GRADE ONE MUSIC SCHEME OF WORK TERM THREE YEAR 2018

WEEK	LESSON	STRAND	SUB STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUARY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFLECTION
1		**CREATING/ COMPOSING MUSIC**	**Melody**	By the end of the lesson the learner should be able to:identify melodic sounds from the environment for aural discrimination	Which animals in the environment make melodic sounds	Learners listen to sounds in the environment (live or recoded) and are guided to identify rhythmic and melodic sounds	Realia charts	Observation Oral questions	
2		**CREATING/ COMPOSING MUSIC**	**Melody**	By the end of the lesson the learner should be able to identify melodic variations in simple familiar tunes to enhance listening skills and as a basis for composition :	Which animals in the environment make melodic sounds	Learners imitate sounds made by animals and birds such as the cuckoo and the crested crane	Realia charts	Observation Oral questions	
3		**CREATING/ COMPOSING MUSIC**	**Melody**	By the end of the lesson the learner should be able to: identify melodic variations in simple familiar tunes to enhance listening skills and as a basis for composition	What is the difference between these sounds	Learners imitate sounds made by animals and birds such as the cuckoo and the crested crane	Realia charts	Observation Oral questions	

4		**CREATING/ COMPOSING MUSIC**	**Melody**	By the end of the lesson the learner should be able to: create simple melodic variations in familiar tunes as a basis for composition and for enjoyment	What is the difference between these sounds	Learners are guided in groups and individually to sing familiar tunes, introducing melodic variations	**Realia charts**	Observation Oral questions
5		**LISTENING AND RESPONDING**	**Elements of Music**	By the end of the lesson the learner should be able to: listen and identify sounds in the local environment for aural discrimination	When you listen to the music, how does it make you feel?	Learners take a nature walk and are guided in listening and identifying sounds in the environment	Realia charts	Observation Oral questions
6		**LISTENING AND RESPONDING**	**Elements of Music**	By the end of the lesson the learner should be able to:respond imaginatively to sounds in the environment through movement or imitation for enjoyment	When you listen to the music, how does it make you feel?	Learners listen and respond to sounds in the environment through; movement, vocalisation, imitation and discussions	Realia charts	Observation Oral questions
7		**LISTENING AND RESPONDING**	**Elements of Music**	By the end of the lesson the learner should be able to:identify the character	When you listen to the music, how does it make you feel?	Learners are guided in identifying and describing the	Realia charts	Observation Oral questions

				of musical pieces for emotional expression		character of selected pieces of music as either sad or happy			
8		**LISTENING AND RESPONDING**	**Elements of Music**	By the end of the lesson the learner should be able to:imitate rhythmic and melodic patterns of music to enhance listening skills,	When you listen to the music, how does it make you feel?	describe the elements of music used using music terminology: loud/ soft (dynamics), fast/ slow (Tempo), high/ low (Pitch), long /short	Realia charts	Observation Oral questions	
9& 10		ASSESSMENT		ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSME NT	ASSESSMENT	