

GRADE PP2

MUSIC ACTIVITIES SCHEME OF WORK TERM ONE YEAR 2019

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	CORE COMPETENCE	VALUES	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REF L
1	1										
2	1	PERFORMANCE	Dance	By the end of the sub-strand the learner should be able to; a) Perform a free dancing style for enjoyment. b) dance in pairs and groups for co-operation	Which dancing style do you love most? 2. Whom will you dance with? 3. Which costumes would you use while dancing	Communication and collaboration Critical thinking and problem solving	Love Respect Unity Responsibility	Guide learners to dance freely in pairs, small groups or individually. <input type="checkbox"/> Learners could be guided to watch a video clip on free dancing style <input type="checkbox"/> Organize learner to dance individually, in pairs and groups	Realia Charts pictures	1.Observation 2.Oral questions	
3	1		Dance	By the end of the sub-strand the learner should be able to; a) Perform a free dancing style for enjoyment. b) dance in pairs and groups for co-operation	Which dancing style do you love most? 2. Whom will you dance with? 3. Which costumes would you use while dancing	Communication and collaboration Critical thinking and problem solving	Love Respect Unity Responsibility	Guide learners to dance freely in pairs, small groups or individually. <input type="checkbox"/> Learners could be guided to watch a video clip on free dancing style <input type="checkbox"/> Organize learner to dance individually, in pairs and groups	Realia Charts pictures	.Observation 2.Oral questions	
4	1		Dance	By the end of the sub-strand the learner should be able to; a) Perform a free dancing style for enjoyment. b) dance in pairs and groups for co-operation	Which dancing style do you love most? 2. Whom will you dance with? 3. Which costumes would you use while dancing	Communication and collaboration Critical thinking and problem solving	Love Respect Unity Responsibility	Guide learners to dance freely in pairs, small groups or individually. <input type="checkbox"/> Learners could be guided to watch a video clip on free dancing style <input type="checkbox"/> Organize learner to dance individually, in pairs and groups	Realia Charts pictures	.Observation 2.Oral questions	

								<p>Organize learner to dance individually, in pairs and groups</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guide learners to observe a variety of dance. <input type="checkbox"/> Guide learners to respond to tempo and rhythms through body movement <input type="checkbox"/> Guide learners to perform traditional dance using improvised costumes 			
5	1		<p>Dance</p> <p>By the end of the sub-strand the learner should be able to;</p> <p>b) respond to changes in tempo and rhythms through body movement for enjoyment</p> <p>b) perform traditional dances within the locality to enhance culture</p>	<p>Which dancing style do you love most?</p> <p>2. Whom will you dance with?</p> <p>3. Which costumes would you use while dancing</p>	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p> <p>Self efficacy</p>	<p>Love</p> <p>Respect</p> <p>Responsibility</p>	<p>Guide learners to dance freely in pairs, small groups or individually.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learners could be guided to watch a video clip on free dancing style <input type="checkbox"/> Organize learner to dance individually, in pairs and groups <p>Organize learner to dance individually, in pairs and groups</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guide learners to observe a variety of dance. <input type="checkbox"/> Guide learners to respond to tempo and rhythms through body movement <input type="checkbox"/> Guide learners to perform traditional dance using improvised costumes 	<p>Realia</p> <p>Charts</p> <p>pictures</p>	<p>Observation</p>		

6	1		Dance	<p>By the end of the sub-strand the learner should be able to;</p> <p>a) respond to changes in tempo and rhythms through body movement for enjoyment</p> <p>b) perform traditional dances within the locality to enhance culture</p>	<p>Which dancing style do you love most?</p> <p>2. Whom will you dance with?</p> <p>3. Which costumes would you use while dancing</p>	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p> <p>Self efficacy</p>	<p>Love</p> <p>Respect</p> <p>Responsibility</p>	<p>Organize learner to dance individually, in pairs and groups</p> <p><input type="checkbox"/> Guide learners to observe a variety of dance.</p> <p><input type="checkbox"/> Guide learners to respond to tempo and rhythms through body movement</p> <p><input type="checkbox"/> Guide learners to perform traditional dance using improvised costumes</p>	<p>Realia</p> <p>Charts</p> <p>pictures</p>	<p>.Observation</p> <p>2.Oral questions</p>	
7	1		Musical Rhymes	<p>By the end of the sub-strand the learner should be able to;</p> <p>a) recite rhymes with repetitive phrases and rhythmic patterns</p> <p>b) display the ability to recite simple rhymes</p> <p>c) perform simple rhymes for entertainment</p>	<p>What rhyme did you recite?</p> <p>2. Whom did you recite the rhyme with?</p> <p>3. Which rhyme did you love most?</p>	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p> <p>Self efficacy</p>	<p>Love</p> <p>Respect</p> <p>Responsibility</p>	<p>Organize learners in groups to recite different rhymes</p> <p><input type="checkbox"/> Play recorded rhymes.</p> <p><input type="checkbox"/> Guide individual learner to perform simple rhymes through dramatization.</p> <p><input type="checkbox"/> Guide learners to interact with each other during play to enhance social play.</p> <p><input type="checkbox"/> Guide learners to sing and perform actions rhymes e.g. Baa baa black sheep</p> <p><input type="checkbox"/> Guide learners to appreciate self and others talents as they perform simple rhymes</p>	<p>Realia</p> <p>Charts</p> <p>pictures</p>	<p>.Observation</p> <p>2.Oral questions</p>	

8	1		Musical Rhymes	By the end of the sub-strand the learner should be able to; a) recite rhymes with repetitive phrases and rhythmic patterns b) display the ability to recite simple rhymes	What rhyme did you recite? 2. Whom did you recite the rhyme with? 3. Which rhyme did you love most?	Communication and collaboration Critical thinking and problem solving	Love Respect Responsibility	Organize learners in groups to recite different rhymes <input type="checkbox"/> Play recorded rhymes. <input type="checkbox"/> Guide individual learner to perform simple rhymes through dramatization. <input type="checkbox"/> Guide learners to interact with each other during play to enhance social play. <input type="checkbox"/> Guide learners to sing and perform actions rhymes e.g. Baa baa black sheep <input type="checkbox"/> Guide learners to appreciate self and others talents as they perform simple rhymes	Realia Charts pictures	.Observation 2.Oral questions	
9	1		Musical Rhymes	By the end of the sub-strand the learner should be able to; a) display the ability to recite simple rhymes b) perform simple rhymes for entertainment	What rhyme did you recite? 2. Whom did you recite the rhyme with? 3. Which rhyme did you love most?	Communication and collaboration Critical thinking and problem solving	Love Respect Responsibility	Organize learners in groups to recite different rhymes <input type="checkbox"/> Play recorded rhymes. <input type="checkbox"/> Guide individual learner to perform simple rhymes through dramatization. <input type="checkbox"/> Guide learners to interact with each other during play to enhance social play. <input type="checkbox"/> Guide learners to sing and perform actions rhymes e.g. Baa baa black sheep <input type="checkbox"/> Guide learners to	Realia Charts pictures	.Observation 2.Oral questions	

								appreciate self and others talents as they perform simple rhymes			
1 0	1		Musical Rhymes	By the end of the sub-strand the learner should be able to; a) recite a range of musical rhymes to enhance creativity b) appreciate others talents as they perform simple rhymes	What rhyme did you recite? 2. Whom did you recite the rhyme with? 3. Which rhyme did you love most?	Communication and collaboration Critical thinking and problem solving	Love Respect Responsibility	Organize learners in groups to recite different rhymes <input type="checkbox"/> Play recorded rhymes. <input type="checkbox"/> Guide individual learner to perform simple rhymes through dramatization. <input type="checkbox"/> Guide learners to interact with each other during play to enhance social play. <input type="checkbox"/> Guide learners to sing and perform actions rhymes e.g. Baa baa black sheep <input type="checkbox"/> Guide learners to appreciate self and others talents as they perform simple rhymes	Realia Charts pictures	.Observation 2.Oral questions	
1 1	1		Musical Rhymes	By the end of the sub-strand the learner should be able to; a) appreciate others talents as they perform simple rhymes	What rhyme did you recite? 2. Whom did you recite the rhyme with? 3. Which rhyme did you love most?	Communication and collaboration Critical thinking and problem solving	Love Respect Responsibility	Organize learners in groups to recite different rhymes <input type="checkbox"/> Play recorded rhymes. <input type="checkbox"/> Guide individual learner to perform simple rhymes through dramatization. <input type="checkbox"/> Guide learners to interact with each other during play to enhance social play. <input type="checkbox"/> Guide learners to	Realia Charts pictures	.Observation 2.Oral questions	

