

GRADE TWO MUSIC SCHEME OF WORK TERM THREE

| WE EK | LESSON | STRAND | SUB STRAND | SPECIFIC LEARNING OUTCOMES | KEY INQUIRY QUESTIONS | LEARNING EXPERIENCES | LEARNING RESOURCES | ASSESSMENT | REFLECTION |
|-------|--------|---------------------------|---------------|---|---|---|----------------------|-------------------------------|------------|
| 1 | 1 | CREATING/COMPOSING | Melody | By the end of the lesson the learner should be able to: identify melodic variations in familiar simple tunes in preparation for own compositions, | How can one tell if a tune has changed? | Familiar tunes are played/sang with minimal variations and learners are guided to identify the variations | Realia charts | Observation Oral questions | |
| 2 | 1 | | Melody | By the end of the lesson the learner should be able to: improvise simple melodic variations on familiar tunes as a foundation for composition and for enjoyment | How can one tell if a tune has changed? | In groups and individually, learners use new words to familiar tunes | Realia charts | Observation Oral questions | |
| 3 | 1 | | Melody | By the end of the lesson the learner should be able to: improvise new words to known tunes for creativity | How can a familiar tune be made more interesting? | In groups and individually, learners use new words to familiar tunes | Realia charts | Observation Oral questions | |
| 4 | 1 | | Melody | By the end of the lesson the learner should be able to: appreciate own and others compositions | How can a familiar tune be made more interesting? | Learners are guided in singing own melodic variations and those of others | Realia charts | Observation Oral questions | |

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| 5 | 1 | LISTENING AND RESPONDING | Elements of Music | By the end of the lesson the learner should be able to: express initial personal reactions to musical performances for self- expression | What is the source of the sound in the music? Is it from an instrument or voice? | Learners listen to live/recorded music from ICT devices for appreciation | Realia charts | Observation Oral questions | |
| 6 | 1 | | Elements of Music | By the end of the lesson the learner should be able to: imitate short melodies with accuracy in pitch and rhythm for aural acuity development, | What is the source of the sound in the music? Is it from an instrument or voice? | Short melodies are played and learners asked to imitate observing accuracy in pitch and rhythm | Realia charts | Observation Oral questions | |
| 7 | 1 | | Elements of Music | By the end of the lesson the learner should be able to: relate specific music to appropriate events in the community for effective communication | How does the music make you feel | Learners sing familiar topical songs with appropriate expression such as sad or happy in relation to the text | Realia charts | Observation Oral questions | |
| 8 | 1 | | Elements of Music | By the end of the lesson the learner should be able to: respond to live or recorded performances with appropriate audience behaviour to enhance | How does the music make you feel | Learners are guided to listen to and relate specific music to appropriate events. | Realia charts | Observation Oral questions | |

