devices when watching a recorded performance

LESSON DEVELOPMENT

STEP 1

In groups pupils to discuss the words phrasing, voice blending and performance

* The core competency of communication and collaboration will be developed as the learners discuss.

Teacher to guide pupils in defining the words and relating them to the recorded performance they had watched.

* Critical thinking and Problem solving: Developed through analysing songs.

STEP 2

In group’s learners to practise singing the song ‘’ See Saw Margery Daw’’ on pupils book page

STEP 3

Teacher to guide the learners in singing the song in correct Phrasing, voice blending and performance (sing the tune and rhythm correctly and apply the correct dynamics.)

CONCLUSION:

Presentation of the song in class

* Unity: Developed through singing in choral groups

EXTENDED ACTIVITIES:

Performing songs on topical issues during different activities in the school and community

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **PERFORMING**

SUB STRAND: **Singing in a duet and trio**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Define a duet and trio

2. Sing a song in pairs correctly pronouncing the words clearly

3. Appreciate the different types of songs

KEY INQUIRY QUESTION (S)

1. What is a song?
2. what is a duet and trio
3. What are the socio-economic uses of songs

LEARNING RESOURCES

Spotlight music grade 6 learner’s book page 12-15 , digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Guide the pupils to listen and watch recorded performance.

* Digital literacy: developed through manipulation and use of digital devices when watching a recorded performance

LESSON DEVELOPMENT

STEP 1

Teacher to guide the pupils in defining the words duet and trio and relate it to the recorded performance

Teacher to guide the pupils in analysing the recorded performance by identifying different voices

* The core competency of Critical thinking and Problem solving: Developed through analysing songs

STEP 2

In group’s of two pupils and three pupils, learners to practise singing ‘’ Goosey goosey gander,’’ song

* Responsibility**:** Instilled through taking different parts in part singing.

Teacher to guide the learner ensuring they sing the duet and trio considering their voice also (to apply correct tune and rhythm correctly and apply the correct dynamics)

* Unity: Developed through singing in duet and trio

STEP 3

Presentation of the song in class

CONCLUSION:

Discuss the performance of song sung by the pupils.

* Respect: instilled during peer review sessions as learners learn to respect each other’s views.

Sing for enjoyment

EXTENDED ACTIVITIES:

Performing songs on topical issues during different activities in the community and school

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **PERFORMING**

SUB STRAND: **Messages and values in a song**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Sing different types of songs with expressions

2. Discuss the message and values in songs

3. Appreciate the different types of songs

KEY INQUIRY QUESTION (S)

1. What is a song?
2. What message do you get from a song?
3. What are the socio-economic uses of songs

LEARNING RESOURCES

Spotlight music grade 6 learners book page15-16, digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Guide the pupils to listen and watch recorded performance.

* Digital literacy: developed through manipulation and use of digital devices when watching a recorded performance

LESSON DEVELOPMENT

STEP 1

In groups pupils to discuss the words in the song they have just listened and also discuss how to express the mood portrayed by the words in the songs.

* The core competency of communication and collaboration will be developed as the learner discuss.

STEP 2

In group’s learners to practise singing a patriotic song ‘’Kenya taifa letu’’ .

* Patriotism is instilled alongside other values through singing patriotic songs, with messages on love, respect, unity and peace.

STEP 3

Teacher to guide the learners in singing patriotic songs ensuring they sing patriotic songs ensuring they sing the tune and rhythm correctly and apply the correct dynamics.

* Self efficacy as they critic their own work and suggest areas they need to improve on.

CONCLUSION:

Discuss the message found in the patriotic song.

* Respect: instilled during peer review sessions as learners learn to respect each other’s views.

EXTENDED ACTIVITIES:

Perform a patriotic song during social events

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **PERFORMING**

SUB STRAND: **Socio-economic importance of songs**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Sing different types of songs

2. Discuss the socio-economic importance of songs

3. Appreciate the different types of songs

KEY INQUIRY QUESTION (S)

What are the socio-economic uses of songs

LEARNING RESOURCES

Spotlight music grade 6 learners book page 17-18, digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Guide the pupils to listen and watch recorded performance.

* Digital literacy: developed through manipulation and use of digital devices when watching a recorded performance

LESSON DEVELOPMENT

STEP 1

In groups, guide the learners to discuss and identify people from their communities who earn a living from music

* The core competency of communication and collaboration will be developed as the learner discuss.

STEP 2

Teacher to guide the learners in discuss the social economic importance of song

* Learning to learn- as they use own knowledge to learn new things

STEP 3

Teacher to guide learners to single out the social importance of songs that promote good morals and values

* Values of peace and unity to be acquired.

CONCLUSION:

Teacher too ask oral questions to review the lesson

EXTENDED ACTIVITIES:

Perform a patriotic song during social events

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **PERFORMING**

SUB STRAND: **Kenyan Folk Songs -** Types of folk songs- naming folk song

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Identify different types of folk song

2. Discuss features of naming folk song

3. Appreciate the different types of songs

KEY INQUIRY QUESTION (S)

1. What role do folk songs play in the community?
2. What features of folk songs do you know?
3. What contributes towards a good folk song performance?

LEARNING RESOURCES

Spotlight music grade 5 learner’s book page19- 20, digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Guide the pupils to listen and watch recorded performance of naming folk song

* Digital literacy: developed through manipulation and use of digital devices when watching a recorded performance

LESSON DEVELOPMENT

STEP 1

In groups pupils to discuss the features of the folk song observed and also discuss how to the mood of the folk song portrayed by the words in the songs.

* The core competency of communication and collaboration will be developed as the learner discuss.

STEP 2

Teacher to ask learners to role play the performance

* Self confidence is developed as they use appropriate facial expressions and gesture during performance

STEP 3

Teacher to discuss the performance and give comments of the performance

Discuss the occasion when naming folk songs are performed and the features.

CONCLUSION:

Teacher to conclude the lesson by asking oral questions

EXTENDED ACTIVITIES:

Research more about naming folk songs from other community with the help of their parent

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **PERFORMING**

SUB STRAND: **Kenyan Folk Songs -** Types of folk songs-funeral folk son

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Identify different types of folk song

2. Discuss features of funeral folk son

3. Appreciate the different types of songs

KEY INQUIRY QUESTION (S)

1. What role do folk songs play in the community?
2. What features of folk songs do you know?
3. What contributes towards a good folk song performance?

LEARNING RESOURCES

Spotlight music grade 5 learners book page 20, digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Guide the pupils to listen and watch recorded performance of funeral folk song

* Digital literacy: developed through manipulation and use of digital devices when watching a recorded performance

LESSON DEVELOPMENT

STEP 1

In groups pupils to discuss the features of the folk song observed and also discuss how to the mood of the folk song portrayed by the words in the songs.

* The core competency of communication and collaboration will be developed as the learner discuss.

STEP 2

Teacher to ask learners to role play the performance

* Self confidence is developed as they use appropriate facial expressions and gesture during performance

STEP 3

Teacher to discuss the performance and give comments of the performance

Discuss the occasion when funeral folk songs are performed and the features.

CONCLUSION:

Teacher to conclude the lesson by asking oral questions

EXTENDED ACTIVITIES:

Research more about funeral folk songs from other community with the help of their parent

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **PERFORMING**

SUB STRAND: **Diction, facial expressions and gestures of folk songs**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Define the terms diction, facial expressions and gesture as used in a folk song

2. Explain how the terms are used in a a folk song

3. Appreciate the importance of performing folk songs drawn from diverse communities in Kenya.

KEY INQUIRY QUESTION (S)

1. What is diction?

2. What contributes towards a good folk song performance?

LEARNING RESOURCES

Spotlight music grade 6 learners book page 27, digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Guide the pupils to listen and watch a familiar recorded performance.

* Digital literacy: developed through manipulation and use of digital devices when watching a recorded performance

LESSON DEVELOPMENT

STEP 1

In groups, pupils to discuss the appropriate facial expressions and gesture of the song

* The core competency of communication and collaboration will be developed as the learner discuss.

STEP 2

In group’s learners to practise singing the familiar song as the other learners observe

* Social cohesion is developed as learners perform the familiar son

STEP 3

Teacher to guide the learners in explaining to them the meaning of diction, facial expressions and gestures in folk songs with appropriate terminology

CONCLUSION:

Teacher to review the lesson by asking pupils oral questions

EXTENDED ACTIVITIES:

Learners to watch a cultural performance of folk song

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **PERFORMING**

SUB STRAND: **Importance of performing folk songs from diverse communities in Kenya**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. State the importance of performing folk songs.

2. Discuss the importance of performing folk songs.

3. Appreciate importance of folk songs

KEY INQUIRY QUESTION (S)

1. What role do folk songs play in the community?
2. What contributes towards a good folk song performance?
3. Why should we appreciate folk song

LEARNING RESOURCES

Spotlight music grade 6 learners book page 30, digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Guide the pupils to listen and watch recorded performance.

* Digital literacy: developed through manipulation and use of digital devices when watching a recorded performance

LESSON DEVELOPMENT

STEP 1

In groups pupils to state the importance of performing folk songs they have just listened and watched.

* The core competency of communication and collaboration will be developed as the learner discuss.

STEP 2

Teacher to guide pupils, In group’s learners to discuss the importance of folk songs

* Critical thinking is developed as learners think of the of the importance of folk song in the community

STEP 3

Pupils to present the findings of the importance of performing folk songs to the class

* Self efficacy is developed as learners do the presentation.

CONCLUSION:

Teacher to conclude the lesson by asking oral questions

EXTENDED ACTIVITIES:

Do class project on page 31

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **KENYA INDIGENOUS MUSICAL INSTRUMENTS**

SUB STRAND: **STRING INSTRUMENTS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Name different string instruments used by various indigenous communities in Kenya

2. Identify parts of string instruments and their roles

3. Demonstrate the ability to play string instruments

3. Appreciate role of a string instrument in music making

KEY INQUIRY QUESTION (S)

1. What are string instruments?
2. How do string instruments produce sound?
3. Which materials can be used in making string instruments?
4. How can one care for and maintain string instruments?

LEARNING RESOURCES

SPOLIGHT music grade 6 page 32-35, digital devices, Wandindi

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Engage the learners in viewing of Kenya indigenous string instruments

* Digital literacy: developed through manipulation and use of digital devices

LESSON DEVELOPMENT

STEP 1

Watch performances where wind instruments are played

STEP 2

Using key inquiry questions, involve learners in naming and discussing the wind instruments

* Communication and collaboration – this is developed as learners discuss the string instruments an their communities of origin

STEP 3

In groups involve learners in observing picture of the string instruments as seen in the learner’s book on page 32 and guide them in identifying them and the communities they originate from

* Indigenous languages are promoted through naming string instruments using indigenous names

CONCLUSION

Learners to match each instrument with the correct community or origin

Teacher to conclude the lesson by asking pupils oral questions

EXTENDED ACTIVITIES:

Draw string instruments from different communities

* Art and craft – learners apply knowledge and skills learnt in art and craft in drawing

REFLECTON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **KENYA INDIGENOUS MUSICAL INSTRUMENTS**

SUB STRAND: **parts of a string instrument**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Name different string instruments used by various indigenous communities in Kenya

2. Identify parts of string instruments and their roles

3. Demonstrate the ability to play string instruments

4. Appreciate role of a string instrument in music making

KEY INQUIRY QUESTION (S)

1. What are string instruments?
2. How do string instruments produce sound?
3. Which materials can be used in making string instruments?
4. How can one care for and maintain wind instruments?

LEARNING RESOURCES

Spotlight music grade 6 page 35-37, digital devices, string instruments

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Engage the learners in naming various Kenya indigenous wind instruments

* Indigenous language – learners will use the indigenous languages as they name various string instrument found among the Kenya communities

LESSON DEVELOPMENT

STEP 1

Guide learners to identify parts of string instrument, how to hold the string instrument and how it produces sound

STEP 2

Put learners into groups and guide them on how on hold to care for and maintain a string instruments

STEP 3

In groups learners to discuss the functions of parts of a string instrument

* Communication and collaboration – this is developed as learners discuss

CONCLUSION

Learners to draw parts of a string instrument

* Art and craft – learners apply knowledge and skills learnt in art and craft in drawing

EXTENDED ACTIVITIES

Ask learners to draw the wandindi and label its parts. They can also search for the picture of wandindi from the internet

* Citizenship – learners develop citizenship as they identify musical instruments from diverse communities

REFLECTION

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **KENYA INDIGENOUS MUSICAL INSTRUMENTS**

SUB STRAND: **Tuning a fiddle**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Name different string instruments used by various indigenous communities in Kenya

2. Identify parts of string instruments and their roles

3. Demonstrate the ability to play string instruments

4. Appreciate role of a string instrument in music making

KEY INQUIRY QUESTION (S)

1. What are string instruments?
2. How do string instruments produce sound?
3. Which materials can be used in making string instruments?
4. How can one care for and maintain wind instruments?

LEARNING RESOURCES

Spotlight music grade 6 page 36-37, digital devices, string instruments

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Engage the learners in naming various Kenya indigenous wind instruments

* Indigenous language – learners will use the indigenous languages as they name various string instrument found among the Kenya communities

LESSON DEVELOPMENT

STEP 1

Engage learners in watching a recorded performance of a Kenya string instrument

* Digital literacy: developed through manipulation and use of digital devices

STEP 2

Individually and in groups, guide learners to share or take turns to play or imitate differently string instruments borrowed from the community

* Critical thinking- as they think of the techniques of tuning a fiddle

STEP 3

Discuss with the learners how a fiddle is tuned

Guide the learners to identify the part that is adjusted or loosened when tuning the fiddle

* Responsibility – is acquired as learners take care of the string instrument they have

CONCLUSION

Learners to use the steps given in the learner’s book page 37 to practise tuning a fiddle

* Self efficacy – is manifested in their ability to tune a fiddle

EXTENDED ACIVITIES

Ask learners to play a simple song using the fiddle and record themselves as they play it

REFLECTION

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **KENYA INDIGENOUS MUSICAL INSTRUMENTS**

SUB STRAND: **Techniques of playing string instrument**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Name different string instruments used by various indigenous communities in Kenya

2. Identify parts of string instruments and their roles

3. Demonstrate the ability/techniques of playing string instruments

4. Appreciate role of a string instrument in music making

KEY INQUIRY QUESTION (S)

1. What are string instruments?
2. How do string instruments produce sound?
3. Which materials can be used in making string instruments?
4. How can one care for and maintain instrtringuments?

LEARNING RESOURCES

Spotlight music grade 6 page 39-44, digital devices, string instruments

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Engage the learners in naming various Kenya indigenous wind instruments

* Indigenous language – learners will use the indigenous languages as they name various string instrument found among the Kenya communities

LESSON DEVELOPMENT

STEP 1

Engage learners in watching a recorded performance of a Kenya string instrument

* Digital literacy: developed through manipulation and use of digital devices

STEP 2

Guide learners to observe the pictures on the learner’s book page 39, while asking oral questions

STEP 3

Guide the learners discuss how the string instruments in picture A, B and C are played

* Communication and collaboration is enhanced as learners discuss and practices the skills of playing fiddles

CONCLUSION

Let learners take turns to demonstrate the techniques of bowing and plucking

* Self efficacy is manifested as learners apply techniques of playing a fiddle

EXTENDED ACTIVITIES

Ask learners to collect locally available materials and tools that can be used to make a fiddle for the next lesson

* Environmental education – is enhanced as learners improvise a fiddle using locally available materials

REFLECTION

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **KENYA INDIGENOUS MUSICAL INSTRUMENTS**

SUB STRAND: **making a fiddle- project**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Name different string instruments used by various indigenous communities in Kenya

2. Improvise a fiddle

3. Demonstrate the ability/techniques of playing string instruments

4. Appreciate role of a string instrument in music making

KEY INQUIRY QUESTION (S)

1. What are string instruments?
2. How do string instruments produce sound?
3. Which materials can be used in making string instruments?
4. How can one care for and maintain string instrument?

LEARNING RESOURCES

Spotlight music grade 6 page 42-44, digital devices, string instruments

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Engage the learners in naming various Kenya indigenous wind instruments

* Indigenous language – learners will use the indigenous languages as they name various string instrument found among the Kenya communities

LESSON DEVELOPMENT

STEP 1

Guide the learners to mention tools and materials from local environment that can be used to make a fiddle

* Environmental education – is enhanced as learners improvise a fiddle using locally available materials

STEP 2

Guide the learners through the steps given in the learner’s book page 42 to 44 on how to make a fiddle

* Responsibility – is natured during the project as learners play their part

STEP 3

Learners to participate in the project of making the fiddle as the teacher assist where possible

* Art and craft – knowledge and skills in art and craft are applied in designing and making a fiddle

CONCLUSION

Learners to display their work

EXTENDED ACTIVITIES

Learners to form a class instrumental ensemble and take turns to play musical instruments of their choice in the instrument ensembles

REFLECTION

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **WESTERN MUSICAL INSTRUMENTS – descant recorder**

SUB STRAND: **PLAYING THE SCALE OF C MAJOR**

SPECIFIC LEARNING OUTCOMES: 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.

b) Play a melody within the range of C-D.

c) Appreciate playing the descant recorder

KEY INQUIRY QUESTION (S)

1. How are different pitches produced on a descant recorder?
2. How is a good tone produced while playing the descant recorder?

LEARNING RESOURCES

SPOTLIGHT music grade 6 pages 46-52, digital devices, descant recorder

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Engage the learners to watch live/recorded performance of a descant recorder

* Digital literacy: developed through manipulation and use of digital devices

LESSON DEVELOPMENT

STEP 1

Engage learners in observing pictures/photographs of descant recorder illustrations on the fingering for B, A, G, C and D

* Critical thinking and problem solving – developed through manipulation and playing of the descant recorder to produce desire tune/sound

STEP 2

Involve learners in talking about the photos using key inquiry questions

Guide the learners to play new note C ask them to listen keenly to the sound produced

Guide the learners to play note C1 ask them to listen keenly to the sound produced

STEP 3

Guide the learners in identifying which of the two notes sound lower in pitch and which one sounds higher in pitch in groups

* Social cohesion – enhanced through playing the descant recorder in groups

CONCLUSION

Guide the learners to play the notes while emphasising on the correct fingering and breathing marks

Play the decant recorder for enjoyment

EXTENDED ACTIVITIES

Learners to do more practise of playing notes (page 51) on the descant recorder

REFLECTION

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **WESTERN MUSICAL INSTRUMENTS – descant recorder**

SUB STRAND: **PLAYING SIMPLE MELODIES ON THE DESCANT RECORDER**

SPECIFIC LEARNING OUTCOMES: 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.

b) Play a melody within the range of C-D.

c) Appreciate playing the descant recorder

KEY INQUIRY QUESTION (S)

1. How are different pitches produced on a descant recorder?
2. How is a good tone produced while playing the descant recorder?

LEARNING RESOURCES

SPOTLIGHT music grade 6 pages 53-55, digital devices, descant recorder

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Engage the learners to watch live/recorded performance of a descant recorder

* Digital literacy: developed through manipulation and use of digital devices

LESSON DEVELOPMENT

STEP 1

Engage learners in observing pictures/photographs of descant recorder illustrations on the fingering for the scale of C major (reviewing and linking the lesson)

* Critical thinking and problem solving – developed through manipulation and playing of the descant recorder to produce desire tune/sound

STEP 2

In groups lead learners to clap and recite notes of the melody a *old mac-donald a farm*

* Social cohesion – enhanced through clapping the notes

STEP 3

Guide learners in practising how to play the song on a descant recorder observing rhythm and correct fingering while playing

Teacher to remind the learners in observing hygiene

* Health education- when playing the descant recorder, discourage sharing so as to prevent transmission of communicable disease

CONCLUSION

Guide the learners to play the melody while observing breath marks

Play the decant recorder for enjoyment

EXTENDED ACTIVITIES

Play the melody on page 53 for your family

Continue practicing the melody until you can play without a mistake

REFLECTION

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **WESTERN MUSICAL INSTRUMENTS – descant recorder**

SUB STRAND: **PLAYING THE DESCANT RECORDER IN A DUET**

SPECIFIC LEARNING OUTCOMES: 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.

b) Play a melody within the range of C-D.

c) Appreciate playing the descant recorder

KEY INQUIRY QUESTION (S)

1. How are different pitches produced on a descant recorder?
2. How is a good tone produced while playing the descant recorder?

LEARNING RESOURCES

SPOTLIGHT music grade 6 pages 55-56, digital devices, descant recorder

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Engage the learners to watch live/recorded performance of a descant recorder

* Digital literacy: developed through manipulation and use of digital devices

LESSON DEVELOPMENT

STEP 1

Using the key inquiry questions, guide learners in talking about melodies they listened to – ***baa baa black shep***

STEP 2

Involve learners in whistling /humming the melodies listened to

* Learning to learn – developed in learning to play new melodies on the descant recorder

STEP 3

Divide the learners into pairs and assign every pair a melody to practise and perform for the class

* Unity is enhanced through playing the descant recorder in pairs

CONCLUSION

Play the descant recorder for enjoyment

* Home science – concepts and knowledge learnt in home science on prevention of communicable diseases is applied in the use of the descant recorder

EXTENDED ACTIVITIES

Practise playing the melody with accuracy of rhythm and pitch

Play the melody to their parents

REFLECTION

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 5 |  |  |  |

STRAND: **KENYA FOLK DANCES**

SUB STRAND: **COMPONENTS OF A FOLK DANCE**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

a) List the components of a folk dance

B) Discuss the components of folk dances

C) Appreciate the importance of folk dances in society

Perform in a Kenyan folk dance incorporating all the components of a folk dance.

KEY INQUIRY QUESTION (S)

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?

LEARNING RESOURCES

Foundation music grade 5 page 57-60, digital devices, pictures of participants in a folk dance

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Engage the learners to watch live/recorded performance of a Kenya folk dance

* Digital literacy: developed through manipulation and use of digital devices

LESSON DEVELOPMENT

STEP 1

Using the key inquiry questions engage the learners in talking about the origin and participation in the dance

* Patriotism – indicated in the selecting folk dances from diverse Kenya communities

STEP 2

Using the key inquiry questions involve the learners in identifying the different components in dances as observed from the pictures in the learners book

STEP 3

Discuss the components of a folk dance

* Communication and collaboration – as learners discuss the roles of participants

CONCLUSION

Teacher to conclude the lesson by asking oral questions

EXTENDED ACTIVITIES

With the help of the parents, identify a dance from your community

Write down the roles of the different participants

What is the purpose of the dance in the community?

REFLECTION

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 5 |  |  |  |

STRAND: **KENYA FOLK DANCES**

SUB STRAND: **social and economic importance of folk dances in Kenya**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

a) List the social and economic importance of folk dances in Kenya

B) Discuss the social and economic importance of folk dances in Kenya

C) Appreciate the importance of folk dances in society

Perform in a Kenyan folk dance incorporating all the components of a folk dance.

KEY INQUIRY QUESTION (S)

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?

LEARNING RESOURCES

Foundation music grade 5 page 60-61, digital devices, pictures of participants in a folk dance

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Engage the learners to watch live/recorded performance of a Kenya folk dance

* Digital literacy: developed through manipulation and use of digital devices

LESSON DEVELOPMENT

STEP 1

Ask learners to look at the picture in the learner’s book page 60

Let the learners describe what is happening in the pictures

• Critical thinking: developed during analysis of folk dances pictures

STEP 2

Guide the learners in list the social and economic importance of folk dances

STEP 3

Divide the learners into groups to discuss how folk dancers benefit from the performances

* Respect and unity is developed when learners interact during group discussion

CONLUSION

Let learners discuss the importance of folk dance to the community and to the county

* Communication and collaboration – as learners collaborate with each other as they discuss importance of folk dances

EXTENDED ACTIVITIES

Participation in community and cultural dance events.

REFLECTION

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 5 |  |  |  |

STRAND: **KENYA FOLK DANCES**

SUB STRAND: **PERFORMING A KENYAN FOLK DANCE**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

a) Describe components of folk dances in Kenya

B) Discuss the social and economic importance of folk dances in Kenya

C) Appreciate the importance of folk dances in society

D) Perform in a Kenyan folk dance incorporating all the components of a folk dance.

KEY INQUIRY QUESTION (S)

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?

LEARNING RESOURCES

Foundation music grade 5 page 62, digital devices, pictures of participants in a folk dance

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Engage the learners to watch live/recorded performance of a Kenya folk dance

* Digital literacy: developed through manipulation and use of digital devices

LESSON DEVELOPMENT

STEP 1

Guide the learners by giving them instructions on how the project (performing a folk dance) should be carried out

STEP 2

Learners to practise a Kenyan folk song of their choice with the guidance of the teacher

• Creativity and Imagination: developed through the creation of various dance formations and patterns in a folk dance

STEP 3

Learners perform the folk dance

• Unity is achieved through execution of the group dance project.

CONCLUSION

Learners to critic their own performance

• Self-efficacy: developed through analysing their performance of folk dances from different communities

EXTENDED ACTIVITIES

• Performing Kenyan folk dances during functions- such as parents’ day.

REFLECTION

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **CREATING/COMPOSING – rhythm**

SUB STRAND: **FRENCH RHYTHM NAMES AND DOTTED MINIM**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Name note name and the French rhythm names

2. Use French rhythm names to interpret rhythms, involving a dotted minim

3. Appreciate rhythms created by self and others

KEY INQUIRY QUESTION (S)

1. What makes up a rhythm?

2. How are beats organised in different songs?

LEARNING RESOURCES

SPOLIGHT music grade 6 page 63-65, digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Engage the learners in discussing the questions under activity 1 page 63

LESSON DEVELOPMENT

STEP 1

Guide the learners to identify the French rhythm names with their note names and the number of beats

* Mathematics:- counting skill learnt in Mathematics is applied in beating/counting time patterns.

STEP 2

Guide the learners to identifying the dotted minim

STEP 3

Teacher to guide learners - Individually and in groups, tap/ clap/stamp rhythmic patterns containing **dotted minims**

Teacher to guide the learner’s in identifying the note symbol and the French rhythm name (***taa-aa-aa***) of a dotted minim

CONCLUSION

Clap a familiar song while reciting the French rhythm names for enjoyment

EXTENDED ACTIVITIES

Clap the French rhythm patterns containing a dotted minim he/she has written to the parents and ask them to comment about it

* Creativity and imagination - developed while creating own rhythms

REFLECTION

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **CREATING/COMPOSING – rhythm**

SUB STRAND: **French rhythm name of the dotted minim**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Name note name and the French rhythm names

2. Use French rhythm names to interpret rhythms, involving a dotted minim

3. Appreciate rhythms created by self and others

KEY INQUIRY QUESTION (S)

1. What makes up a rhythm?

2. How are beats organised in different songs?

LEARNING RESOURCES

SPOLIGHT music grade 6 page 65-66, digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Engage the learners in discussing the questions under activity 3 page 65-66

LESSON DEVELOPMENT

STEP 1

Guide the learners to identify the French rhythm names with their note names and the number of beats

* Mathematics:- counting skill learnt in Mathematics is applied in beating/counting time patterns.

STEP 2

Guide the learners to identifying the dotted minim. Let the learners say the French rhythm names of the dotted minim

STEP 3

Teacher to guide learners - Individually and in groups to find out the number of crochets in music notes or combinations of music notes

**•** Collaboration and communication: developed through group work in taking turns to improvise and perform rhythms

CONCLUSION

Clap a familiar song while reciting the French rhythm names for enjoyment

EXTENDED ACTIVITIES

Clap the French rhythm patterns containing a dotted minim he/she has written to the parents and ask them to comment about it

* Creativity and imagination - developed while creating own rhythms

• Self-efficacy: developed through creating and clapping/tapping rhythmic patterns.

REFLECTION

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **CREATING/COMPOSING – rhythm**

SUB STRAND: **MUSIC NOTES AND THEIR RESTS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Name note name and the French rhythm names

2. Match musical notes (crotchet, quaver, minim, dotted minim and semibreve) with their corresponding rests

3. Appreciate rhythms created by self and others

KEY INQUIRY QUESTION (S)

1. What makes up a rhythm?

2. How are beats organised in different songs?

LEARNING RESOURCES

SPOLIGHT music grade 6 page 68-71, digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Engage the learners through activity 5 page 68 of listening/watching the song *‘’my grandfather’s clock’’*

* Digital literacy: developed in manipulation of digital devices

LESSON DEVELOPMENT

STEP 1

Guide the learners to identifying the parts of the song that has silences (rests) . teacher to relay several times for them to identify the parts that has rests

STEP 2

Guide the learners to identifying the corresponding note symbols, rests and the number of beats

STEP 3

Teacher to guide learners - In groups to match the corresponding note symbols and rests on page 70-71

**•** Collaboration and communication: developed through group work

CONCLUSION

Learners to sing the song (*‘’my grandfather’s clock’’)*  and to perform the rest correctly for enjoyment

EXTENDED ACTIVITIES

Draw and match rest with the correct music note symbols

REFLECTION

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **CREATING/COMPOSING – rhythm**

SUB STRAND: **CREATING AND PERFORMING SIMPLE RHYTHMS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Create simple rhythms using crotchet, quaver, minim, dotted minim and semibreve and their rests
2. Perform own created rhythms for peer review
3. Appreciate rhythms created by self and others

KEY INQUIRY QUESTION (S)

1. What makes up a rhythm?

2. How are beats organised in different songs?

LEARNING RESOURCES

SPOLIGHT music grade 6 page 73-76, digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Learners to sing a familiar song as they clap to its rhythm

Ask learners to talk how rhythms are created

LESSON DEVELOPMENT

STEP 1

Guide the learners to identifying the parts of the song that has silences (rests).

Step by step, teacher to take learners through example 1 given in the learner’s book page 73. Let the learners identify the similarities between rhythm A and b

STEP 2

Guide the learners through example 2 as given in the learner’s book page 73, learners

Learners to identify repletion method and variation method used in making rhythms

STEP 3

Teacher to guide learners - In groups to create own rhythms using repetition and variations methods

**•** Collaboration and communication: developed through group work in taking turns to improvise and perform rhythms

CONCLUSION

Learners to perform the rhythm in class

* Analytical thinking skills, decision making and creative thinking: Developed through creating, recording and reviewing own and others’ rhythmic patterns.

EXTENDED ACTIVITIES

With the help of your parent create your own rhythms and write them down. Play the rhythm to your parent

REFLECTION

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **CREATING/COMPOSING – rhythm**

SUB STRAND: **BEAT PATTERNS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Aurally recognise rhythms of songs in two, three and four beat patterns
2. Improvise short rhythms in two, three and four beat patterns on a percussion instrument.
3. Appreciate rhythms created by self and others..

KEY INQUIRY QUESTION (S)

1. What makes up a rhythm?

2. How are beats organised in different songs?

LEARNING RESOURCES

SPOLIGHT music grade 6 page 76-79, digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Teacher to ask learners to clap the rhythms provided under activity 11 page 76 learners book. Ensure that they perform the strong beats as required so that they can follow the rhythmic pattern

LESSON DEVELOPMENT

STEP 1

Guide the learners to listen to the song ‘’CLAP YOUR HANDS TOGETHER’’ from digital devices

* Digital literacy: developed in manipulation of digital devices

STEP 2

Guide the learners to aurally identify beats in songs

Guide the learners to also establish strong and weak beats in the rhythm of the song

STEP 3

Teacher to guide learners - In groups to identify simple melodies in **two, three** and **four beat patterns**

Individually and in groups, **imitate** short rhythms of melodies in two, three and four

Beat time patterns

* Collaboration and communication: developed through group work

CONCLUSION

Learners to perform sing and clap the rhythms of the song

* Analytical thinking skills, decision making and creative thinking: Developed through creating, recording and reviewing own and others’ rhythmic patterns.

EXTENDED ACTIVITIES

With the help of your parent create your own rhythms and write them down. Play the rhythm to your parent

REFLECTION

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **CREATING/COMPOSING – rhythm**

SUB STRAND: **Improvising short rhythms on a percussion instrument**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Aurally recognise rhythms of songs in two, three and four beat patterns
2. Improvise short rhythms in two, three and four beat patterns on a percussion instrument.
3. Appreciate rhythms created by self and others..

KEY INQUIRY QUESTION (S)

1. What makes up a rhythm?

2. How are beats organised in different songs?

LEARNING RESOURCES

SPOLIGHT music grade 6 page 80-85, digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Teacher to review the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide the learners the steps of improvising rhythms using the examples given on page 80 of the learner’s book

STEP 2

Teacher to play the call rhythm on a drum and ask the learners to play the response rhythm as given on page 80

STEP 3

Pair up the learners and ask them to play the call rhythms provided, on a percussion instrument-drum. One to play the call rhythm as the other responds by playing an improvised version

CONCLUSION

Learners to improvise own rhythm in two –beat patterns

* Analytical thinking skills, decision making and creative thinking: Developed through creating, recording and reviewing own and others’ rhythmic patterns.

EXTENDED ACTIVITIES

With the help of your parent create your own rhythms and write them down. Play the rhythm to your parent

REFLECTION

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **MELODY**

SUB STRAND: **MAJOR SCALE IN SOL-FA SYLLABLES**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Sing the sol-fa syllables for pitch discrimination (sing the entire major scale ascending and descending using sol-fa syllables)

2. Interpret corresponding hand signs of the sol-fa syllables (perform the sol-fa scale (d-d1) using hand signs.)

3. Appreciate melodies created by self and others.

KEY INQUIRY QUESTION (S)

1. How can you perform a melody in different ways?
2. What makes a melody interesting?
3. How can sounds be organized to create a melody?

LEARNING RESOURCES

SPOLIGHT music grade 6 page 86-87, digital devices, d r m chat

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Engage the learners in listening to the song **so, fa, mi, re, doh** and imitating the sol-fa pitches **d, r, m**

* Digital literacy: developed through manipulation and use of digital devices

LESSON DEVELOPMENT

STEP 1

Lead the learners in observing the sol-fa ladder in the learners book and use questions to help them talk about it

* Learning to learn – enhanced through learning of sol-fa syllables

STEP 2

Guide the learners in singing the entire major scale ascending and descending

STEP 3

In groups guide the learners to identify the sol-fa syllable that has the highest pitch and the one that has the lowest pitch

* Communication and collaboration – enhanced through group work

CONCLUSION

Sing for enjoyment sol-fa ladder in ascending and descending order

EXTENDED ACTIVITIES

Learners to do activity on page 87 number 4

REFLECTION

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **MELODY**

SUB STRAND: **MAJOR SCALE IN SOL-FA SYLLABLES**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Sing the sol-fa syllables for pitch discrimination (sing the entire major scale ascending and descending using sol-fa syllables)

2. Interpret corresponding hand signs of the sol-fa syllables (perform the sol-fa scale (d-d1) using hand signs.)

3. Appreciate melodies created by self and others.

KEY INQUIRY QUESTION (S)

1. How can you perform a melody in different ways?
2. What makes a melody interesting?
3. How can sounds be organized to create a melody?

LEARNING RESOURCES

SPOLIGHT music grade 6 page 87-89, digital devices, d r m chat

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Engage the learners in listening to the song **so, fa, mi, re, doh** and imitating the sol-fa pitches **d, r, m**

* Digital literacy: developed through manipulation and use of digital devices

LESSON DEVELOPMENT

STEP 1

Engage the learners to sing the first 5 sol-fa notes done in grade 4, **d r m, f, s** using the hand sign

STEP 2

Lead learners in performing the hand signs for the sol-fa **the entire major scale in sol-fa syllables** while observing the pictures in their books

* Self efficacy – ability to perform the hand signs of the sol-fa syllables

STEP 3

In groups and in pairs guide the learners to form the curwen’s hand signs as they sing entire major scaleas instructed in the learners book

* Love – is enhanced through group work

CONLUSION

Let them repeat the steps one singing the sol-fa as the other shows the hand signs

EXTENDED ACTIVITIES

Sing the entire major scale sol-fa syllables using hand signs in ascending and descending order to their parents

REFLECTION

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **MELODY**

SUB STRAND: **AURAL RECOGNITION OF SOL-FA SOUNDS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Sing the sol-fa syllables for pitch discrimination (sing the entire major scale ascending and descending using sol-fa syllables)

2. Aurally recognise various sol-fa sounds in familiar melodies

2. Interpret corresponding hand signs of the sol-fa syllables (perform the sol-fa scale (d-d1) using hand signs.)

3. Appreciate melodies created by self and others.

KEY INQUIRY QUESTION (S)

1. How can you perform a melody in different ways?
2. What makes a melody interesting?
3. How can sounds be organized to create a melody?

LEARNING RESOURCES

SPOLIGHT music grade 6 page 89-90, digital devices, d r m chat

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Engage the learners in humming a melody (**so, fa, mi, re, doh)** and imitating the sol-fa pitches **d, r, m, d**

LESSON DEVELOPMENT

STEP 1

Teacher to guide the pupils to listen to the son ‘’JOY TO THE WORLD’’

* Digital literacy: developed through manipulation and use of digital devices

Teacher to guide them to sing the song in its correct tune

STEP 2

Teacher to guide them on how to aurally identify the sol-fa syllables used in the song then sing the song using the sol-fa syllable

STEP 3

Teacher to guide them to sing the song using the sol-fa syllables in groups

Learners to establish the lowest and the highest pitch or sound

* Communication and collaboration is developed as learners sing songs in groups

CONCLUSION

Sing the song in sol-fa syllables now repeatedly for enjoyment

EXTENDED ACTIVITIES

Sing a familiar song with sol-fa syllables

REFLECTION

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **MELODY**

SUB STRAND: **CREATING SHORT MELODIES**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Sing the sol-fa syllables for pitch discrimination (sing the entire major scale ascending and descending using sol-fa syllables)

2. Aurally recognise various sol-fa sounds in familiar melodies

2. Create short melodies within the range of d –d1 .

3. Appreciate melodies created by self and others.

KEY INQUIRY QUESTION (S)

1. How can you perform a melody in different ways?
2. What makes a melody interesting?
3. How can sounds be organized to create a melody?

LEARNING RESOURCES

SPOLIGHT music grade 6 page 91-94, digital devices, d r m chat

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Engage the learners in activity 4 page 91-92

Singing the sol-fa syllable progressions as given in the learner’s book while they imitate and repeat

LESSON DEVELOPMENT

STEP 1

Teacher to guide the learners describe how the sol-fa syllables have been used in the melodies

STEP 2

Guide them discuss the melodies

STEP 3

Guide the learners to make melodies using sol-fa in any pattern using repetition technique

* Creativity and imagination – developed through creating own melodies

CONCLUSION

In groups let the learners sing/perform the melodies using repetition method

* Learning to learn- creating own melodies using acquired skills in creating and composing

EXTENDED ACTIVITIES

In groups let the learners make interesting melodies using in stepwise movements

REFLECTION

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **MELODY**

SUB STRAND: **PERFORMING CREATED MELODIES**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Sing the sol-fa syllables for pitch discrimination (sing the entire major scale ascending and descending using sol-fa syllables)

2. Aurally recognise various sol-fa sounds in familiar melodies

3. Create short melodies within the range of d –d1

4. Play own created melodies on the descant recorder

5. Appreciate melodies created by self and others.

KEY INQUIRY QUESTION (S)

1. How can you perform a melody in different ways?
2. What makes a melody interesting?
3. How can sounds be organized to create a melody?

LEARNING RESOURCES

SPOLIGHT music grade 6 page 94-96, digital devices, d r m chat

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Engage the learners in watch/listening to a recorded performance

* Digital literacy: developed through manipulation and use of digital devices

LESSON DEVELOPMENT

STEP 1

Involve the learners in playing notes **B, A, G, C** and **D** on the descant recorder as learnt

STEP 2

Lead the learners to identify the corresponding sol-fa notes for the descant recorder note the entire major scale

STEP 3

Guide them to play the notes the entire major scale ascending and descending as other learner’s record

* Digital literacy – enhanced through the use of digital devices to record the melodies

aCONCLUSION

In groups engage learners to play melodies before their classmates, teacher to ensure they follow the correct rhythm

* Social cohesion – interpersonal relationship are enhanced through group work

EXTENDED ACTIVITIES

Make their own melody using the entire major scale

* Creativity and imagination- developed through creating own melodies

REFLECTION

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **LISTENING, RESPONDING AND APPRECIATION**

SUB STRAND: **ELEMENTS OF MUSIC**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Describe how different elements of music are used in a piece of music

2. Aurally identify music in ABA structure

3. Appreciate music in ABA structure and texture

KEY INQUIRY QUESTION (S)

What is critical listening?

What is structure in music?

What element of music does one pay attention to when listening to and analysing music?

LEARNING RESOURCES

SPOLIGHT MUSIC grade 6 page 97-99, digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Engage the learners in critical listening to the song shoo fly as directed by the teacher

* Digital literacy: developed through manipulation and use of digital devices to learn songs.

LESSON DEVELOPMENT

STEP 1

Involve the learners in keenly listening to the song and fill in the missing words of the song as given in the learners book

STEP 2

Encourage learners to draw a picture or shape that comes in their imagination as they listen to the song shoo fly

STEP 3

Using the key inquiry questions in the learner’s book, guide the learners to identify and discuss the elements of music as they work in pairs

* Critical thinking and problem solving- developed in listening, describing and analysing expressive elements in music

CONCLUSION

Guide the learners to brainstorm on the elements of music identified in the song shoo fly

Guide them the descriptive words provided in the listening guide on page 98 of the learners book

* Unity – developed through group discussion

EXTENDED ACTIVITIES

Choose a familiar song; use the guide on page 98 to help in describing the elements of music in the song

RELECTION

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **LISTENING, RESPONDING AND APPRECIATION**

SUB STRAND: **DESCRIBING KENYA FOLK SONG**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Describe how different elements of music are used in a piece of music

2. Describe a Kenyan folk song using appropriate terminology

2. Aurally identify music in ABA structure aurally recognize music in monophonic and homophonic textures.

3. Appreciate music in ABA structure and texture

KEY INQUIRY QUESTION (S)

What is critical listening?

What is structure in music?

What element of music does one pay attention to when listening to and analysing music?

LEARNING RESOURCES

SPOLIGHT MUSIC grade 6 page 97-99, digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Engage the learners in critical listening a Kenya folk song as directed by the teacher

* Digital literacy: developed through manipulation and use of digital devices to learn songs.

LESSON DEVELOPMENT

STEP 1

Teacher to play it again and ask the learners to listen more keenly

Teacher to guide the learners in listening to the aspects of a Kenya folk song

* Critical thinking and problem solving – as learners discuss and evaluate the aspects of a folk song

STEP 2

Teacher to guide them to go through the description guide on page 100 and take note of how to describe a folk song

STEP 3

In groups ask them to describe a familiar folk song using the description guide

* Unity and love is developed as learners analyse music in groups

CONCULSION

Assess learner’s description of the features of Kenyan folk songs

EXETENDED ACTIVITIES

Watch a mijikenda folk song with values and messages

REFLECTION

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MUSIC | 6 |  |  |  |

STRAND: **LISTENING, RESPONDING AND APPRECIATION**

SUB STRAND: **STRUCTURE**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Describe how different elements of music are used in a piece of music

2. Describe a Kenyan folk song using appropriate terminology

2. Aurally identify music in ABA structure aurally recognize music in monophonic and homophonic textures.

3. Appreciate music in ABA structure and texture

KEY INQUIRY QUESTION (S)

What is critical listening?

What is structure in music?

What element of music does one pay attention to when listening to and analysing music?

LEARNING RESOURCES

SPOLIGHT MUSIC grade 6 page 101-103, digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

INTRODUCTION

Review the previous lesson

Engage the learners in critical listening to the song *TWINKLE TWINKLE STAR* as directed by the teacher

* Digital literacy: developed through manipulation and use of digital devices to learn songs.

LESSON DEVELOPMENT

STEP 1

Guide the learners to talk about the element in the song using the question in their book as they work in groups

* Communication and collaboration – Enhanced through expressing personal feelings when listening to music in groups

STEP 2

Help the learners to do class work by doing the activities as directed in the pupil’s book in groups

* Unity – developed through group discussion. Encourage all learners to participate

STEP 3

Engage the learners in identifying the elements of music used to identify section A from section B of *TWINKLE TWINKLE STAR* through movement as instructed in the learner’s book

CONCLUSION

Discuss the similarities and difference between the sections of the songs

Ask oral questions to conclude the lesson

EXTENDED ACTIVITIES

Using a digital device listen to a familiar song and list to the elements of music that changed

RELFLECTION

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