## Foundation Music Grade Four Music Activities Schemes of Work

Term	Two	Year	School	

We	Lsn	Strand/	Sub strand	Specific learning	Key inquiry	Learning experiences	Learning	Assessment	Refl
ek		Theme		outcomes	Questions		Resources	methods	
1	1			By the end of the lesson		In groups learners tune a drum using the	Descant	Portfolio,	
		the learner should be appropriate method (tightening laces and or	recorders,	Observation					
			Musical	able to	Why is a drum	warming the membrane).     Individually and in groups learners play	melodic and	checklist,	
			instrument	a. Play a percussion	tuned?	different percussion instruments (melodic and	no-melodic	Oral	
			s: Parts of	instrument to provide	How is a drum	non- melodic) to accompany song and dance	instruments,	questions,	
			а	appropriate	tuned?	guided by the teacher/resource person	resource	Practical	
			percussion musical	accompaniment to a song or dance	Which instruments are played by	<ul> <li>In groups learners make percussion instruments observing own and others' safety</li> </ul>	person	test, aural	
			instrument	<b>b.</b> Identify parts of a	hitting?	Learners record music made by percussion instruments, share and discuss the percussion instruments used with peers	Foundation	tests,	
				percussion instrument	3		Music Grade 4	project	
				·			Pg. 20-34	work,	
2	1			By the end of the lesson			Descant	Portfolio,	
				the learner should be			recorders,	Observation	
				able to		Learners explore the recorder by identifying	melodic and	checklist,	
			Descant .	<ul> <li>a) Play the notes B A G on a descant recorder</li> </ul>	How are different pitches produced on a	the parts guided by the teacher	no-melodic	Oral	
			recorder	b) Play simple melodies using	descant recorder?	<ul> <li>Learners discuss and practice hygiene measures in using the descant recorder</li> </ul>	instruments,	questions,	
			(Playing notes B A	descant recorder	How do you care and maintain the descant	Learners practice holding and blowing the	resource	Practical	
			G)	<ul> <li>c) Practice hygiene measures in the use of the descant</li> </ul>	recorder?	recorder with the appropriate posture and	person	test, aural	
				recorder		fingering	Foundation	tests,	
							Music Grade 4	project	
							Pg. 26-34	work,	

3	1	Descant recorder (Melodies using note B AG)	11	How are different pitches produced on a descant recorder?     How do you care and maintain the descant recorder?	<ul> <li>Learners learn finger numbers on hand and fingerings for B A G on recorder</li> <li>Clap rhythmic patterns before playing the patterns with assigned tones (B A G)</li> <li>Learners play B A G as demonstrated by the teacher using rhythmic patterns built on taa, ta-te (crotchets and quavers)</li> </ul>	Descant recorders, melodic and no-melodic instruments, resource person Foundation Music Grade 4	Portfolio, Observation checklist, Oral questions, Practical test, aural tests, project
4	1	Descant recorder (Melodies using note B AG)	1 4 1	How are different pitches produced on a descant recorder?     How do you care and maintain the descant recorder?	Individually and in groups learners play melodies built on B A G     Individually learners practice playing the notes and melodies learnt at home.	Pg. 26-34  Descant recorders, melodic and no-melodic instruments, resource person Foundation Music Grade 4 Pg. 26-34	work,  Portfolio, Observation checklist, Oral questions, Practical test, aural tests, project work,

5	1	(K folk fro	Dance Kenyan k dance om the local mmunity	By the end of the Sub strand the learner should be able to: a) perform a Kenyan folk dance from their local community	<ol> <li>Why do people dance?</li> <li>How do we perform a folk dance?</li> <li>Which dances are performed in the community?</li> </ol>	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	(/ t	Dance (Apply basic ements f dance	By the end of the lesson the learner should be able to b) apply basic elements of dance in a dance performance	<ol> <li>Why do people dance?</li> <li>How do we perform a folk dance?</li> <li>Which dances are performed in the community?</li> </ol>	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
7	HALF TERM							

8	1			By the end of the lesson			Traditional	Practical,
				the learner should be			instruments,	observation,
			Dance (Kenyan folk dance incorporati ng	able to d) create dance formations for aesthetic value e) perform a folk dance observing own and others safety	<ol> <li>Why do people dance?</li> <li>How do we perform a folk dance?</li> <li>Which dances are performed in the community?</li> </ol>	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	Video of dances, recorder stands, resource person	field work
			formations)				Foundation	
							Music Grade 4	
				B 4 1 64 1 1 1 4			Pg. 34-42	
9	1	CREATI		By the end of the sub- strand, the learner should be able to:			Sheet music,	Oral tests,
		NG/COM		a) interpret rhythmic pattern			melodic	Aural tests,
		POSING		involving crotchet and quaver			instrument,	Written
		MUSIC	Rhythm	using French rhythm names (taa, ta-te)		<ul> <li>Individually and in groups, learners clap/tap rhythms of words involving taa,</li> </ul>	flash cards- of	tests
			(Clapping/t	b) create simple rhythms using	How are rhythms	ta-te (crotchet and quaver) maintaining a	rhythmic	
			apping	French rhythm names (taa, ta- te) for crotchet and quaver	created?	steady beat.	patterns,	
	rhythms of words)	rhythms of			<ul> <li>Learners interpret (orally) rhythmic patterns involving crotchet and quaver</li> </ul>	melodies, sol-		
		words)			using French rhythm names (taa, ta-te)	fa names		
					Foundation			
							Music Grade 4	
							Pg. 43-49	

10	1						Sheet music,	Oral tests,
							melodic	Aural tests,
				By the end of the sub- strand, the		To Part offered to severe to severe	instrument,	Written
			Dl., 41	learner should be able to:		<ul> <li>Individually and in groups, learners clap/tap rhythms of words involving taa,</li> </ul>	flash cards- of	tests
			Rhythm nterpretin	interpret rhythmic pattern involving crotchet and quaver	How are rhythms	ta-te (crotchet and quaver) maintaining a	rhythmic	
		'	rhythmic	using French rhythm names	created?	steady beat.	patterns,	
			patterns)	(taa, ta-te) b) create simple rhythms using		<ul> <li>Learners interpret (orally) rhythmic patterns involving crotchet and quaver</li> </ul>	melodies, sol-	
			,	French rhythm names (taa, ta- te) for crotchet and quaver		using French rhythm names (taa, ta-te)	fa names	
				te) for crotchet and quaver			Foundation	
							Music Grade 4	
							Pg. 43-49	
11	1	Rh	hythm	By the end of the sub- strand, the learner should be able to:	<ol> <li>How are rhythms created?</li> </ol>	<ul> <li>Individually and in groups learners create short rhythmic patterns using the French</li> </ul>	Sheet music,	Oral tests,
		1 '	Create	a) interpret rhythmic pattern		rhythm names taa, ta-te	melodic	Aural tests,
			mple	involving crotchet and quaver using French rhythm names		<ul> <li>Learners individually and in groups tap/clap own and others created rhythms</li> </ul>	instrument,	Written
		rny	rhythms)	(taa, ta-te)		as they pronounce the French rhythm	flash cards- of	tests
				b) create simple rhythms using French rhythm names (taa, ta-		names  • Learners record their own and others'	rhythmic	
				te) for crotchet and quaver		created rhythms	patterns,	
						In groups learners listen to the recorded  the through a settlement and invited through	melodies, sol-	
						rhythmic patterns and imitate through clapping /tapping	fa names	
							Foundation	
							Music Grade 4	
							Pg. 43-49	

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, tate) for crotchet and quaver	How are rhythms created?	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</i> , <i>r</i> , <i>m</i> for pitch discrimination b) interpret corresponding hand signs for <i>d</i> , <i>r</i> , <i>m</i> for pitch discrimination	<ol> <li>What is pitch?</li> <li>Which pitches do you know?</li> <li>How is a melody created?</li> </ol>	<ul> <li>Individually and in groups learners sing a short familiar song based on d, r, m</li> <li>Individually and in groups, learners identify, and sing the pitches d, r, m in ascending and descending order.</li> <li>Learners are guided to identify hand signs representing the pitches d, r, m</li> </ul>	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</i> , <i>r</i> , <i>m</i> in simple melodies d) create short melodies using <i>d</i> , <i>r</i> , <i>m</i> for self-	<ol> <li>What is pitch?</li> <li>Which pitches do you know?</li> <li>How is a melody created?</li> </ol>	•	Learners are guided to identify hand signs representing the pitches d, r, m  Learners sing learnt pitches (d, r, m) indicated by hand signs  While singing, learners are guided to recognize sol-fasounds d, r, m in simple melodies	Sheet music, melodic instrument, flash cards- of rhythmic patterns,	Oral tests, Aural tests, Written tests	
			expression e) create short melodies using B A G on the descant recorder		•	Learners sing simple familiar songs built on the pitches <i>d</i> , <i>r</i> , <i>m</i> using sol-fa names	melodies, sol- fa names Foundation Music Grade 4 Pg. 49-57		