PP2 MUSIC ACT. SCHEME OF WORK TERM 2

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| W  K | L  S  N | STRAND | S-  STRAND | SPECIFIC LEARNING  OUTCOMES | KEY INQURY QUESTIONS | LEARNING  EXPERIENCES | LEARNING  RESOURCE  S | ASSESSM  ENT | REF  L |
| 1 | 1 |  | Rhythmic patterns | By the end of the sub-strand the learner should be able to; a) identify musical instruments used for performing rhythmic patterns e.g. percussion b) display the ability to create rhythmic movements through dance, nodding and swaying for enjoyment c) create rhythm using percussion instruments to enhance tempo  d) appreciate others talent as they perform rhythmic patterns using percussion instruments | 1. Which rhythmic pattern do you like playing? 2. Which percussion instruments produce rhythmic pattern? 3. What do you use to make percussion instruments? 4. Which is your favourite percussion instrument | Guide learners to identify percussion instruments  Learners could be guided to observe photos showing the different percussion instruments  Organize learners in small groups, pairs and individually to create rhythmic movements  Learners create rhythmic patterns using percussion instruments  Learners to appreciate self and others talents | drum, shaker, bottle tops, plastic bottles, seeds, small stones, sticks, digital cameras, mobile phones | Observation, question and answer |  |
| 2 | 1 |  | Rhythmic patterns | By the end of the sub-strand the learner should be able to; a) identify musical instruments used for performing rhythmic patterns e.g. percussion b) display the ability to create rhythmic movements through dance, nodding and swaying for enjoyment c) create rhythm using percussion instruments to enhance tempo  d) appreciate others talent as they perform rhythmic patterns using percussion instruments | 1. Which rhythmic pattern do you like playing? 2. Which percussion instruments produce rhythmic pattern? 3. What do you use to make percussion instruments? 4. Which is your favourite percussion instrument | Guide learners to identify percussion instruments  Learners could be guided to observe photos showing the different percussion instruments  Organize learners in small groups, pairs and individually to create rhythmic movements  Learners create rhythmic patterns using percussion instruments  Learners to appreciate self and others talents | drum, shaker, bottle tops, plastic bottles, seeds, small stones, sticks, digital cameras, mobile phones | Observation, question and answer |  |
| 3 | 1 |  | Rhythmic patterns | By the end of the sub-strand the learner should be able to; a) identify musical instruments used for performing rhythmic patterns e.g. percussion b) display the ability to create rhythmic movements through dance, nodding and swaying for enjoyment c) create rhythm using percussion instruments to enhance tempo  d) appreciate others talent as they perform rhythmic patterns using percussion instruments | 1. Which rhythmic pattern do you like playing? 2. Which percussion instruments produce rhythmic pattern? 3. What do you use to make percussion instruments? 4. Which is your favourite percussion instrument | Guide learners to identify percussion instruments  Learners could be guided to observe photos showing the different percussion instruments  Organize learners in small groups, pairs and individually to create rhythmic movements  Learners create rhythmic patterns using percussion instruments  Learners to appreciate self and others talents | drum, shaker, bottle tops, plastic bottles, seeds, small stones, sticks, digital cameras, mobile phones | Observation, question and answer |  |
| 4 | 1 |  | Rhythmic patterns | By the end of the sub-strand the learner should be able to; a) identify musical instruments used for performing rhythmic patterns e.g. percussion b) display the ability to create rhythmic movements through dance, nodding and swaying for enjoyment c) create rhythm using percussion instruments to enhance tempo  d) appreciate others talent as they perform rhythmic patterns using percussion instruments | 1. Which rhythmic pattern do you like playing? 2. Which percussion instruments produce rhythmic pattern? 3. What do you use to make percussion instruments? 4. Which is your favourite percussion instrument | Guide learners to identify percussion instruments  Learners could be guided to observe photos showing the different percussion instruments  Organize learners in small groups, pairs and individually to create rhythmic movements  Learners create rhythmic patterns using percussion instruments  Learners to appreciate self and others talents | drum, shaker, bottle tops, plastic bottles, seeds, small stones, sticks, digital cameras, mobile phones | Observation, question and answer |  |
| 5 | 1 |  | Rhythmic patterns | By the end of the sub-strand the learner should be able to; a) identify musical instruments used for performing rhythmic patterns e.g. percussion b) display the ability to create rhythmic movements through dance, nodding and swaying for enjoyment c) create rhythm using percussion instruments to enhance tempo  d) appreciate others talent as they perform rhythmic patterns using percussion instruments | 1. Which rhythmic pattern do you like playing? 2. Which percussion instruments produce rhythmic pattern? 3. What do you use to make percussion instruments? 4. Which is your favourite percussion instrument | Guide learners to identify percussion instruments  Learners could be guided to observe photos showing the different percussion instruments  Organize learners in small groups, pairs and individually to create rhythmic movements  Learners create rhythmic patterns using percussion instruments  Learners to appreciate self and others talents | drum, shaker, bottle tops, plastic bottles, seeds, small stones, sticks, digital cameras, mobile phones | Observation, question and answer |  |
| 6 | 1 |  | Singing games | By the end of the sub-strand the learner should be able to; a) identify different cultural singing games for harmonious core existence b) perform varied cultural singing games using props for enjoyment c) express feelings through singing games for appreciation | 1. Which is your favourite singing game? 2. How do you use props in singing games? 3. Which props would you prefer to use in singing games? | Guide learners to listen to and sing songs from different cultural backgrounds  Learners could be guided to observe songs sang from different cultural background  Guide learners to display the ability to use props.  Guide learners to have fun and enjoy as they sing and dance.  Learners to be encouraged to sing and dance cooperatively in pairs and small groups. | Resource persons, watch videos/ clips on various performances, learning laptops, Interactive book systems, DVD players, TV sets, audio recorders | Listening  Observation  Self-assessment |  |
| 7 | 1 |  | Singing games | By the end of the sub-strand the learner should be able to; a) identify different cultural singing games for harmonious core existence b) perform varied cultural singing games using props for enjoyment c) express feelings through singing games for appreciation | 1. Which is your favourite singing game? 2. How do you use props in singing games? 3. Which props would you prefer to use in singing games? | Guide learners to listen to and sing songs from different cultural backgrounds  Learners could be guided to observe songs sang from different cultural background  Guide learners to display the ability to use props.  Guide learners to have fun and enjoy as they sing and dance.  Learners to be encouraged to sing and dance cooperatively in pairs and small groups. | Resource persons, watch videos/ clips on various performances, learning laptops, Interactive book systems, DVD players, TV sets, audio recorders | Listening  Observation  Self-assessment |  |
| 8 |  |  |  | HALF TERM |  |  |  |  |  |
| 9 | 1 |  | Singing games | By the end of the sub-strand the learner should be able to; a) identify different cultural singing games for harmonious core existence b) perform varied cultural singing games using props for enjoyment c) express feelings through singing games for appreciation | 1. Which is your favourite singing game? 2. How do you use props in singing games? 3. Which props would you prefer to use in singing games? | Guide learners to listen to and sing songs from different cultural backgrounds  Learners could be guided to observe songs sang from different cultural background  Guide learners to display the ability to use props.  Guide learners to have fun and enjoy as they sing and dance.  Learners to be encouraged to sing and dance cooperatively in pairs and small groups. | Resource persons, watch videos/ clips on various performances, learning laptops, Interactive book systems, DVD players, TV sets, audio recorders | Listening  Observation  Self-assessment |  |
| 10 | 1 |  | Singing games | By the end of the sub-strand the learner should be able to; a) identify different cultural singing games for harmonious core existence b) perform varied cultural singing games using props for enjoyment c) express feelings through singing games for appreciation | 1. Which is your favourite singing game? 2. How do you use props in singing games? 3. Which props would you prefer to use in singing games? | Guide learners to listen to and sing songs from different cultural backgrounds  Learners could be guided to observe songs sang from different cultural background  Guide learners to display the ability to use props.  Guide learners to have fun and enjoy as they sing and dance.  Learners to be encouraged to sing and dance cooperatively in pairs and small groups. | Resource persons, watch videos/ clips on various performances, learning laptops, Interactive book systems, DVD players, TV sets, audio recorders | Listening  Observation  Self-assessment |  |
| 11 | 1 |  | Singing games | By the end of the sub-strand the learner should be able to; a) identify different cultural singing games for harmonious core existence b) perform varied cultural singing games using props for enjoyment c) express feelings through singing games for appreciation | 1. Which is your favourite singing game? 2. How do you use props in singing games? 3. Which props would you prefer to use in singing games? | Guide learners to listen to and sing songs from different cultural backgrounds  Learners could be guided to observe songs sang from different cultural background  Guide learners to display the ability to use props.  Guide learners to have fun and enjoy as they sing and dance.  Learners to be encouraged to sing and dance cooperatively in pairs and small groups. | Resource persons, watch videos/ clips on various performances, learning laptops, Interactive book systems, DVD players, TV sets, audio recorders | Listening  Observation  Self-assessment |  |
| 12 | 1 |  | Play simple musical instruments | By the end of the sub-strand the learner should be able to; a) identify various music ICT device for familiarization b) play simple musical instruments for enjoyment c) display ability to play various simple musical instruments including ICT device d) play simple instruments and make movement for talent development | 1. What are some of the gadgets used for playing music? 2. Which gadgets do you enjoy playing music from? 3. How do you play music on/from the gadget you love? 4. Which is your favourite music? | Guide learners to interact with ICT device  Guide learners to play music using ICT device e.g. piano, guitar  Guide learners to play virtual instruments downloaded on mobile phones or tablets.  Guide learners to play independently and cooperatively in pairs and small groups.  Guide learners to play, listen and make movements.  Encourage learners to assist one other in operating the gadgets.  Guide learners to observe safety and care of the gadgets. | Electronic musical instrument, Source of power, resource person, watch videos on how to play the instruments, mobile phones, tablets, iPad | Listening  Observation |  |
| 13-14 |  |  |  | ASSESSMENT |  |  |  |  |  |