

Foundation Music Grade Four Music Activities Schemes of Work

Term Two Year _____ School _____

We ek	Lsn	Strand/ Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Refl
1	1		Musical instrument s: Parts of a percussion musical instrument	<p>By the end of the lesson the learner should be able to</p> <p>a. Play a percussion instrument to provide appropriate accompaniment to a song or dance</p> <p>b. Identify parts of a percussion instrument</p>	<p>Why is a drum tuned?</p> <p>How is a drum tuned?</p> <p>Which instruments are played by hitting?</p>	<ul style="list-style-type: none"> In groups learners tune a drum using the appropriate method (tightening laces and or warming the membrane). Individually and in groups learners play different percussion instruments (melodic and non- melodic) to accompany song and dance guided by the teacher/resource person In groups learners make percussion instruments observing own and others' safety Learners record music made by percussion instruments, share and discuss the percussion instruments used with peers 	<p>Descant recorders, melodic and no-melodic instruments, resource person</p> <p>Foundation Music Grade 4 Pg. 20-34</p>	<p>Portfolio, Observation checklist, Oral questions, Practical test, aural tests, project work,</p>	
2	1		Descant recorder (Playing notes B A G)	<p>By the end of the lesson the learner should be able to</p> <p>a) Play the notes B A G on a descant recorder</p> <p>b) Play simple melodies using the notes B A G on the descant recorder</p> <p>c) Practice hygiene measures in the use of the descant recorder</p>	<p>1. How are different pitches produced on a descant recorder?</p> <p>2. How do you care and maintain the descant recorder?</p>	<ul style="list-style-type: none"> Learners explore the recorder by identifying the parts guided by the teacher Learners discuss and practice hygiene measures in using the descant recorder Learners practice holding and blowing the recorder with the appropriate posture and fingering 	<p>Descant recorders, melodic and no-melodic instruments, resource person</p> <p>Foundation Music Grade 4 Pg. 26-34</p>	<p>Portfolio, Observation checklist, Oral questions, Practical test, aural tests, project work,</p>	

3	1		<p style="text-align: center;">Descant recorder (Melodies using notes B A G)</p>	<p>By the end of the lesson the learner should be able to</p> <p>a) Play the notes B A G on a descant recorder b) Play simple melodies using the notes B A G on the descant recorder c) Practice hygiene measures in the use of the descant recorder</p>	<p>1. How are different pitches produced on a descant recorder? 2. How do you care and maintain the descant recorder?</p>	<ul style="list-style-type: none"> • Learners learn finger numbers on hand and fingerings for B A G on recorder • Clap rhythmic patterns before playing the patterns with assigned tones (B A G) • Learners play B A G as demonstrated by the teacher using rhythmic patterns built on <i>taa, ta-te (crotchets and quavers)</i> 	<p style="text-align: center;">Descant recorders, melodic and no-melodic instruments, resource person Foundation Music Grade 4 Pg. 26-34</p>	<p>Portfolio, Observation checklist, Oral questions, Practical test, aural tests, project work,</p>	
4	1		<p style="text-align: center;">Descant recorder (Melodies using notes B A G)</p>	<p>By the end of the lesson the learner should be able to</p> <p>a) Play the notes B A G on a descant recorder b) Play simple melodies using the notes B A G on the descant recorder c) Practice hygiene measures in the use of the descant recorder</p>	<p>1. How are different pitches produced on a descant recorder? 2. How do you care and maintain the descant recorder?</p>	<ul style="list-style-type: none"> • Individually and in groups learners play melodies built on B A G • Individually learners practice playing the notes and melodies learnt at home. 	<p style="text-align: center;">Descant recorders, melodic and no-melodic instruments, resource person Foundation Music Grade 4 Pg. 26-34</p>	<p>Portfolio, Observation checklist, Oral questions, Practical test, aural tests, project work,</p>	

5	1		Dance (Kenyan folk dance from the local community)	By the end of the Sub strand the learner should be able to: a) perform a Kenyan folk dance from their local community	<ol style="list-style-type: none"> 1. Why do people dance? 2. How do we perform a folk dance? 3. Which dances are performed in the community? 	<ul style="list-style-type: none"> • Learners watch a live/recorded Kenyan folk dance from the local community • Learners perform a dance from the local community guided by the teacher observing the basic elements of dance (time, space, energy and relationships) 	Traditional instruments, Video of dances, recorder stands, resource person Foundation Music Grade 4 Pg. 34-42	Practical, observation, field work	
6	1		Dance (Apply basic elements of dance	By the end of the lesson the learner should be able to b) apply basic elements of dance in a dance performance	<ol style="list-style-type: none"> 1. Why do people dance? 2. How do we perform a folk dance? 3. Which dances are performed in the community? 	<ul style="list-style-type: none"> • Individually and in groups learners perform a folk dance with coordinated body movements • In groups learners perform a Kenyan folk dance incorporating formations observing own and others' safety • Learners record dances performed in school and the community and share their experiences in class 	Traditional instruments, Video of dances, recorder stands, resource person Foundation Music Grade 4 Pg. 34-42	Practical, observation, field work	
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8	1		<p style="text-align: center;">Dance (Kenyan folk dance incorporating formations)</p>	<p>By the end of the lesson the learner should be able to</p> <p>d) create dance formations for aesthetic value</p> <p>e) perform a folk dance observing own and others safety</p>	<p>1. Why do people dance?</p> <p>2. How do we perform a folk dance?</p> <p>3. Which dances are performed in the community?</p>	<ul style="list-style-type: none"> • Individually and in groups learners perform a folk dance with coordinated body movements • In groups learners perform a Kenyan folk dance incorporating formations observing own and others' safety • Learners record dances performed in school and the community and share their experiences in class 	<p>Traditional instruments, Video of dances, recorder stands, resource person Foundation Music Grade 4 Pg. 34-42</p>	<p>Practical, observation, field work</p>	
9	1	<p style="text-align: center;">CREATING/COMPOSING MUSIC</p>	<p style="text-align: center;">Rhythm (Clapping/tapping rhythms of words)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) interpret rhythmic pattern involving crotchet and quaver using French rhythm names (taa, ta-te)</p> <p>b) create simple rhythms using French rhythm names (taa, ta-te) for crotchet and quaver</p>	<p>1. How are rhythms created?</p>	<ul style="list-style-type: none"> • Individually and in groups, learners clap/tap rhythms of words involving taa, ta-te (crotchet and quaver) maintaining a steady beat. • Learners interpret (orally) rhythmic patterns involving crotchet and quaver using French rhythm names (taa, ta-te) 	<p>Sheet music, melodic instrument, flash cards- of rhythmic patterns, melodies, sol-fa names Foundation Music Grade 4 Pg. 43-49</p>	<p>Oral tests, Aural tests, Written tests</p>	

10	1		<p>Rhythm (interpreting rhythmic patterns)</p>	<p>By the end of the sub- strand, the learner should be able to:</p> <p>a) interpret rhythmic pattern involving crotchet and quaver using French rhythm names (taa, ta-te)</p> <p>b) create simple rhythms using French rhythm names (taa, ta-te) for crotchet and quaver</p>	<p>1. How are rhythms created?</p>	<ul style="list-style-type: none"> Individually and in groups, learners clap/tap rhythms of words involving taa, ta-te (crotchet and quaver) maintaining a steady beat. Learners interpret (orally) rhythmic patterns involving crotchet and quaver using French rhythm names (taa, ta-te) 	<p>Sheet music, melodic instrument, flash cards- of rhythmic patterns, melodies, solfa names Foundation Music Grade 4 Pg. 43-49</p>	<p>Oral tests, Aural tests, Written tests</p>	
11	1		<p>Rhythm (Create simple rhythms)</p>	<p>By the end of the sub- strand, the learner should be able to:</p> <p>a) interpret rhythmic pattern involving crotchet and quaver using French rhythm names (taa, ta-te)</p> <p>b) create simple rhythms using French rhythm names (taa, ta-te) for crotchet and quaver</p>	<p>1. How are rhythms created?</p>	<ul style="list-style-type: none"> Individually and in groups learners create short rhythmic patterns using the French rhythm names taa, ta-te Learners individually and in groups tap/clap own and others created rhythms as they pronounce the French rhythm names Learners record their own and others' created rhythms In groups learners listen to the recorded rhythmic patterns and imitate through clapping /tapping 	<p>Sheet music, melodic instrument, flash cards- of rhythmic patterns, melodies, solfa names Foundation Music Grade 4 Pg. 43-49</p>	<p>Oral tests, Aural tests, Written tests</p>	

12	1		Rhythm (Creating and sharing simple rhythms)	By the end of the lesson the learner should be able to b) create simple rhythms using French rhythm names (taa, ta-te) for crotchet and quaver	1. How are rhythms created?	<ul style="list-style-type: none"> Individually and in groups learners create short rhythmic patterns using the French rhythm names taa, ta-te Learners individually and in groups tap/clap own and others created rhythms as they pronounce the French rhythm names Learners record their own and others' created rhythms In groups learners listen to the recorded rhythmic patterns and imitate through clapping /tapping 	Sheet music, melodic instrument, flash cards- of rhythmic patterns, melodies, sol-fa names Foundation Music Grade 4 Pg. 43-49	Oral tests, Aural tests, Written tests	
13	1		Melody (Pitch and solfa ladder)	By the end of the sub- strand the learner should be able to: a) sing <i>d, r, m</i> for pitch discrimination b) interpret corresponding hand signs for <i>d, r, m</i> for pitch discrimination	1. What is pitch? 2. Which pitches do you know? 3. How is a melody created?	<ul style="list-style-type: none"> Individually and in groups learners sing a short familiar song based on <i>d, r, m</i> Individually and in groups, learners identify, and sing the pitches <i>d, r, m</i> in ascending and descending order. Learners are guided to identify hand signs representing the pitches <i>d, r, m</i> 	Sheet music, melodic instrument, flash cards- of rhythmic patterns, melodies, sol-fa names Foundation Music Grade 4 Pg. 49-57	Oral tests, Aural tests, Written tests	

14	1		Melody (recognize solfa sounds)	By the end of the lesson the learner should be able to c) aurally recognise the sol-fa sounds <i>d, r, m</i> in simple melodies d) create short melodies using <i>d, r, m</i> for self-expression e) create short melodies using B A G on the descant recorder	1. What is pitch? 2. Which pitches do you know? 3. How is a melody created?	<ul style="list-style-type: none"> Learners are guided to identify hand signs representing the pitches <i>d, r, m</i> Learners sing learnt pitches (<i>d, r, m</i>) indicated by hand signs While singing, learners are guided to recognize sol-fa-sounds <i>d, r, m</i> in simple melodies Learners sing simple familiar songs built on the pitches <i>d, r, m</i> using sol-fa names 	Sheet music, melodic instrument, flash cards- of rhythmic patterns, melodies, sol-fa names Foundation Music Grade 4 Pg. 49-57	Oral tests, Aural tests, Written tests	
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