

MUSIC FORM 1 SCHEMES OF WORK – TERM 1

WEEK	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	ACTIVITIES	RESOURCES	REFERENCE	REMARKS
5	ARRIVAL OF FORM ONE STUDENTS AND ORIENTATION							
6	1&2	Introduction	Branches of Music; theory, aural, history of music and practical's	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Name the different branches of music 	<ul style="list-style-type: none"> Discussion Making of notes 	<ul style="list-style-type: none"> Text book Board 	KIE music syllabus KNEC music syllabus	
	3	Music	Definition and importance	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Define music and give its importance 	<ul style="list-style-type: none"> Discussion Making of notes 	<ul style="list-style-type: none"> Text book Board 	KIE music book 1 Foundation music book1	
	4&5	Music	Elements of music	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Name and explain each of the elements of music 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text book Board 	Foundation music book1	
7	1&2	THEORY: Rhythm	Note values Rests	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Identify note values and their correspondent rests 	<ul style="list-style-type: none"> Clapping Discussion 	<ul style="list-style-type: none"> Text book Board 	Foundation music book1	
	3	HISTORY: African	Social environ influences on music	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> State the social environmental influences on music 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 Music of Africa by Kwabena Nketia	
	4&5	THEORY: Rhythm	Time signature Definition, use Types Bars and bar lines	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Define time signature and its use Name the types of time signature i.e simple and compound 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text book Board 	Foundation music book1	
8	1&2	THEORY: Rhythm	Simple time: 2/4,3/4,4/4 Compound time: 6/8	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Tell the difference between time signatures 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text book Board 	Foundation music book1	

	3	HISTORY: Introduction to Western music	Origin of Music	<ul style="list-style-type: none"> Explain the origin of Music 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text book Board 	Foundation music book1 Music and appreciation	
	4&5	AURALS: Rhythm	Drum rhythm on monotone	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Clap rhythms and write down different drum rhythms 	<ul style="list-style-type: none"> Clapping rhythms Writing given drum rhythms 	<ul style="list-style-type: none"> Drum Text book Board 	Foundation music book1 KIE book 1	
9	1&2	THEORY: Rhythm	Simple duple, triple and quadruple time Compound duple time	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Identify different time signatures as simple or compound; duple, triple or quadruple 	<ul style="list-style-type: none"> Clapping rhythms in different time signatures 	<ul style="list-style-type: none"> Text book Board 	Foundation music book1 KIE book 1	
	3	HISTORY: African History	Role and functions of music	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> State and explain the role and functions of music 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 Music of Africa KIE book 1	
	4&5	PRACTICALS	Major scale major arpeggio	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Sing the scales ascending and descending 	<ul style="list-style-type: none"> Singing 	<ul style="list-style-type: none"> Piano 	KNEC Syllabus	
10	1&2	THEORY: Rhythm	Accents and grouping of notes	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Clap rhythms accenting the 1st beats of the bar Group notes in simple and compound time 	<ul style="list-style-type: none"> Clapping rhythms Note taking 	<ul style="list-style-type: none"> Text book Board 	Foundation music book1	
	3	PRACTICALS	Minor scale minor arpeggio	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Sing the scales ascending and descending 	<ul style="list-style-type: none"> Singing 	<ul style="list-style-type: none"> Piano 	KNEC Syllabus	
	4&5	HISTORY: Western history	Periods in western music; Medieval period	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Name the periods in western music and explain the types of music during the medieval period 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 Music an appreciation	

11	1&2	THEORY: Rhythm, melody	Grouping of notes in compound time The staff and clefs	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Group notes appropriately in compound time. Define a staff Explain the difference between treble and bass clef 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text book Board 	Foundation music book1	
	3	HISTORY: Western history	Medieval period	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> List the characteristics of music during the medieval period List composers during the medieval period 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 Music an appreciation	
	4&5	AURALS: Rhythm	Melodic rhythm on monotone	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Identify the rhythm of a melody played 	<ul style="list-style-type: none"> Clapping rhythms Writing rhythms 	<ul style="list-style-type: none"> Piano 	Foundation music book1 KIE book 1	
12	1&2	THEORY: Melody	Pitching the staff using different clefs	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Name the lines and spaces of the staff using the bass and treble clef 	<ul style="list-style-type: none"> Discussion Naming the staff 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1	
	3	HISTORY: African history	Occasions of music in Traditional African Society	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Name occasions when music was required 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books Board 	Music of Africa by Kwabena Nketia Foundation music book1	
	4&5	AURALS	Melodic rhythm in simple time	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Identify the rhythm of a melody played 	<ul style="list-style-type: none"> Identifying and writing rhythms 	<ul style="list-style-type: none"> Piano Board 	Foundation music book1 KIE book 1	
13	1&2	THEORY	Major scale	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> By the end of the lesson, the learner should be able to: Construct the scales of C and G major 	<ul style="list-style-type: none"> Construct scales Discussion Note making 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 KIE book 1	
	3	PRACTICALS	Voice	By the end of the lesson, the learner should be able to:	<ul style="list-style-type: none"> Singing 	<ul style="list-style-type: none"> Teacher's collection 	Teacher's repertoire	

				<ul style="list-style-type: none"> Sing a folk song from an African community 					
	4&5	HISTORY: Western	Secular and sacred music during the medieval period	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Give examples of secular and sacred music during the medieval period 	<ul style="list-style-type: none"> Note making Discussion 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 Music an appreciation		
14	1&2	THEORY	Scales of D and A major	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Construct the scales of D and A major 	<ul style="list-style-type: none"> Construct scales Discussion Note making 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 KIE book 1		
	3	HISTORY: African	Categories of music	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Group music into different categories 	<ul style="list-style-type: none"> Note making Discussion 	<ul style="list-style-type: none"> Text books 	Folk music of Kenya Foundation music book1		
	4&5	THEORY	Rhythm; Grouping of notes	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Group notes correctly according to time signature 	<ul style="list-style-type: none"> Note taking Discussion 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 KIE book 1		
15	1&2	THEORY	Scales	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Construct G, D and A major with key signature 	<ul style="list-style-type: none"> Construct scales Discussion Note taking 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 KIE book 1		
	3	AURALS	Rhythm	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Clap different rhythms given according to the time signature Identify rhythms played 	<ul style="list-style-type: none"> Clapping rhythms 	<ul style="list-style-type: none"> Rhythms Piano 	Teacher's repertoire		
	4&5	HISTORY: Western	Secular and sacred music in the renaissance period	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> List the secular and sacred music in the renaissance period 	<ul style="list-style-type: none"> Note taking Discussion 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 Music an appreciation		
16	END TERM EXAMS								

MUSIC FORM 1 SCHEMES OF WORK – TERM 2

WE EK	LESS ON	TOPIC	SUB-TOPIC	OBJECTIVES	ACTIVITIES	RESOURCES	REFERENCE
1	1-5	REPORTING AND CAT 1 EXAMS					
2	1&2	THEORY	Major scales of F, Bb and Eb	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Construct scales of F, Bb and Eb 	<ul style="list-style-type: none"> Construct scales Note taking Discussion 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 KIE book 1
	3	HISTORY: African	General characteristics of African music	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> State the characteristics of African music 	<ul style="list-style-type: none"> Note taking Discussion 	<ul style="list-style-type: none"> Text books 	Folk music of Kenya Foundation music book1
	4&5	AURALS	Drum rhythm on monotone	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Identify rhythms played 	<ul style="list-style-type: none"> Listening Identifying rhythms Discussion 	<ul style="list-style-type: none"> Cassette Drum 	Teacher's repertoire
3	1&2	THEORY	Scales	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Construct the scales F, Bb and Eb with key signature 	<ul style="list-style-type: none"> Construct scales Note taking 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 KIE book 1
	3	PRACTICALS	Folk song	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Sing folk songs in groups 	<ul style="list-style-type: none"> Singing 	<ul style="list-style-type: none"> Teacher's collection 	Teacher's repertoire
	4&5	HISTORY: Western	Development of polyphony	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Describe the development of polyphony during the renaissance period 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 Music an appreciation
4	1&2	THEORY	Sol-fa notation of a major scale	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Write sol-fas to a major scale Sing the diatonic major scale in sol-fa 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 KIE book 1
	3	HISTORY: African	Changing trends in music	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> State some of the current trends affecting music 	<ul style="list-style-type: none"> Note taking Discussion 	<ul style="list-style-type: none"> Text book 	Foundation music book1

	4&5	PRACTICALS	Recorder	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Have correct fingering of the recorder • Play G, A, B and C correctly 	<ul style="list-style-type: none"> • Playing recorder 	<ul style="list-style-type: none"> • Music scores 	Teacher's repertoire	
5	1&2	THEORY	Transposition	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Transpose a melody an octave up or down 	<ul style="list-style-type: none"> • Transposing melodies • Discussion • Note taking 	<ul style="list-style-type: none"> • Text books • Board 	Foundation music book1 KIE book 1	
	3	AURALS	Rhythm on monotone, compound time	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Identify rhythms played 	<ul style="list-style-type: none"> • Identifying rhythms • Discussion 	<ul style="list-style-type: none"> • Drum • Piano 	Teacher's repertoire	
	4&5	HISTORY	Renaissance composers	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Name composers during the renaissance period 	<ul style="list-style-type: none"> • Note taking • Discussion 	<ul style="list-style-type: none"> • Text books • Board 	Foundation music book1 Music an appreciation	
6	1&2	THEORY	Technical names	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Name the technical names of each sol-fa note of the scale 	<ul style="list-style-type: none"> • Discussion • Note taking 	<ul style="list-style-type: none"> • Text books • Board 	Foundation music book1 KIE book 1	
	3	HISTORY: Analysis of African melodies	Structure of African melodies	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Analyze an African folk song 	<ul style="list-style-type: none"> • Discussion • Note taking • Listening 	<ul style="list-style-type: none"> • Cassette 	Teacher's repertoire	
	4&5	AURALS	Rhythm	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Clap rhythms in compound time • Write rhythms played in compound time 	<ul style="list-style-type: none"> • Clapping rhythms • Identifying rhythms 	<ul style="list-style-type: none"> • Drum • Cassette 	Teacher's repertoire Foundation music book1	
7	1&2	THEORY	Intervals	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Define an interval as major, minor or perfect 	<ul style="list-style-type: none"> • Discussion • Note taking 	<ul style="list-style-type: none"> • Text books • Board 	Foundation music book1 KIE book 1	
	3	PRACTICALS	Recorder	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Learn fingering of C, D, E and F 	<ul style="list-style-type: none"> • Playing recorder 	<ul style="list-style-type: none"> • Teacher's collection 	Teacher's repertoire	
	4&5	HISTORY:	Forms of music in	By the end of the lesson, the learner	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Text books 	Foundation music	

		Western	the Renaissance period	should be able to: <ul style="list-style-type: none"> Name forms of music during the renaissance period 	<ul style="list-style-type: none"> Note taking 	<ul style="list-style-type: none"> Board 	book1 Music an appreciation	
8	1&2	THEORY	Quality of intervals	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Describe intervals 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 KIE book 1	
	3	HISTORY: African	Ornaments	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Name, perform ornaments in African music 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text book 	Folk music of Kenya	
	4&5	PRACTICALS	Recorder Voice	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Play the recorder with correct fingering Sing a piece of music 	<ul style="list-style-type: none"> Playing the recorder Singing 	<ul style="list-style-type: none"> Recorder Piano Music scores 	Teacher's repertoire	
9	1&2	THEORY	Diminished & augmented intervals	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Describe diminished and augmented intervals 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 KIE book 1	
	3	THEORY	Melody	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Write melody on staff 	<ul style="list-style-type: none"> Writing melodies 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 KIE book 1	
	4&5	HISTORY: Western	Composers	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Name composers in the renaissance period and their works 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 Music an appreciation	
10	1&2	THEORY	Four-bar melody	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> By the end of the lesson, the learner should be able to: Write a four-bar melody 	<ul style="list-style-type: none"> Note making Writing melodies Discussion 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 KIE book 1	
	3	PRACTICALS	Sight singing	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Sight sing short melodies 	<ul style="list-style-type: none"> Singing 	<ul style="list-style-type: none"> Music scores Text book 	Teacher's repertoire Foundation music book1	
	4&5	HISTORY: Western	Renaissance period	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> List characteristics of 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 Music an	

				renaissance music			appreciation	
11	1&2	THEORY	Four-bar melody	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Write a four-bar melody and sight sing it 	<ul style="list-style-type: none"> Note making Writing melodies Discussion 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 KIE book 1	
	3	HISTORY: African	Choral performance of folk songs	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Describe performance of traditional African folk songs 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books 	Folk music of Kenya Music of Africa	
	4&5	PRACTICALS	Voice Recorder	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Sing music from a score Play the recorder 	<ul style="list-style-type: none"> Singing Playing the recorder 	<ul style="list-style-type: none"> Music scores 	Teacher's repertoire	
12	1&2	THEORY	Melody writing	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Write lyrics to a given melody 	<ul style="list-style-type: none"> Note making Writing melodies Discussion 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 KIE book 1	
	3	AURALS	Melody on staff	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Write music on the staff 	<ul style="list-style-type: none"> Listening 	<ul style="list-style-type: none"> Cassette 	Teacher's repertoire	
	4&5	HISTORY: Western	Renaissance period	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> List and explain the characteristics of renaissance music 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 Music an appreciation	
13	1&2	THEORY	Harmonic triads	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Define triads Construct triads 	<ul style="list-style-type: none"> Constructing triads Discussion Note making 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 KIE book 1	
	3	HISTORY: African	Ensemble	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Describe different types of ensembles 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books 	Foundation music book1 Folk music of Kenya	
	4&5	AURALS	Melody: leap	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Write melody with a leap of 	<ul style="list-style-type: none"> Writing melodies Listening 	<ul style="list-style-type: none"> Cassettes 	Teacher's repertoire	

				3 rd on the staff					
14	1&2	THEORY	Harmonic triads	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Construct triads in major keys and root position 	<ul style="list-style-type: none"> Construction of triads 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 KIE book 1		
	3	HISTORY: African	Melodic instruments	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> State the role of melodic instruments 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books 	Foundation music book1 Folk music of Kenya		
	4&5	HISTORY: Western	Western analysis	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Analyze music for form, clef, key 	Analyze music	Music scores	Foundation music book1		
15		END OF TERM TWO EXAMINATIONS							

MUSIC SCHEMES OF WORK, FORM ONE 2012, THIRD TERM

MUSIC FORM 1 SCHEMES OF WORK – TERM 1									
WEEK	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	ACTIVITIES	RESOURCES	REFERENCE	REMARKS	
1	1-5	REPORTING TO SCHOOL AND CAT 1 EXAMS							
2	1&2	THEORY	Triads	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Name triads of a major scale 	<ul style="list-style-type: none"> Discussion Taking notes 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 KIE book 1		
	3	HISTORY: African	Role of rhythmic instruments	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> State the role of rhythmic instruments in an ensemble 	<ul style="list-style-type: none"> Discussion Note making 	<ul style="list-style-type: none"> Text books 	Folk music of Kenya Music of Africa		
	4&5	PRACTICALS	African vocal	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Sing solo-response folk song 	<ul style="list-style-type: none"> Singing 	<ul style="list-style-type: none"> Teacher's collection 	Teacher's repertoire		
3	1&2	THEORY	Triads	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Construct primary triads without key signature 	<ul style="list-style-type: none"> Construction of triads Discussion 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 KIE book 1		
	3	AURALS	Melodies in simple time	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Write melodies played in simple time on the staff 	<ul style="list-style-type: none"> Writing melodies 	<ul style="list-style-type: none"> Cassette 	Teacher's repertoire		

	4&5	HISTORY: Western	Analysis	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Analyze music pieces 	<ul style="list-style-type: none"> Analyzing music 	<ul style="list-style-type: none"> Music scores 	Teacher's repertoire	
4	1&2	THEORY	Rhythm: Time signature and bar lines	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Group notes correctly according to the time signature Insert bar lines to given rhythm 	<ul style="list-style-type: none"> Discussion 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 KIE book 1	
	3	HISTORY: African	Inter relationships of members of the ensemble	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> State the relationship of the instruments in an ensemble 	<ul style="list-style-type: none"> Discussion Note making 	<ul style="list-style-type: none"> Text books 	Folk music of Kenya Music of Africa	
	4&5	AURALS	Melodic intervals	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Describe intervals heard from ear 	<ul style="list-style-type: none"> Identifying and describing intervals 	<ul style="list-style-type: none"> Piano Cassette 	Teacher's repertoire	
5	1&2	THEORY	Construction of scales	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Construct scales with and without key signature 	<ul style="list-style-type: none"> Construction of scales 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 KIE book 1	
	3	AURALS	Melodic intervals	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Describe intervals heard by ear 	<ul style="list-style-type: none"> Describe intervals 	<ul style="list-style-type: none"> Cassette 	Teacher's repertoire	
	4&5	HISTORY: Western	Medieval and renaissance	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Compare and contrast medieval music and renaissance music 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 Music an appreciation	
6	1&2	THEORY: Rhythm	Note values Rests	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Identify note values and their correspondent rests 	<ul style="list-style-type: none"> Clapping Discussion 	<ul style="list-style-type: none"> Text book Board 	Foundation music book1	
	3	HISTORY: African	Dances	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Perform dances from different communities in 	<ul style="list-style-type: none"> Singing Dancing 	<ul style="list-style-type: none"> Teacher's collection 	Teacher's repertoire	

				Kenya					
	4&5	THEORY	Major scale	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Construct the scales of C and G major 	<ul style="list-style-type: none"> Construct scales Discussion Note making 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 KIE book 1		
7	1&2	THEORY	Scales of D and A major	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Construct the scales of D and A major 	<ul style="list-style-type: none"> Construct scales Discussion Note making 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 KIE book 1		
	3	HISTORY: African	Dances	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Perform dances from different communities in Kenya 	<ul style="list-style-type: none"> Singing Dancing 	<ul style="list-style-type: none"> Teacher's collection 	Teacher's repertoire		
	4&5	THEORY	Scales	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Construct the scales F, Bb and Eb with key signature 	<ul style="list-style-type: none"> Construct scales Note taking 	<ul style="list-style-type: none"> Text books Board 	Foundation music book1 KIE book 1		
8		REVISION AND END OF TERM THREE EXAMINATIONS							

MUSIC FORM 2 SCHEMES OF WORK – TERM 1

WEEK	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	ACTIVITIES	RESOURCES	REFERENCE		
1	1-5	REPORTING TO SCHOOL AND CAT 1 EXAMS							
2	1&2	THEORY: Rhythm, simple time	Grouping of notes	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Clap rhythms in simple time • Group notes according to the time signatures 	<ul style="list-style-type: none"> • Clapping rhythms • Discussion 	<ul style="list-style-type: none"> • Pieces with rhythms 	Teacher's repertoire Foundation music book 2		
	3	PRACTICALS	Rhythm	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Clap rhythms in compound time 	<ul style="list-style-type: none"> • Clapping rhythms 	<ul style="list-style-type: none"> • Pieces with rhythms 	Teacher's repertoire		
	4&5	HISTORY: Western	Instruments of the orchestra	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Name the instruments of a family 	<ul style="list-style-type: none"> • Listening • Discussion 	<ul style="list-style-type: none"> • Text book • Board 	Music an appreciation		
3	1&2	THEORY: Scales	Construction of major scales	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Construct the scales of E and D with and without key signature 	<ul style="list-style-type: none"> • Discussion • Construction of scales 	<ul style="list-style-type: none"> • Text books • Board 	KIE book 2 Foundation music book 2		
	3	HISTORY: African	African music instruments	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Define membranophones • Explain how drums are tuned • Name the function of drums in an ensemble 	<ul style="list-style-type: none"> • Listening • Discussion 	<ul style="list-style-type: none"> • Text books • Board 	Folk music of Kenya Music of Africa		
	4&5	PRACTICALS	Technical exercises: Major, minor scales	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Perform major and minor scales 	<ul style="list-style-type: none"> • Singing • Playing the recorder 	<ul style="list-style-type: none"> • Recorders • Piano 	Syllabus		
4	1&2	THEORY: Rhythm, compound time	Grouping of notes	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Clap rhythms in compound time • Group notes according to time signatures 	<ul style="list-style-type: none"> • Discussion • Clapping rhythms 	<ul style="list-style-type: none"> • Text book • Board 	Foundation music book 2 Teacher's repertoire		
	3	AURALS	Major intervals	By the end of the lesson, students	<ul style="list-style-type: none"> • Listening 	<ul style="list-style-type: none"> • Syllabus 	MOEST syllabus		

				<p>should be able to:</p> <ul style="list-style-type: none"> Major 2nd, 3rd and 6th 	<ul style="list-style-type: none"> Identifying intervals 	<ul style="list-style-type: none"> Text books 		
	4&5	THEORY: Major scale	Construction of major scales, C,G,D,A,E,F,Bb, Eb and Ab	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Construct all the major scales 	<ul style="list-style-type: none"> Construction of scales Discussion 	<ul style="list-style-type: none"> Text books Board 	KIE book 2 Foundation music book 2	
5	1&2	THEORY: Minor scale	Construction of minor scales	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Construct melodic minor scales 	<ul style="list-style-type: none"> Construction of scales Discussion 	<ul style="list-style-type: none"> Text books Board 	KIE book 2 Foundation music book 2	
	3	HISTORY: African	Harp and Lyre	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Describe lyre and harp Explain parts of the instruments Name examples of harps and lyres 	<ul style="list-style-type: none"> Discussion Reading 	<ul style="list-style-type: none"> Text books Board 	Music of Africa Folk music of Kenya Instruments of Kenya	
	4&5	AURALS	Minor and perfect intervals	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Identify the intervals when played 	<ul style="list-style-type: none"> Listening Identifying intervals 	<ul style="list-style-type: none"> Text books Syllabus 	KIE book 2 Foundation music book 2	
6	1&2	THEORY: Transposition	Transposition of melodies	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Transpose melodies from one key to another at a specified interval 	<ul style="list-style-type: none"> Transposition of melodies 	<ul style="list-style-type: none"> Text books Board 	KIE book 2 Foundation music book 2	
	3	PRACTICALS	Sequence and arpeggios	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Perform the scalar sequence and arpeggios 	<ul style="list-style-type: none"> Singing Playing of recorder 	<ul style="list-style-type: none"> Piano Recorders 	Syllabus	
	4&5	THEORY: Triads	Primary, secondary and diminished triads	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Write primary and secondary triads in their various positions i.e. root, 1st inversion and 2nd inversion 	<ul style="list-style-type: none"> Construction of triads 	<ul style="list-style-type: none"> Board Text books 	KIE book 2 Foundation music book 2	
7	1&2	THEORY	Harmonic triads	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Write triads as required 	<ul style="list-style-type: none"> Naming triads Spelling 	<ul style="list-style-type: none"> Text books Board 	Foundation music book 2 KIE book 2	

				<ul style="list-style-type: none"> Identify triads in the various position and to describe triads 	out notes of a triad	<ul style="list-style-type: none"> Piano 		
3	HISTORY: African	Musical bows	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Name and explain how music is produced in the musical bows 	<ul style="list-style-type: none"> Discussion Explanation 	<ul style="list-style-type: none"> Text books Board 	Music of Africa Instruments of Kenya Folk music of Kenya		
4&5	PRACTICALS	Major scale	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Sing the major scale with sol-fa and using vowel sound 	<ul style="list-style-type: none"> Singing 	<ul style="list-style-type: none"> Piano 	MOEST Syllabus		
8	1&2	THEORY	Triads	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Recognize triads in the various position Name them using roman numerals and indicate the scale in which they are found. 	<ul style="list-style-type: none"> Recognizing triads Description of triads 	<ul style="list-style-type: none"> Text books Board Piano 	Foundation music book 2 KIE book 2	
3	AURALS	Intervals	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Describe intervals played harmonically 	<ul style="list-style-type: none"> Listening Discussion 	<ul style="list-style-type: none"> Piano 	Teacher's repertoire		
4&5	HISTORY: African	Factors affecting traditional African music	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Name and explain factors affecting Traditional African music 	<ul style="list-style-type: none"> Discussion Explanation Note taking 	<ul style="list-style-type: none"> Text book Board 	Foundation music book 2		
9	1&2	THEORY	Musical terms and signs	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Explain the meaning of various musical terms and signs 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books Board 	Foundation music book 2 KIE book 2	
3	HISTORY: African	Factors affecting traditional African music	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Name and explain factors affecting Traditional African music 	<ul style="list-style-type: none"> Discussion Explanation Note taking 	<ul style="list-style-type: none"> Text book Board 	Foundation music book 2		

	4&5	AURALS	Intervals: Minor intervals	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Describe minor intervals played harmonically 	<ul style="list-style-type: none"> Listening Discussion 	<ul style="list-style-type: none"> Piano Cassettes 	Teacher's repertoire	
10	1&2	THEORY	Triads	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Write and describe triads in their various positions 	<ul style="list-style-type: none"> Construction and description of triads 	<ul style="list-style-type: none"> Text books Board 	Foundation music book 2 KIE book 2	
	3	PRACTICALS	Minor scale	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Sing the melodic minor scale, ascending and descending, using sol-fa then vowels 	<ul style="list-style-type: none"> Singing 	<ul style="list-style-type: none"> Piano 	MOEST Syllabus	
	4&5	HISTORY: African	Aerophones	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Name different types of aerophones Explain sound production in aerophones 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books Board 	Foundation music book 2 Music of Africa Instruments of Kenya	
11	1&2	THEORY	Melody writing	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Write a four bar melody 	<ul style="list-style-type: none"> Writing melodies Discussion 	<ul style="list-style-type: none"> Text books Board 	Melody writing by Annie Warburton Foundation music book 1	
	3	HISTORY: African	Idiophones	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Name examples of idiophones Explain sound production in idiophones 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books Board 	Music of Africa Instruments of Kenya	
	4&5	PRACTICALS	Minor scale	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Sing the harmonic minor scale, ascending and descending, in sol-fa then using a vowel sound 	<ul style="list-style-type: none"> Singing 	<ul style="list-style-type: none"> Piano 		
12	1&2	THEORY	Melody writing	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Write an eight bar melody 	<ul style="list-style-type: none"> Writing melodies Discussion 	<ul style="list-style-type: none"> Text books Board 	Melody writing by Annie Warburton Foundation music book 2	

	3	AURALS	Perfect intervals	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Identify perfect 4th and 5th 	<ul style="list-style-type: none"> Listening Discussion 	<ul style="list-style-type: none"> Cassettes Piano 	Teacher's repertoire	
	4&5	HISTORY: Western	Renaissance period	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Name characteristics of music during the renaissance period Name composers during renaissance period 	<ul style="list-style-type: none"> Discussion 	<ul style="list-style-type: none"> Students' notes 	Music an appreciation	
13	1&2	THEORY	Major scales C, G, D, A, E, F, Bb, Eb, and Ab	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> By the end of the lesson, the learner should be able to: Construct the major scales with and without key signature 	<ul style="list-style-type: none"> Constructio n of scales Discussion 	<ul style="list-style-type: none"> Text book 	Foundation music book 2	
	3	PRACTICALS	Sight singing	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Sight sing or play melodies in simple time 	<ul style="list-style-type: none"> Singing Playing the recorder 	<ul style="list-style-type: none"> Music scores 	Teacher's repertoire	
	4&5	HISTORY: Western	Baroque period	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Explain the term baroque Name some characteristics of baroque music 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books Board 	Foundation music book 2 Music an appreciation	
14	1&2	THEORY	Minor scales	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Construct minor scales using the key signatures of their relative major scales 	<ul style="list-style-type: none"> Constructio n of scales Discussion 	<ul style="list-style-type: none"> Text book 	Foundation music book 2	
	3	HISTORY: African	Classification	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Classify instruments as aerophones 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books 	Folk music of Kenya Music of Africa	
	4&5	PRACTICALS	Technical exercises	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Sing the major scale and 	<ul style="list-style-type: none"> Singing Playing the recorder 	<ul style="list-style-type: none"> Piano Recorders 	MOEST syllabus	

				major arpeggio ascending and descending					
15	1&2	THEORY	Translation from staff to sol-fa notation	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Translate given melodies from staff to sol-fa notation 	<ul style="list-style-type: none"> • Translation of melodies • Discussion 	<ul style="list-style-type: none"> • Text book 	Foundation music book 2		
	3	AURALS	Rhythm	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Clap rhythms • Reproduce played rhythms 	<ul style="list-style-type: none"> • Listening • Clapping 	<ul style="list-style-type: none"> • Drum 	Teacher's repertoire		
	4&5	HISTORY: Western	Baroque music	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Note some baroque composers and their works 	<ul style="list-style-type: none"> • Discussion • Note taking 	<ul style="list-style-type: none"> • Text books • Board 	Foundation music book 2 Music an appreciation		
16		END OF TERM ONE EXAMINATIONS							

MUSIC FORM 2 SCHEMES OF WORK – TERM 2

WEEK	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	ACTIVITIES	RESOURCES	REFERENCE	REMARKS
1	1-5	REPORTING TO SCHOOL AND CAT 1 EXAMS						
2	1&2	THEORY	Triads	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Describe triads Write primary triads and their inversions in major keys 	<ul style="list-style-type: none"> Constructing triads Discussion Note making 	<ul style="list-style-type: none"> Text books Board 	Foundation music book2 KIE book 2	
3		HISTORY: African	Aerophones	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Give examples of aerophones Explain sound production in aerophones 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books 	Folk music of Kenya Music of Africa	
	4&5	AURALS	Harmonic intervals	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Recognize harmonic intervals 	<ul style="list-style-type: none"> Identifying intervals Listening 	<ul style="list-style-type: none"> Cassette Piano 	Teacher's repertoire	
3	1&2	THEORY	Intervals	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Describe and write given intervals 	<ul style="list-style-type: none"> Discussion Listening 	<ul style="list-style-type: none"> Piano 	Foundation music book2	
	3	PRACTICALS	Sight singing	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Sing given melodies 	<ul style="list-style-type: none"> Singing Playing the recorder 	<ul style="list-style-type: none"> Music scores 	Teacher's repertoire	
	4&5	HISTORY: Western	Baroque period: forms of music	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Define the terms:- concerto, mass, opera, oratorio, cantata Differentiate between opera and oratorio 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books Board 	Foundation music book2 Music an appreciation	
4	1&2	THEORY	Translation	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Translate melodies from sol-fa to staff notation 	<ul style="list-style-type: none"> Translation of melodies Discussion 	<ul style="list-style-type: none"> Text book 	Foundation music book2	
	3	HISTORY: African	Characteristics of African music	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Write down the main features of African music 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books 	Folk music of Kenya Music of Africa	

	4&5	PRACTICALS	Technical exercises	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Sing the major, minor scales, ascending and descending • Sing major and minor arpeggios ascending and descending • Sing the scales and arpeggios to vowel sound 	<ul style="list-style-type: none"> • Singing • Playing the recorder 	<ul style="list-style-type: none"> • Recorders • Piano 	Syllabus	
5	1&2	AURALS	Rhythm on monotone	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Write on monotone rhythms played 	<ul style="list-style-type: none"> • Listening 	<ul style="list-style-type: none"> • Drum • Cassette 	Teacher's repertoire	
	3	AURALS	Melody	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Write a four bar melody in simple time 	<ul style="list-style-type: none"> • Listening • Writing melodies 	<ul style="list-style-type: none"> • Cassette 	Teacher's repertoire	
	4&5	HISTORY	Baroque period	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Appreciate some of the Baroque music 	<ul style="list-style-type: none"> • Listening 	<ul style="list-style-type: none"> • Cassette 	Music an appreciation	
6	1&2	PRACTICALS	Melodies in major keys	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Sight sing melodies in major keys 	<ul style="list-style-type: none"> • Singing • Playing the recorder 	<ul style="list-style-type: none"> • Music scores 	Teacher's repertoire	
	3	HISTORY: African	Characteristics of African music	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Write down the main features of African music 	<ul style="list-style-type: none"> • Discussion • Note taking 	<ul style="list-style-type: none"> • Text books 	Folk music of Kenya Music of Africa	
	4&5	AURALS	Melodic dictation	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Reproduce sol-fa pitches as played 	<ul style="list-style-type: none"> • Listening • Writing melodies 	<ul style="list-style-type: none"> • Cassette 	Teacher's repertoire	
7	1&2	THEORY	Translation	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Translate melodies from sol-fa to staff notation and vice versa 	<ul style="list-style-type: none"> • Translation of melodies • Discussion 	<ul style="list-style-type: none"> • Text book 	Foundation music book2	
	3	PRACTICALS	Technical exercises	By the end of the lesson, students	<ul style="list-style-type: none"> • Singing 	<ul style="list-style-type: none"> • Recorders 	Syllabus	

				should be able to: <ul style="list-style-type: none"> • Sing technical exercises 	<ul style="list-style-type: none"> • Playing the recorder 	<ul style="list-style-type: none"> • Piano 		
	4&5	AURALS	Melodic dictation	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Write melodies played in minor keys 	<ul style="list-style-type: none"> • Listening • Writing melodies 	<ul style="list-style-type: none"> • Cassette 	Teacher's repertoire	
8	1&2	THEORY	Minor scales	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Construct scales in minor keys 	<ul style="list-style-type: none"> • Construction of scales • Discussion 	<ul style="list-style-type: none"> • Text book 	Foundation music book 2	
	3	HISTORY: African	Singing songs	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Learn some African songs and sing them 	<ul style="list-style-type: none"> • Singing 	<ul style="list-style-type: none"> • Teacher's collection 	Teacher's repertoire	
	4&5	PRACTICALS	Sight singing	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Sight sing or play given melodies 	<ul style="list-style-type: none"> • Singing • Playing the recorder 	<ul style="list-style-type: none"> • Music scores 	Teacher's repertoire	
9	1&2	THEORY	Triads	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Construct primary triads in both major and minor keys 	<ul style="list-style-type: none"> • Constructing triads • Discussion • Note making 	<ul style="list-style-type: none"> • Text books • Board 	Foundation music book2 KIE book 2	
	3	AURALS	Melodic dictation	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Sing orally the pitches to sol-fa • Write the music on a staff 	<ul style="list-style-type: none"> • Listening • Writing melodies 	<ul style="list-style-type: none"> • Cassette 	Teacher's repertoire	
	4&5	HISTORY	Baroque period	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • State the characteristics of music in the baroque period 	<ul style="list-style-type: none"> • Discussion • Note taking 	<ul style="list-style-type: none"> • Text books • Board 	Foundation music book2 Music an appreciation	
10	1&2	THEORY	Minor scales	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Construct minor scales with and without key signature 	<ul style="list-style-type: none"> • Construction of scales • Discussion 	<ul style="list-style-type: none"> • Text book 	Foundation music book2	
	3	PRACTICALS	Sight singing	<ul style="list-style-type: none"> • Sing/play short pieces of music in major keys on sight 	<ul style="list-style-type: none"> • Singing • Playing the recorder 	<ul style="list-style-type: none"> • Recorders • Sight singing 	Teacher's repertoire	

						pieces		
	4&5	HISTORY: Western	Baroque and renaissance	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Compare and contrast music during the renaissance and baroque periods 	<ul style="list-style-type: none"> • Discussion • Note taking 	<ul style="list-style-type: none"> • Text books • Board 	Foundation music book2 Music an appreciation	
11	1&2	THEORY	Translation	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Translate melodies from staff to sol-fa notation 	<ul style="list-style-type: none"> • Translation of melodies • Discussion 	<ul style="list-style-type: none"> • Text book 	Foundation music book2	
	3	HISTORY: African	Folk song and dance	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Explain the difference between a folksong and a folk dance 	<ul style="list-style-type: none"> • Discussion • Note taking 	<ul style="list-style-type: none"> • Text books 	Folk music of Kenya Music of Africa	
	4&5	PRACTICALS	Technical exercises	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Sing/play major scale and arpeggio ascending and descending 	<ul style="list-style-type: none"> • Singing • Playing the recorder 	<ul style="list-style-type: none"> • Recorders • Piano 	Syllabus	
12	1&2	THEORY	Translation	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Translate melodies from sol- fa to staff notation 	<ul style="list-style-type: none"> • Translation of melodies • Discussion 	<ul style="list-style-type: none"> • Text book 	Foundation music book2	
	3	AURALS	Rhythm on monotone	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Write on monotone drum rhythm played 	<ul style="list-style-type: none"> • Listening 	<ul style="list-style-type: none"> • Drum 	Teacher's repertoire Foundation music book2	
	4&5	HISTORY: Western	Instruments; percussion	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Identify percussion instruments used in an orchestra 	<ul style="list-style-type: none"> • Discussion • Note taking 	<ul style="list-style-type: none"> • Text books • Board 	Music an appreciation	
13	1&2	THEORY	Translation	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Translate music from staff to sol-fa notation and vice versa 	<ul style="list-style-type: none"> • Translation of melodies • Discussion 	<ul style="list-style-type: none"> • Text book 	Foundation music book2	
	3	HISTORY: African	Folksong and dance	By the end of the lesson, students should be able to:	<ul style="list-style-type: none"> • Singing 	<ul style="list-style-type: none"> • Teacher's collection 	Teacher's repertoire	

				<ul style="list-style-type: none"> Learn a folksong or dance from an African community 					
	4&5	AURALS	Rhythm on monotone	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Write on monotone the rhythm of a melody in simple time adding bar lines and time signature 	<ul style="list-style-type: none"> Listening 	<ul style="list-style-type: none"> Drum 	Teacher's repertoire Foundation music book2		
14	1&2	THEORY	Transposition	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Transpose a given melody an octave above and below 	<ul style="list-style-type: none"> Translation of melodies Discussion 	<ul style="list-style-type: none"> Text book 	Foundation music book2		
	3	PRACTICALS	Technical exercises	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Sing/play the scalar sequence with 'la' sound 	<ul style="list-style-type: none"> Singing Playing the recorder 	<ul style="list-style-type: none"> Recorders Piano 	Syllabus		
	4&5	HISTORY: Western	Double and single reed woodwinds	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Give examples of double reed woodwinds and single reed woodwinds 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books Board 	Music an appreciation		
15		END OF TERM TWO EXAMINATIONS							

MUSIC FORM 2 SCHEMES OF WORK – TERM 3

WEEK	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	ACTIVITIES	RESOURCES	REFERENCE	REMARKS
1	1-5	REPORTING TO SCHOOL AND CAT 1 EXAMS						
2	1&2	THEORY	Transposition	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Transpose a given melody from one key to another according to instructions given 	<ul style="list-style-type: none"> Transposing melodies Discussion 	<ul style="list-style-type: none"> Text book 	Foundation music book2	
3		HISTORY: African	Instruments	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Classify various instruments in their different categories 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books 	Folk music of Kenya Music of Africa	
	4&5	PRACTICALS	Technical exercises	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Sing/play minor scale and arpeggio ascending and descending 	<ul style="list-style-type: none"> Singing Playing the recorder 	<ul style="list-style-type: none"> Recorders Piano 	Syllabus	
3	1&2	THEORY	Intervals	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Describe intervals written on the staff fully 	<ul style="list-style-type: none"> Discussion Note making 	<ul style="list-style-type: none"> Text book 	Foundation music book2	
	3	AURALS	Intervals	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Identify the melodic intervals played 	<ul style="list-style-type: none"> Listening Discussion 	<ul style="list-style-type: none"> Piano Cassette 	Teacher's repertoire	
	4&5	AURALS	Rhythm on monotone	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Write on monotone the rhythm of a melody in compound time adding time signature and bar lines 	<ul style="list-style-type: none"> Listening 	<ul style="list-style-type: none"> Drum 	Teacher's repertoire Foundation music book2	
4	1&2	THEORY	Triads	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Construct triads of both major and minor keys in root position 	<ul style="list-style-type: none"> Constructing triads Discussion Note making 	<ul style="list-style-type: none"> Text books Board 	Foundation music book2 KIE book 2	
	3	HISTORY	Instruments	By the end of the lesson, students	<ul style="list-style-type: none"> Discussion 	<ul style="list-style-type: none"> Text 	Folk music of	

				<p>should be able to:</p> <ul style="list-style-type: none"> • Explain the mode of sound production in various African instruments 	<ul style="list-style-type: none"> • Note taking 	books	Kenya Music of Africa		
	4&5	THEORY	Triads	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> • Construct triads in 1st inversion 	<ul style="list-style-type: none"> • Constructing triads • Discussion • Note making 	<ul style="list-style-type: none"> • Text books • Board 	Foundation music book2 KIE book 2		
5	1&2	THEORY	Triads	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> • Construct 2nd inversion triads 	<ul style="list-style-type: none"> • Constructing triads • Discussion • Note making 	<ul style="list-style-type: none"> • Text books • Board 	Foundation music book2 KIE book 2		
	3	PRACTICALS	Sight singing	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> • Sight sing/play given melodies 	<ul style="list-style-type: none"> • Singing • Playing the recorder 	<ul style="list-style-type: none"> • Music scores 	Teacher's repertoire		
	4&5	PRACTICALS	Set pieces	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> • Learn the KCSE set pieces 	<ul style="list-style-type: none"> • Singing • Playing the recorder 	<ul style="list-style-type: none"> • KCSE set pieces' scores 	Set pieces' scores		
6	1&2	THEORY: Minor scale	Construction of minor scales	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> • Construct melodic minor scales 	<ul style="list-style-type: none"> • Construction of scales • Discussion 	<ul style="list-style-type: none"> • Text books • Board 	KIE book 2 Foundation music book2		
	3	THEORY: Triads	Primary, secondary and diminished triads	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> • Write primary and secondary triads in their various positions i.e. root, 1st inversion and 2nd inversion 	<ul style="list-style-type: none"> • Construction of triads 	<ul style="list-style-type: none"> • Board • Text books 	KIE book 2 Foundation music book2		
	4&5	PRACTICALS	Technical exercises: Major, minor scales	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> • Perform major and minor scales 	<ul style="list-style-type: none"> • Singing • Playing the recorder 	<ul style="list-style-type: none"> • Recorders • Piano 	Syllabus		
7&8		END OF YEAR EXAMINATIONS							

MUSIC FORM 3 SCHEMES OF WORK – TERM 1

WEEK	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	ACTIVITIES	RESOURCES	REFERENCE	REMARKS
1	1-5	REPORTING TO SCHOOL AND CAT 1 EXAMS						
2	1&2	THEORY	Time signature; Simple and compound	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • By the end of the lesson, the learner should be able to; • Insert bar lines to given rhythms • Insert appropriate time signature to given rhythms 	<ul style="list-style-type: none"> • Note taking • Clapping rhythms • Tapping rhythms • Written exercise 	<ul style="list-style-type: none"> • Text books • Board 	KIE book 3 Foundation music book 3 Rudiments and theory of music	
	3	PRACTICALS	Sight singing melodies in simple time	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Sight sing melodies in simple time without modulation 	<ul style="list-style-type: none"> • Vocal exercises • Sight singing • Recorder playing 	<ul style="list-style-type: none"> • Recorders • Sight singing pieces 	Teacher's repertoire Foundation music book 3	
	4&5	HISTORY: Western	Orchestral instruments; Brass	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Describe and draw the instruments • Name the instrument after hearing its sound 	<ul style="list-style-type: none"> • Listening • Drawing • Note taking • Discussion 	<ul style="list-style-type: none"> • Cassette • Text books 	Foundation music book 3 Music an appreciation	
3	1&2	THEORY	Harmony; Chords in major and minor keys	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Construct chords found in major and minor keys 	<ul style="list-style-type: none"> • Constructing chords 	<ul style="list-style-type: none"> • Text books • Board 	KIE book 3 Foundation music book 3	
	3	HISTORY: African	Classification of African music instruments	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Name the different categories of instruments, describe each and give examples 	<ul style="list-style-type: none"> • Discussion • Explanation • Taking notes 	<ul style="list-style-type: none"> • Text books 	Music of Africa Folk music of Kenya	
	4&5	PRACTICALS	Sight singing	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Sight sing melodies in different keys 	<ul style="list-style-type: none"> • Singing • Vocal exercises 	<ul style="list-style-type: none"> • Sight singing pieces • Recorders 	Teacher's repertoire	
4	1&2	THEORY	Melody writing; 12	By the end of the lesson, students	<ul style="list-style-type: none"> • Writing 	<ul style="list-style-type: none"> • Text book 	Foundation music	

			bar melodies	should be able to: <ul style="list-style-type: none"> Write a 12 bar melody 	melodies		book 3	
	3	AURALS	Rhythmic dictation	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Listen and write down rhythms 	<ul style="list-style-type: none"> Listening Clapping rhythms Writing 	<ul style="list-style-type: none"> Drum Text books Cassette 	KIE book 3 Foundation music book 3	
	4&5	HISTORY: Western	Romantic period	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Describe the characteristics of music during the Romantic period 	<ul style="list-style-type: none"> Explanation Discussion Note taking Listening 	<ul style="list-style-type: none"> Text books Cassette with romantic period music 	Music an appreciation Foundation music book 3	
5	1&2	THEORY	Four-part harmony	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Harmonize simple melodies using I, IV and V chords 	<ul style="list-style-type: none"> Written exercise Discussion 	<ul style="list-style-type: none"> Text books 	KIE book 3 Foundation music book 3	
	3	HISTORY: African	Instruments; Membrano-phones	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Explain how membranophones are played Name the dances accompanied by the drum Give the role of the instrument in an ensemble 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books 	KIE book 3 Foundation music book 3 Folk music of Kenya	
	4&5	AURALS	Cadences and Intervals	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Describe cadences as perfect, imperfect, plagal and imperfect Describe intervals 	<ul style="list-style-type: none"> Listening Singing Description 	<ul style="list-style-type: none"> Cassette Piano 	Teacher's repertoire Foundation music book 3	
6	1&2	THEORY	Harmony; Use of I, IV, and V in root position	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Harmonize melodies using chords I, IV and V in root position 	<ul style="list-style-type: none"> Note making Harmonizing melodies 	<ul style="list-style-type: none"> Melodies for harmonizing Text books 	Foundation music book 3	
	3	PRACTICALS	Technical exercises	By the end of the lesson, students should be able to:	<ul style="list-style-type: none"> Singing Playing 	<ul style="list-style-type: none"> Recorders Piano 	Syllabus	

				<ul style="list-style-type: none"> Sing or play technical exercises 	recorder			
	4&5	HISTORY: Western	Analysis	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Analyze a given piece of music 	<ul style="list-style-type: none"> Note making Analyzing Discussing 	<ul style="list-style-type: none"> Text books 	Music an appreciation Teacher's notes	
7	1&2	THEORY	Musical ornaments	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Interpret various musical ornaments 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books 	Rudiments of music Foundation music book 3	
	3	HISTORY: African	Idiophones	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Describe idiophones and explain how they are played 	<ul style="list-style-type: none"> Description Note taking 	<ul style="list-style-type: none"> Text books 	Foundation music book 3 Folk music of Kenya	
	4&5	PRACTICALS	Set pieces	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Sing or play set pieces 	<ul style="list-style-type: none"> Singing Playing recorders 	<ul style="list-style-type: none"> Recorder Piano 	Set pieces	
8	1&2	THEORY	Musical signs	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Explain the meaning and use of various musical signs 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books 	Rudiments of music Foundation music book 3	
	3	AURALS	Melody	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Write melodies and rhythms played 	<ul style="list-style-type: none"> Listening Writing melodies 	<ul style="list-style-type: none"> Cassettes 	Teacher's repertoire	
	4&5	HISTORY: Western	Romantic period	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Name composers during this period and their works 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books 	Music an appreciation Foundation music book 3	
9	1&2	THEORY	Musical ornaments	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Describe various musical ornaments Perform music as required with ornaments 	<ul style="list-style-type: none"> Discussion Note taking Singing 	<ul style="list-style-type: none"> Text books Music scores 	Foundation music book 3	
	3	HISTORY: African	Kayamba	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Describe and explain how a kayamba is played 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books 	Music of Africa Folk music of Kenya	

				<ul style="list-style-type: none"> Name the category of instruments that a kayamba belongs to 				
	4&5	AURALS	Minor melodies Rhythm on monotone	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Write melodies played in minor keys Write on monotone rhythms of melodies played 	<ul style="list-style-type: none"> Listening Writing melodies Writing rhythms 	<ul style="list-style-type: none"> Cassettes 	Teacher's repertoire	
10	1&2	THEORY	Repeat signs Terms for specific notes Ornaments	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Perform and express in terms indicated Interpret ornaments correctly 	<ul style="list-style-type: none"> Singing Discussion 	<ul style="list-style-type: none"> Music scores 	Teacher's repertoire	
	3	PRACTICALS	Sight singing	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Sight sing melodies with modulation 	<ul style="list-style-type: none"> Vocal warm up Singing Playing the recorder 	<ul style="list-style-type: none"> Recorders 	Teacher's repertoire	
	4&5	AURALS	Melodic dictation	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Differentiate between major and minor keys 	<ul style="list-style-type: none"> Listening 	<ul style="list-style-type: none"> Cassettes 	Teacher's repertoire	
11	1&2	THEORY	Harmony	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Harmonize a melody using chords I, IV, V and VI 	<ul style="list-style-type: none"> Answering questions 	<ul style="list-style-type: none"> Short melodies 	Teacher's repertoire	
	3	HISTORY: African	Instruments	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Classify African instruments into different categories 	<ul style="list-style-type: none"> Discussion 	<ul style="list-style-type: none"> Text books 	Folk music of Kenya Music of Africa	
	4&5	PRACTICALS	African folk song	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Sing a folk song from any African community 	<ul style="list-style-type: none"> Singing 	<ul style="list-style-type: none"> Teacher's collection 	Students' folksongs	
12	1&2	THEORY	Melody writing	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Write a melody of 16 bars 	<ul style="list-style-type: none"> Writing melodies Discussion 	<ul style="list-style-type: none"> Text books 	Foundation music book 3	

3	HISTORY: Western	Wood winds	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Give examples of wood winds 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Text book 	Music an appreciation		
4&5	AURALS	Melodic dictation	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Listen to melodies in a minor key and write them 	<ul style="list-style-type: none"> • Listening 	<ul style="list-style-type: none"> • Cassettes 	Teacher's repertoire		
13	1&2	THEORY	Translation	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Translate melodies from staff to sol-fa notation 	<ul style="list-style-type: none"> • Translation of melodies • Discussion 	<ul style="list-style-type: none"> • Text book 	Foundation music book 3	
3	PRACTICALS	Sight singing	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Sing/play at sight 	<ul style="list-style-type: none"> • Singing • Vocal exercises 	<ul style="list-style-type: none"> • Sight singing pieces • Recorders 	Teacher's repertoire		
4&5	HISTORY: Western	Classical period	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Describe the characteristics of classical period 	<ul style="list-style-type: none"> • Discussion • Note taking 	<ul style="list-style-type: none"> • Text books • Board 	Foundation music book 3 Music an appreciation		
14-16	REVISION AND END OF TERM ONE EXAMINATIONS							

WEEK	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	ACTIVITIES	RESOURCES	REFERENCE	REMARKS
1	1-5	REPORTING TO SCHOOL AND CAT 1 EXAMS						
2	1&2	THEORY	Harmony: Supertonic chord	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Use the supertonic chord in harmonizing a melody 	<ul style="list-style-type: none"> Harmonizing melodies 	<ul style="list-style-type: none"> Text book 	Foundation music book 3	
	3	HISTORY: African	Membrano-phones	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Describe different membranophones 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books 	Folk music of Kenya Music of Africa	
	4&5	PRACTICALS	Sight singing	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Sing/play on sight 	<ul style="list-style-type: none"> Singing Vocal exercises 	<ul style="list-style-type: none"> Sight singing pieces Recorders 	Teacher's repertoire	
3	1&2	THEORY	Transposition; Use of clefs	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Transpose melodies from one clef to another 	<ul style="list-style-type: none"> Translation of melodies Discussion 	<ul style="list-style-type: none"> Text book 	Foundation music book 3	
	3	AURALS	Drum Rhythm	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Write rhythms played on the drum 	<ul style="list-style-type: none"> Listening 	<ul style="list-style-type: none"> Drum Cassette 	Teacher's repertoire	
	4&5	HISTORY: Western	Sonata, canonn fugue	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Describe different types of form 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books Board 	Foundation music book 3 Music an appreciation	
4	1&2	THEORY	Harmony; Submediant chord	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Harmonize using submediant chord 	<ul style="list-style-type: none"> Harmonizing melodies 	<ul style="list-style-type: none"> Text book 	Foundation music book 3	
	3	HISTORY: African	Membrano- phones	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> March instruments with communities in which they are found 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books 	Folk music of Kenya Music of Africa	
	4&5	AURALS	Rhythm in compound time	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Clap rhythm in compound 	<ul style="list-style-type: none"> Listening Clapping 	<ul style="list-style-type: none"> Drum Cassette 	Teacher's repertoire	

				<p>time</p> <ul style="list-style-type: none"> Write rhythms given accurately 				
5	1&2	THEORY	Melody writing	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Write a melody and modulate to the relative minor 	<ul style="list-style-type: none"> Writing melodies Discussion 	<ul style="list-style-type: none"> Text books 	Foundation music book 3	
	3	HISTORY	Prescribed composers	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Explain the history of the prescribed composers, their works and their contribution to music 	<ul style="list-style-type: none"> Discussion Note making 	<ul style="list-style-type: none"> Text book 	Music an appreciation	
	4&5	HISTORY: Western	Analysis	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Analyze melodies harmonically 	<ul style="list-style-type: none"> Note making Discussion 	<ul style="list-style-type: none"> Text book 	Melody writing and analysis	
6	1&2	THEORY	Harmony: Supertonic	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Use supertonic chord in harmony 	<ul style="list-style-type: none"> Harmonizin g melodies 	<ul style="list-style-type: none"> Text book 	Foundation music book 3	
	3	HISTORY: African	Songs and dances	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Describe dances from the coast 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books 	Folk music of Kenya Music of Africa	
	4&5	PRACTICALS	Melodies in minor keys	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Sight sing melodies in minor keys 	<ul style="list-style-type: none"> Singing Vocal exercises 	<ul style="list-style-type: none"> Sight singing pieces Recorders 	Teacher's repertoire	
7	1&2	THEORY	Ornaments; Turn, appoggiatura	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Write ornaments and interpret different ornaments 	<ul style="list-style-type: none"> Writing ornaments Discussion 	<ul style="list-style-type: none"> Text book 	Foundation music book 3	
	3	AURALS	Melody	<p>By the end of the lesson, students should be able to:</p> <ul style="list-style-type: none"> Write melodies played in minor keys 	<ul style="list-style-type: none"> Listening 	<ul style="list-style-type: none"> Cassettes 	Teacher's repertoire	
	4&5	HISTORY:	Form; Sonata,	By the end of the lesson, students	<ul style="list-style-type: none"> Discussion 	<ul style="list-style-type: none"> Text 	Foundation music	

		Western	Canon, Fugue	should be able to: <ul style="list-style-type: none"> Describe different types of form 	<ul style="list-style-type: none"> Note taking 	<ul style="list-style-type: none"> books Board 	book 3 Music an appreciation	
8	1&2	THEORY	Harmony; first inversion	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Harmonize using 1st inversion 	<ul style="list-style-type: none"> Harmonizing melodies 	<ul style="list-style-type: none"> Text book 	Foundation music book 3	
	3	AURALS	Melodies in minor keys	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Sing and write melodies in minor keys 	<ul style="list-style-type: none"> Listening 	<ul style="list-style-type: none"> Cassettes 	Teacher's repertoire	
	4&5	AURALS	Cadences	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Identify cadences played 	<ul style="list-style-type: none"> Listening 	<ul style="list-style-type: none"> Cassettes 	Teacher's repertoire	
9	1&2	AURALS	Modulation	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Identify the key in which a melody has modulated to 	<ul style="list-style-type: none"> Listening Discussion 	<ul style="list-style-type: none"> Cassette 	Teacher's repertoire	
	3	PRACTICALS	Technical exercises	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Sing or play technical exercises 	<ul style="list-style-type: none"> Singing Playing the recorder 	<ul style="list-style-type: none"> Syllabus Piano 	MOEST syllabus	
	4&5	HISTORY: Western	Classical period	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> State characteristics of Classical music Name composers during the classical period 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books Board 	Foundation music book 3 Music an appreciation	
10	1&2	THEORY	Harmony: 2 nd inversion	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Use chords in 2nd inversion for harmony 	<ul style="list-style-type: none"> Harmonizing melodies 	<ul style="list-style-type: none"> Text book 	Foundation music book 3	
	3	HISTORY: African	Dances	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Classify dances according to the ethnic group performed 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books 	Folk music of Kenya Music of Africa	
	4&5	PRACTICALS	Sight singing	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Sight sing/play melodies given 	<ul style="list-style-type: none"> Singing Vocal exercises 	<ul style="list-style-type: none"> Sight singing pieces Recorders 	Teacher's repertoire	

11	1&2	THEORY	Ornaments	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Write and interpret various ornaments 	<ul style="list-style-type: none"> Writing ornaments Discussion 	<ul style="list-style-type: none"> Text book 	Foundation music book 3		
	3	AURALS	Intervals	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Identify harmonic intervals played 	<ul style="list-style-type: none"> Listening 	<ul style="list-style-type: none"> Cassettes 	Teacher's repertoire		
	4&5	HISTORY: African	Songs and dances	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Classify songs and dances according to ethnic group 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books 	Folk music of Kenya Music of Africa		
12	1&2	THEORY	Harmony; 1 st interval	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> By the end of the lesson, the learner should be able to: Harmonize melodies using first intervals 	<ul style="list-style-type: none"> Note making Written exercise 	<ul style="list-style-type: none"> Text book 	Foundation music book 3		
	3	PRACTICALS	Sight singing	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Sing at sight given melodies 	<ul style="list-style-type: none"> Singing Vocal exercises 	<ul style="list-style-type: none"> Sight singing pieces Recorders 	Teacher's repertoire		
	4&5	HISTORY: Western	Prescribed composers	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Discuss and analyze prescribed composers and their works 	<ul style="list-style-type: none"> Discussion Note making 	<ul style="list-style-type: none"> Text book 	Music an appreciation		
13-15	END OF TERM TWO EXAMINATIONS								

WEEK	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	ACTIVITIES	RESOURCES	REFERENCE	REMARKS
1	1-5	REPORTING TO SCHOOL AND CAT 1 EXAMS						
2	1&2	THEORY	Harmony: 2 nd inversion	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Harmonize melodies using 2nd inversion 	<ul style="list-style-type: none"> Note making Written exercise 	<ul style="list-style-type: none"> Text book 	Foundation music book 3	
	3	HISTORY: African	Dances	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Describe dances from various communities in Kenya 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books 	Folk music of Kenya Music of Africa	
	4&5	PRACTICALS	Folk song	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Sing a song from an African community 	<ul style="list-style-type: none"> Singing 	<ul style="list-style-type: none"> Teacher's collection 	Students' folksongs	
3	1&2	THEORY	Transposition: up a minor 3 rd	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Transpose a melody up a minor 3rd Transpose a melody down a minor 3rd 	<ul style="list-style-type: none"> Explanation Note making Written exercise 	<ul style="list-style-type: none"> Text book 	Foundation music book 3	
	3	AURALS	Cadences	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Identify cadences played 	<ul style="list-style-type: none"> Listening 	<ul style="list-style-type: none"> Cassette 	Teacher's repertoire	
	4&5	HISTORY: African	Vocal music; solo, lullabies, work songs	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Describe the types of African vocal music 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text books 	Folk music of Kenya Music of Africa	
4	1&2	THEORY	Melody writing	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Write a 16 bar melody with one modulation 	<ul style="list-style-type: none"> Writing melodies Discussion 	<ul style="list-style-type: none"> Text books 	Foundation music book 3	
	3	HISTORY: African	Dances	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Perform some African dances 	<ul style="list-style-type: none"> Performing dances 	<ul style="list-style-type: none"> Teacher's collection 	Teacher's repertoire	
	4&5	AURALS	Aural tests	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> Answer aural questions given 	<ul style="list-style-type: none"> Listening 	<ul style="list-style-type: none"> Cassette 	Teacher's repertoire	

5	1&2	THEORY	Acciacatura and trill	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Write the given ornament i.e. acciacatura and trill in full 	<ul style="list-style-type: none"> • Writing ornaments • Discussion 	<ul style="list-style-type: none"> • Text book 	Foundation music book 3	
	3	PRACTICALS	Set pieces	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Perform the set piece for KCSE 	<ul style="list-style-type: none"> • Singing • Playing recorders 	<ul style="list-style-type: none"> • Recorder • Piano 	Set pieces	
	4&5	HISTORY: African	Basic characteristics of folk song	By the end of the lesson, students should be able to: <ul style="list-style-type: none"> • Explain the basic characteristics of folk song 	<ul style="list-style-type: none"> • Discussion • Note taking 	<ul style="list-style-type: none"> • Text books 	Folk music of Kenya Music of Africa	
6-8	END OF YEAR EXAMINATIONS							

MUSIC FORM 4 SCHEMES OF WORK – TERM 1

WEEK	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	ACTIVITIES	RESOURCES	REFERENCE	REMARKS
1	1-5	REPORTING TO SCHOOL AND CAT 1 EXAMS						
2	1&2	THEORY	Melody writing	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Write a 16 bar melody 	<ul style="list-style-type: none"> Melody writing Discussion 	<ul style="list-style-type: none"> Text book 	Foundation music book4	
3		PRACTICALS	Vocal	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Sing at the correct pitch and rhythm of given songs 	<ul style="list-style-type: none"> Singing 	<ul style="list-style-type: none"> Piano 	Teacher's repertoire	
4&5		HISTORY: Western	20 th century period	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Explain music in the 20th century 	<ul style="list-style-type: none"> Note making Discussion 	<ul style="list-style-type: none"> Text book 	Foundation music book4 Music an appreciation	
3	1&2	THEORY	Harmony; 1 st inversion	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Use chords in 1st inversion 	<ul style="list-style-type: none"> Discussion Note making 	<ul style="list-style-type: none"> Text book 	KIE book 4 Foundation music book4	
3		AURALS	Intervals	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Identify concords and discords in intervals played 	<ul style="list-style-type: none"> Listening Discussion 	<ul style="list-style-type: none"> Piano 	Teacher's repertoire	
4&5		PRACTICALS	Technical exercises	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Sing technical exercises as required for KCSE 	<ul style="list-style-type: none"> Singing Playing recorder 	<ul style="list-style-type: none"> Syllabus 	MOEST syllabus	
4	1&2	THEORY	Harmony 1 st inversion	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Use chords in 1st inversion Ib, iib, IVb, Vb and viib Identify 1st inversions Add ATB to melodies given 	<ul style="list-style-type: none"> Discussion Note making 	<ul style="list-style-type: none"> Text book 	KIE book 4 Foundation music book4	
3		AURALS	Melodies in a major key	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Listen to melodies played and write them 	<ul style="list-style-type: none"> Listening Writing Discussion 	<ul style="list-style-type: none"> Cassette 	Teacher's repertoire	
4&5		HISTORY: Western	Prescribed composers	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Write notes on KCSE 	<ul style="list-style-type: none"> Discussion Note making 	<ul style="list-style-type: none"> Text book 	Music an appreciation	

				prescribed composers				
5	1&2	THEORY	Transposition: C clef	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Transpose melodies from one clef to another 	<ul style="list-style-type: none"> Note making Discussion 	<ul style="list-style-type: none"> Text book 	Foundation music book4 KIE book 4	
	3	PRACTICALS	Sight singing	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Sight sing given melodies in correct pitches 	<ul style="list-style-type: none"> Singing Playing recorder 	<ul style="list-style-type: none"> Sight singing pieces 	Teacher's repertoire	
	4&5	AURALS	Rhythm; Simple and compound time	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Write on monotone the rhythm of melodies played 	<ul style="list-style-type: none"> Listening Discussion 	<ul style="list-style-type: none"> Cassette Piano 	Teacher's repertoire	
6	1&2	THEORY	Melody writing	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Write a 16 bar melody with at least one modulation 	<ul style="list-style-type: none"> Writing melodies Discussion 	<ul style="list-style-type: none"> Text book 	Foundation music book4	
	3	PRACTICALS	Set pieces	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Sing or play KCSE set pieces 	<ul style="list-style-type: none"> Singing Playing recorder 	<ul style="list-style-type: none"> Recorders Piano 	KCSE set pieces	
	4&5	HISTORY: African	Prescribed work	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Analyze prescribed African music Answer questions orally 	<ul style="list-style-type: none"> Listening Discussion Note making 	<ul style="list-style-type: none"> Prescribed work cassette 	Prescribed work	
7	1&2	THEORY	Harmony: 2 nd inversion	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Harmonize melodies with 2nd inversion 	<ul style="list-style-type: none"> Discussion Note making 	<ul style="list-style-type: none"> Text book 	Foundation music book4	
	3	HISTORY: African	Traditional dances	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Describe dances from various ethnic groups Identify various ethnic groups dances 	<ul style="list-style-type: none"> Discussion Note making 	<ul style="list-style-type: none"> Text book 	Folk music of Kenya	
	4&5	PRACTICALS	Rhythm	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Clap various rhythm Reproduce rhythms on 	<ul style="list-style-type: none"> Clapping rhythms Discussion 	<ul style="list-style-type: none"> Music scores 	Teacher's repertoire	

				dictation				
8	1&2	THEORY	Melody writing	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Write a 16 bar melody with modulation 	<ul style="list-style-type: none"> Writing melodies 	<ul style="list-style-type: none"> Text book 	Foundation music book4	
	3	AURALS	Intervals	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Recognize and write intervals played 	<ul style="list-style-type: none"> Listening Discussion 	<ul style="list-style-type: none"> Cassette Piano 	Teacher's repertoire	
	4&5	HISTORY	Prescribed Western music (Gloria by Antonio Vivaldi)	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Listen and analyze the music critically 	<ul style="list-style-type: none"> Listening Discussion Note making 	<ul style="list-style-type: none"> Prescribed music 	Prescribed work	
9	1&2	THEORY	General music knowledge	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Answer questions on general music knowledge 	<ul style="list-style-type: none"> Discussion Note making 	<ul style="list-style-type: none"> Student's notes Text books 	Foundation music books 1-4	
	3	HISTORY: African	Traditional dances	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Describe dances from various ethnic groups Identify various ethnic groups dances 	<ul style="list-style-type: none"> Discussion Note making 	<ul style="list-style-type: none"> Text book 	Folk music of Kenya	
	4&5	AURALS	Melody	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Write melodies played 	<ul style="list-style-type: none"> Listening Discussion 	<ul style="list-style-type: none"> Cassette 	Teacher's repertoire	
10	1&2	THEORY	Rhythm	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Add bar lines to rhythms according to the time 	<ul style="list-style-type: none"> Discussion Note making 	<ul style="list-style-type: none"> Text book 	Foundation music book4	
	3	PRACTICALS	Folk song	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Sing a folk song from an African community 	<ul style="list-style-type: none"> Singing 	<ul style="list-style-type: none"> Teacher's collection 	Teacher's repertoire	
	4&5	AURALS	Cadences	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Recognize cadences played 	<ul style="list-style-type: none"> Listening Discussion 	<ul style="list-style-type: none"> Cassette 	Teacher's repertoire	
11	1&2	THEORY	Melody writing	By the end of the lesson, the learner should be able to:	<ul style="list-style-type: none"> Writing melodies 	<ul style="list-style-type: none"> Text book 	Foundation music book4	

				<ul style="list-style-type: none"> Write 16 bar melodies with at least one modulation and sequence 	<ul style="list-style-type: none"> Discussion 			
	3	AURALS	Intervals	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Recognize intervals played 	<ul style="list-style-type: none"> Listening Answering questions 	<ul style="list-style-type: none"> Piano Cassette 	Teacher's repertoire	
	4&5	HISTORY: Western	Prescribed composers	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Write notes on prescribed composers 	<ul style="list-style-type: none"> Reading Discussion 	<ul style="list-style-type: none"> Text book 	Music an appreciation	
12	1&2	THEORY	Four-part harmony	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Harmonize simple melodies using I, IV and V chords 	<ul style="list-style-type: none"> Written exercise Discussion 	<ul style="list-style-type: none"> Text books 	KIE book 4 Foundation music book4	
	3	AURALS	Modulation	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Describe the kind of modulation in a given melody 	<ul style="list-style-type: none"> Listening 	<ul style="list-style-type: none"> Cassette 	Teacher's repertoire	
	4&5	HISTORY: African	Prescribed works	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Listen and answer questions orally Analyze prescribed African music 	<ul style="list-style-type: none"> Listening Discussion Explanation 	<ul style="list-style-type: none"> Cassette 	Syllabus	
13	1&2	THEORY	Harmony: 2 nd inversion	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> By the end of the lesson, the learner should be able to: Use 2nd inversion in harmony 	<ul style="list-style-type: none"> Discussion Note making 	<ul style="list-style-type: none"> Text book 	KIE book 4 Foundation music book4	
	3	PRACTICALS	Folk songs	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Perform songs from different communities 	<ul style="list-style-type: none"> Singing 	<ul style="list-style-type: none"> Teacher's collection 	Students' folksongs	
	4&5	HISTORY: Western	Prescribed Composers	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Explain the history of the prescribed composers, their works and their contribution to music 	<ul style="list-style-type: none"> Discussion Note taking 	<ul style="list-style-type: none"> Text book 	Music an appreciation	

MUSIC FORM 4 SCHEMES OF WORK – TERM 2

WEEK	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	ACTIVITIES	RESOURCES	REFERENCE	REMARKS	
1	1-5	REPORTING TO SCHOOL AND CAT 1 EXAMS							
2	1&2	THEORY	General music knowledge	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Answer questions on general music knowledge 	<ul style="list-style-type: none"> • Discussion • Note making 	<ul style="list-style-type: none"> • Text books • Students' notes 	KIE book 4 Foundation music books 1-4		
	3	HISTORY: African	Prescribed African music	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Analyze the work given 	<ul style="list-style-type: none"> • Listening 	<ul style="list-style-type: none"> • Cassette 	Cassette		
	4&5	PRACTICALS	Sight singing Technical exercises	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Sight sing/play different melodies • Sing/play technical exercises 	<ul style="list-style-type: none"> • Singing • Vocal exercises 	<ul style="list-style-type: none"> • Sight singing pieces • Recorders 	Teacher's repertoire		
3	1&2	THEORY	Ornaments; Acciacatura, mordent	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Write and identify various ornaments 	<ul style="list-style-type: none"> • Discussion • Note making 	<ul style="list-style-type: none"> • Text book 	KIE book 4 Foundation music book4		
	3	AURALS	Rhythm on monotone	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Write rhythm of given melody inserting bar lines and time signature 	<ul style="list-style-type: none"> • Listening • Clapping rhythms • Writing 	<ul style="list-style-type: none"> • Drum • Text books • Cassette 	KIE book 4 Foundation music book4		
	4&5	HISTORY: Western	Prescribed composers	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> • Discuss and analyze prescribed composers 	<ul style="list-style-type: none"> • Discussion • Note making 	<ul style="list-style-type: none"> • Text book • Teacher's material 	Music an appreciation		

4	1&2	THEORY	Modulation; relative minor	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Write 16 bar melody with modulation to the relative minor 	<ul style="list-style-type: none"> Writing melodies Discussion Note making 	<ul style="list-style-type: none"> Text book 	KIE book 4 Foundation music book4	
	3	HISTORY: African	Prescribed African work	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Analyze the work given 	<ul style="list-style-type: none"> Listening 	<ul style="list-style-type: none"> Cassette 	Cassette	
	4&5	AURALS	Modulation	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Identify the modulation in a piece of music played 	<ul style="list-style-type: none"> Listening 	<ul style="list-style-type: none"> Cassette 	Teacher's repertoire	
5	1&2	THEORY	Translation	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Translate a melody from staff to sol-fa notation 	<ul style="list-style-type: none"> Discussion Note making 	<ul style="list-style-type: none"> Text book 	KIE book 4 Foundation music book4	
	3	PRACTICALS	Set pieces	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Perform the set piece for KCSE 	<ul style="list-style-type: none"> Singing Playing recorders 	<ul style="list-style-type: none"> Recorder Piano 	Set pieces	
	4&5	HISTORY: Western	Prescribed Western piece	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Analyze the piece of music given 	<ul style="list-style-type: none"> Listening Discussion Note making 	<ul style="list-style-type: none"> Prescribed music 	Prescribed work	
6	1&2	THEORY	Harmony, 2 nd inversion	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Harmonize a melody using 2nd inversion of chords 	<ul style="list-style-type: none"> Discussion Note making 	<ul style="list-style-type: none"> Text book 	KIE book 4 Foundation music book4	
	3	HISTORY: African	Instruments	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Classify various instruments into their correct category 	<ul style="list-style-type: none"> Discussion Explanation Taking notes 	<ul style="list-style-type: none"> Text books 	Music of Africa Folk music of Kenya	
	4&5	PRACTICALS	Folk song	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Perform folk songs from various ethnic groups 	<ul style="list-style-type: none"> Singing 	<ul style="list-style-type: none"> Teacher's collection 	Students' folksongs	
7	1&2	THEORY	Transposition	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Transpose a given melody a 	<ul style="list-style-type: none"> Discussion Note making 	<ul style="list-style-type: none"> Text book 	KIE book 4 Foundation music book4	

				perfect 5 th up or down				
	3	AURALS	Intervals	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Identify various intervals that are played and describe them fully 	<ul style="list-style-type: none"> Listening Singing Description 	<ul style="list-style-type: none"> Cassette Piano 	Teacher's repertoire Foundation music book4B	
	4&5	HISTORY: Western	Prescribed work	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Analyze prescribed KCSE work 	<ul style="list-style-type: none"> Listening Discussion Note making 	<ul style="list-style-type: none"> Prescribed music 	Prescribed work	
8	1&2	THEORY	Melody writing	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Write a 16 bar melody with a modulation, a sequence and a repeat 	<ul style="list-style-type: none"> Discussion Writing melodies 	<ul style="list-style-type: none"> Text book 	KIE book 4 Foundation music book4B	
	3	HISTORY	Dances	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Discuss various dances from different ethnic groups 	<ul style="list-style-type: none"> Discussion Note making 	<ul style="list-style-type: none"> Text book 	Folk music of Kenya	
	4&5	AURALS	Modulation	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Identify the type of modulation used in a music passage 	<ul style="list-style-type: none"> Listening 	<ul style="list-style-type: none"> Cassette 	Teacher's repertoire	
9	1&2	PRACTICALS	Set pieces	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Sing/play the KCSE set pieces, observing all dynamics 	<ul style="list-style-type: none"> Singing Playing recorders 	<ul style="list-style-type: none"> Recorder Piano 	Set pieces	
	3	PRACTICALS	Technical exercises	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Sing/play the technical exercises appropriately 	<ul style="list-style-type: none"> Singing Vocal exercises 	<ul style="list-style-type: none"> Recorders 	MOEST syllabus	
	4&5	HISTORY	Folk songs and dances	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> Tell the difference between folksong and folk dance Perform folksongs and folk dances 	<ul style="list-style-type: none"> Discussion Singing 	<ul style="list-style-type: none"> Text book 	Folk music of Kenya	
10	1&2	THEORY	Modulation	By the end of the lesson, the learner	<ul style="list-style-type: none"> Writing 	<ul style="list-style-type: none"> Text book 	KIE book 4	

				<p>should be able to:</p> <ul style="list-style-type: none"> Write a 16 bar melody with a modulation to the dominant 	<ul style="list-style-type: none"> melodies Discussion Note making 		Foundation music book4		
	3	AURALS	Rhythm	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Write on monotone the rhythm played inserting bar lines and time signature 	<ul style="list-style-type: none"> Listening Clapping rhythms Writing 	<ul style="list-style-type: none"> Drum Text books Cassette Piano 	KIE book 3 Foundation music book3		
	4&5	PRACTICALS	Sight singing	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Sight sing/play a given melody 	<ul style="list-style-type: none"> Singing Vocal exercises 	<ul style="list-style-type: none"> Sight singing pieces Recorders 	Teacher's repertoire		
11	1&2	THEORY	Melody writing	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Write a 16 bar melody with a modulation, a sequence and a repeat 	<ul style="list-style-type: none"> Discussion Writing melodies 	<ul style="list-style-type: none"> Text book 	KIE book 4 Foundation music book4		
	3	HISTORY: African	Prescribed African work	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Analyze the work given 	<ul style="list-style-type: none"> Listening 	<ul style="list-style-type: none"> Cassette 	Cassette		
	4&5	HISTORY: Western	Prescribed composers	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Discuss and analyze prescribed composers 	<ul style="list-style-type: none"> Discussion Note making 	<ul style="list-style-type: none"> Text book Teacher's material 	Music an appreciation		
12	1&2	THEORY	Transposition:	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Transpose melodies from one clef to another 	<ul style="list-style-type: none"> Note making Discussion 	<ul style="list-style-type: none"> Text book 	Foundation music book4 KIE book 4		
	3	PRACTICALS	Technical exercises	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Sing/play the technical exercises appropriately 	<ul style="list-style-type: none"> Singing Vocal exercises 	<ul style="list-style-type: none"> Recorders 	MOEST syllabus		
	4&5	AURALS	Melody	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> Write melodies played 	<ul style="list-style-type: none"> Listening Discussion 	<ul style="list-style-type: none"> Cassette 	Teacher's repertoire		
13-15	MOCK EXAMS								

