KLB Visionary Music Activities Grade 2

Term Three Scheme of Work Year

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| Week | Lesson | Strand | Sub strand | Specific learning outcome | Key inquiry question | Learning experiences | Learning resources | Assessment | Remark  s |
| 1 | 1 |  | Rhythmic patterns | By the end of the lesson, the learner should be able to:  Create simple rhythmic patterns with short and long sounds and silences (rests) using body percussion for enjoyment | Which animals in the environment make repeated rhythmic sounds?  Which machines/objects make repetitive rhythmic patterns? | Learners in groups or pairs to identify various rhythmic patterns | Relevant songs  Flash cards, recorded rhythms  Items that produce constant beat  KLB Visionary Music Activities Grade 2 Teachers guide pg. 68-70 | Oral questions  Aural method  Rubrics  Observation  Adjudication |  |
| 2 | 1 |  | Improvising rhythms | By the end of the lesson, the learner should be able to:  Improvise rhythmic accompaniment to simple and familiar songs to enhance composition skills | Which animals in the environment make repetitive rhythmic patterns? | Learners in groups or pairs to improvise already created rhythms | Relevant songs  Flash cards, recorded rhythms  Items that produce constant beat  KLB Visionary Music Activities Grade 2 Teachers guide pg. 71-73 | Oral questions  Aural method  Rubrics  Observation  Adjudication |  |
| 3 | 1 |  | Rhythmic accompaniment to songs | By the end of the lesson, the learner should be able to:  Create rhythmic accompaniment to familiar songs as a basis for composition  Record own created rhythms on digital devices to make improvements after listening and for digital literacy | Which items in your surrounding keep a regular beat?  Which organ in your body maintain a regular beat? | Learners in groups or pairs to accompany songs with rhythms | Relevant songs  Flash cards, recorded rhythms  Items that produce constant beat  KLB Visionary Music Activities Grade 2 Teachers guide pg. 73-76 | Oral questions  Aural method  Rubrics  Observation  Adjudication |  |
| 4 | 1 | Melody | Identifying melodic variations | By the end of the lesson, the learner should be able to:  Identify melodic variations in familiar tunes in preparation for creating own songs and for enjoyment | Which variations can be introduced in a song to make it more interesting?  Which songs are performed loudly or softly?  Why are songs performed slowly or fast? | Learners in groups or pairs to identify melodic variations | A repertoire of simple familiar tunes  ICT devices and equipment  KLB Visionary Music Activities Grade 2 Teachers guide pg. 78-79 | Oral questions  Aural method  Rubrics  Observation  Adjudication |  |
| 5 | 1 |  | Improvising simple melodic variations | By the end of the lesson, the learner should be able to:  Improvise simple melodic variations to familiar tunes as foundation for composition and for enjoyment  Appreciate own and others’ compositions  Record and play back own variations to familiar songs for preservation, enjoyment and for digital literacy | How can a familiar tune be made more interesting?  Which do we make variations to tunes?  How can we make variations to known tunes? | Learners in groups or pairs to identify melodic variations | A repertoire of simple familiar tunes  ICT devices and equipment  KLB Visionary Music Activities Grade 2 Teachers guide pg. 79-80 | Oral questions  Aural method  Rubrics  Observation  Adjudication |  |
| 6 | 1 |  | Improvising lyrics/text to tunes | By the end of the lesson, the learner should be able to:  Improvise new words to known tunes for creativity and enjoyment  Appreciate own and others’ composition | Which tunes can be performed to different words?  How can we make new words to a familiar tune?  How can a familiar tune be made more interesting? | Learners in groups or pairs to improvise lyrics to tunes | A repertoire of simple familiar tunes  ICT devices and equipment  KLB Visionary Music Activities Grade 2 Teachers guide pg. 81-82 | Oral questions  Aural method  Rubrics  Observation  Adjudication |  |
| 7 | 1 |  | Making presentations of own compositions | By the end of the lesson, the learner should be able to:  Appreciate own and other’s composition  Use digital devices to play own variations to familiar songs for enjoyment and digital literacy | How can you create a new song from a familiar tune? | Learners in groups or pairs to make presentations of own work | ICT devices and equipment  KLB Visionary Music Activities Grade 2 Teachers guide pg. 83-85 | Oral questions  Aural method  Rubrics  Observation  Adjudication |  |
| 8 | 1 | LISTENING AND RESPONDING | Elements of music: listening and responding | By the end of the lesson, the learner should be able to:  Express initial personal reactions to musical performances for self-expression  Imitate short melodies with accuracy in pitch and rhythm for aural accuracy development | How does the music make you feel?  How do you feel when you hear this kind of music?  How do you behave when listening to music? | Learners in groups or pairs to identify elements in music | ICT devices  Recorded/live music for appreciating  Musical instruments  Internet  Work sheet  KLB Visionary Music Activities Grade 2 Teachers guide pg. 86-88 | Oral questions  Observation |  |
| 9 | 1 |  | Performance etiquette | By the end of the lesson, the learner should be able to:  Respond to live or recorded performances with appropriate audience behaviour to enhance etiquette | How do you feel when there is a lot of movement and noise during a musical performance?  What is the importance of good behaviour during a musical performance?  As a music performer, how would you feel when there is a lot of interruption? | Learners in groups or pairs to practice performance etiquette | ICT devices  Recorded/live music for appreciating  Musical instruments  Internet  Work sheet  KLB Visionary Music Activities Grade 2 Teachers guide pg. 88-89 | Oral questions  Observation |  |
|  |  |  | Basic music terminology | By the end of the lesson, the learner should be able to:  Use appropriate music terminology in explaining/discussing music listened to for effective communication | Why is it important to use proper music terminology? |  | ICT devices  Recorded/live music for appreciating  Musical instruments  Internet  Work sheet  KLB Visionary Music Activities Grade 2 Teachers guide pg. 89-90 | Oral questions  Observation |  |
|  |  |  | Music appreciation | By the end of the lesson, the learner should be able to:  Appreciate and enjoy music drawn from diverse cultures and time through digital devices  Relate specific music to appropriate events in the community for effective communication | What does the music that you hear make you think about?  How does the music that you hear make you feel? |  | KLB Visionary Music Activities Grade 2 Teachers guide pg. 90-93  ICT devices  internet | Oral questions  Observation |  |