

# GRADE FOUR

## MUSIC ACTIVITIES SCHEMES OF WORK

TERM ONE YEAR                      SCHOOL                     

We ek	Lsn	Strand/ Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Refl
1		OPENING OF THE TERM/PREPARATION							
2	1	PERFORMING	Songs	By the end of the Sub strand the learner should be able to: a) sing different types of songs, with accuracy in pitch, rhythm and dynamics controlling the expressive elements b) perform songs as an individual ( <b>solo</b> ) or in a group ( <b>choral</b> ) c) sing 2-part songs to explore the concept of harmony	<ol style="list-style-type: none"> <li>1. Why do you sing?</li> <li>2. During which occasion music performed in you community?</li> <li>3. What should one do to ensure they sing well?</li> <li>4. What do the songs we sing talk about?</li> <li>5. How do you express yourself while singing?</li> </ol>	<ul style="list-style-type: none"> <li>• Learners sing different types of familiar songs</li> <li>• Learners listen to/watch recordings of songs and imitate with accuracy in <b>pitch and rhythm</b></li> <li>• Individually (<b>solo</b>) and in groups, (<b>choral</b>) learners are guided in singing different types of songs: <b>Patriotic, Action, Sacred and Topical songs on pertinent &amp; contemporary issues</b> with accuracy in <b>pitch, rhythm and dynamics (soft and loud)</b></li> </ul>	Sheet music, song book, pitching device, audio/visual recordings	Portfolio, Observation checklist, Oral/aural questions, Project	
	2		Songs	By the end of the Sub strand the learner should be able to: a) sing different types of songs, with accuracy in pitch, rhythm and dynamics controlling the expressive elements b) perform songs as an individual ( <b>solo</b> ) or in a group ( <b>choral</b> ) c) sing 2-part songs to explore the concept of harmony	<ol style="list-style-type: none"> <li>1. Why do you sing?</li> <li>2. During which occasion music performed in you community?</li> <li>3. What should one do to ensure they sing well?</li> <li>4. What do the songs we sing talk about?</li> <li>5. How do you express yourself while singing?</li> </ol>	<ul style="list-style-type: none"> <li>• Learners sing different types of familiar songs</li> <li>• Learners listen to/watch recordings of songs and imitate with accuracy in <b>pitch and rhythm</b></li> <li>• Individually (<b>solo</b>) and in groups, (<b>choral</b>) learners are guided in singing different types of songs: <b>Patriotic, Action, Sacred and Topical songs on pertinent &amp; contemporary issues</b> with accuracy in <b>pitch, rhythm and dynamics (soft and loud)</b></li> </ul>	Sheet music, song book, pitching device, audio/visual recordings	Portfolio, Observation checklist, Oral/aural questions, Project	

	3		Songs	<p>By the end of the Sub strand the learner should be able to:</p> <p>a) sing different types of songs, with accuracy in pitch, rhythm and dynamics controlling the expressive elements</p> <p>b) perform songs as an individual (<b>solo</b>) or in a group (<b>choral</b>)</p> <p>c) sing 2-part songs to explore the concept of harmony</p>	<ol style="list-style-type: none"> <li>1. Why do you sing?</li> <li>2. During which occasion music performed in you community?</li> <li>3. What should one do to ensure they sing well?</li> <li>4. What do the songs we sing talk about?</li> <li>5. How do you express yourself while singing?</li> </ol>	<ul style="list-style-type: none"> <li>• Learners watch/listen to live/recorded performances of solo and choral music and are guided in identifying <b>expressive elements (dynamics, articulation, and tempo)</b> in the performance</li> <li>• Individually and in groups learners discuss the message in the songs</li> <li>• Individually and in groups learners perform different types of songs employing the appropriate expressive elements (<b>dynamics, articulation, and tempo</b>)</li> <li>• Learners watch live or recorded performances of <b>two part songs</b> for familiarisation</li> </ul>	<p>Sheet music, song book, pitching device, audio/visual recordings</p>	<p>Portfolio, Observation checklist, Oral/aural questions, Project</p>	
3	1		Songs	<p><b>PROJECT</b></p> <p>a) use digital devices to record individual (<b>solo</b>) and group (<b>choral</b>) performances for sharing and documentation</p>	<ol style="list-style-type: none"> <li>1. Why do you sing?</li> <li>2. During which occasion music performed in you community?</li> <li>3. What should one do to ensure they sing well?</li> <li>4. What do the songs we sing talk about?</li> <li>5. How do you express yourself while singing?</li> </ol>	<ul style="list-style-type: none"> <li>• At home and in school, learners use digital devices to record individual (solo) and group (choral) performances guided by the teacher and parent/guardian.</li> <li>• Learners watch/listen to recorded performances and discuss the types of songs in the performances</li> </ul>	<p>Sheet music, song book, pitching device, audio/visual recordings</p>	<p>Portfolio, Observation checklist, Oral/aural questions, Project</p>	
	2		Songs	<p><b>PROJECT</b></p> <p>a) use digital devices to record individual (<b>solo</b>) and group (<b>choral</b>) performances for sharing and documentation</p>	<ol style="list-style-type: none"> <li>1. Why do you sing?</li> <li>2. During which occasion music performed in you community?</li> <li>3. What should one do to ensure they sing well?</li> <li>4. What do the songs we sing talk about?</li> <li>5. How do you express yourself while singing?</li> </ol>	<ul style="list-style-type: none"> <li>• At home and in school, learners use digital devices to record individual (solo) and group (choral) performances guided by the teacher and parent/guardian.</li> <li>• Learners watch/listen to recorded performances and discuss the types of songs in the performances</li> </ul>	<p>Sheet music, song book, pitching device, audio/visual recordings</p>	<p>Portfolio, Observation checklist, Oral/aural questions, Project</p>	

	3		Kenyan folk song	By the end of the sub strand, the learner should be able to: a) sing folk songs drawn from local community b) discuss the message and values in a folk song c) perform folk songs with co-ordinated body movements	<ol style="list-style-type: none"> <li>1. Which traditional song are performed in your local community?</li> <li>2. What is the message in the folk song?</li> <li>3. What values can we learn from folk songs?</li> <li>4. What safety measures should be observed when performing traditional folk songs?</li> <li>5. Which instruments are used to accompany folk songs?</li> </ol>	<ul style="list-style-type: none"> <li>• Learners listen to/watch live/recorded performances of <b>folk songs from the local community</b></li> <li>• Learners visit community cultural centres to watch and learn folk songs</li> <li>• In groups, learners are guided to perform folk songs with <b>co-ordinated body movements</b></li> </ul>	Traditional musical instrument, resource person, costumes and props	Portfolio, Observation checklist, Oral questions, Practical test	
4	1		Kenyan folk song	By the end of the sub strand, the learner should be able to: a) sing folk songs drawn from local community b) discuss the message and values in a folk song c) perform folk songs with co-ordinated body movements	<ol style="list-style-type: none"> <li>1. Which traditional song are performed in your local community?</li> <li>2. What is the message in the folk song?</li> <li>3. What values can we learn from folk songs?</li> <li>4. What safety measures should be observed when performing traditional folk songs?</li> <li>5. Which instruments are used to accompany folk songs?</li> </ol>	<ul style="list-style-type: none"> <li>• Learners listen to/watch live/recorded performances of <b>folk songs from the local community</b></li> <li>• Learners visit community cultural centres to watch and learn folk songs</li> <li>• In groups, learners are guided to perform folk songs with <b>co-ordinated body movements</b></li> </ul>	Traditional musical instrument, resource person, costumes and props	Portfolio, Observation checklist, Oral questions, Practical test	
	2		Kenyan folk song	d) observe safety in the performance of a folk song e) observe etiquette in a folk song to enhance acceptable social relationships f) use appropriate instrumental accompaniment in a folk song.	<ol style="list-style-type: none"> <li>1. Which traditional song are performed in your local community?</li> <li>2. What is the message in the folk song?</li> <li>3. What values can we learn from folk songs?</li> <li>4. What safety measures should be observed when performing traditional folk songs?</li> <li>5. Which instruments are used to accompany folk songs?</li> </ol>	<ul style="list-style-type: none"> <li>• In groups, learners are guided to perform folk songs with <b>co-ordinated body movements</b></li> <li>• Learners take different roles in performing folk songs</li> <li>• Learners observe <b>safety</b> while performing folk songs and in the use of props</li> <li>• In groups, learners practice <b>etiquette</b> such as appropriate dressing and morally acceptable body movements while performing folk songs</li> </ul>	Traditional musical instrument, resource person, costumes and props	Portfolio, Observation checklist, Oral questions, Practical test	

	3		Kenyan folk song	<p>d) observe safety in the performance of a folk song</p> <p>e) observe etiquette in a folk song to enhance acceptable social relationships</p> <p>f) use appropriate instrumental accompaniment in a folk song.</p>	<ol style="list-style-type: none"> <li>Which traditional song are performed in your local community?</li> <li>What is the message in the folk song?</li> <li>What values can we learn from folk songs?</li> <li>What safety measures should be observed when performing traditional folk songs?</li> <li>Which instruments are used to accompany folk songs?</li> </ol>	<ul style="list-style-type: none"> <li>In groups, learners are guided to perform folk songs with <b>co-ordinated body movements</b></li> <li>Learners take different roles in performing folk songs</li> <li>Learners observe <b>safety</b> while performing folk songs and in the use of props</li> <li>In groups, learners practice <b>etiquette</b> such as appropriate dressing and morally acceptable body movements while performing folk songs</li> </ul>	Traditional musical instrument, resource person, costumes and props	Portfolio, Observation checklist, Oral questions, Practical test	
5	1		Kenyan folk song	<p>d) observe safety in the performance of a folk song</p> <p>e) observe etiquette in a folk song to enhance acceptable social relationships</p> <p>f) use appropriate instrumental accompaniment in a folk song.</p>	<ol style="list-style-type: none"> <li>Which traditional song are performed in your local community?</li> <li>What is the message in the folk song?</li> <li>What values can we learn from folk songs?</li> <li>What safety measures should be observed when performing traditional folk songs?</li> <li>Which instruments are used to accompany folk songs?</li> </ol>	<ul style="list-style-type: none"> <li>Learners use appropriate <b>instruments</b> to accompany folk songs guided by the teacher</li> <li>Individually and in groups, learners identify and discuss the <b>messages and values in folk songs</b></li> </ul>	Traditional musical instrument, resource person, costumes and props	Portfolio, Observation checklist, Oral questions, Practical test	
	2		Musical instrument s: Kenyan traditional musical instrument s- percussion instrument s	<p>By the end of the Sub strand the learner should be able to:</p> <p>a) classify percussion instruments from Kenya</p> <p>b) aurally and visually identify melodic and non-melodic percussion instruments from Kenya</p> <p>c) identify the parts of a</p>	<ol style="list-style-type: none"> <li>How are percussion instruments played?</li> <li>Which percussion instruments can play a melody?</li> <li>Which locally available materials can be used to make percussion instruments?</li> <li>Why is a drum tuned?</li> <li>How is a drum tuned?</li> </ol>	<ul style="list-style-type: none"> <li>Learners watch live/ recorded performance of <b>percussion instruments</b></li> <li>Learners aurally and visually identify percussion instruments as <b>melodic or non-melodic</b></li> <li>Learners observe pictures of/real percussion instruments and classify them as melodic and non-melodic percussion instruments.</li> <li>Learners play different percussion instruments to identify whether the instrument is <b>melodic or non-melodic</b></li> <li>Learners observe real/pictures of different percussion instruments and are guided in naming the parts</li> </ul>	Descant recorders, melodic and no-melodic instruments, resource person	Portfolio, Observation checklist, Oral questions, Practical test, aural tests, project work, Assignments	

	3		<p><b>Musical instruments: Kenyan traditional musical instruments- percussion instruments</b></p>	<p>d) tune a <b>drum</b> in order to produce the desired sound</p> <p>e) play a percussion instrument to provide appropriate accompaniment to a song or dance</p>	<ol style="list-style-type: none"> <li>How are percussion instruments played?</li> <li>Which percussion instruments can play a melody?</li> <li>Which locally available materials can be used to make percussion instruments?</li> <li>Why is a drum tuned?</li> <li>How is a drum tuned?</li> </ol>	<ul style="list-style-type: none"> <li>Learners watch live/ recorded performance of <b>percussion instruments</b></li> <li>Learners aurally and visually identify percussion instruments as <b>melodic</b> or <b>non-melodic</b></li> <li>Learners observe pictures of /real percussion instruments and classify them as melodic and non-melodic percussion instruments.</li> <li>Learners play different percussion instruments to identify whether the instrument is <b>melodic</b> or <b>non-melodic</b></li> <li>Learners observe real/pictures of different percussion instruments and are guided in naming the parts</li> </ul>	<p>Descant recorders, melodic and no-melodic instruments, resource person</p>	<p>Portfolio, Observation checklist, Oral questions, Practical test, aural tests, project work, Assignments</p>	
6	1		<p><b>Musical instruments: Kenyan traditional musical instruments- percussion instruments</b></p>	<p><b>PROJECT</b></p> <p>a) Make a percussion instrument using locally available materials to accompany a song or dance</p> <p>b) Use digital devices to record music made by percussion instruments for sharing and documentation.</p>	<ol style="list-style-type: none"> <li>How are percussion instruments played?</li> <li>Which percussion instruments can play a melody?</li> <li>Which locally available materials can be used to make percussion instruments?</li> <li>Why is a drum tuned?</li> <li>How is a drum tuned?</li> </ol>	<ul style="list-style-type: none"> <li>In groups learners <b>tune</b> a drum using the appropriate method (tightening laces and or warming the membrane).</li> <li>Individually and in groups learners play different percussion instruments (melodic and non- melodic) to accompany song and dance guided by the teacher/resource person</li> <li>In groups learners make percussion instruments observing own and others' safety</li> <li>Learners record music made by percussion instruments, share and discuss the percussion instruments used with peers</li> </ul>	<p>Descant recorders, melodic and no-melodic instruments, resource person</p>	<p>Portfolio, Observation checklist, Oral questions, Practical test, aural tests, project work, Assignments</p>	
	2		<p><b>Descant recorder</b></p>	<ol style="list-style-type: none"> <li>Play the notes B A G on a descant recorder</li> <li>Play simple melodies using the notes B A G on the descant recorder</li> <li>Practice hygiene measures in the use of the descant recorder</li> </ol>	<ol style="list-style-type: none"> <li>How are different pitches produced on a descant recorder?</li> <li>How do you care and maintain the descant recorder?</li> </ol>	<ul style="list-style-type: none"> <li>Learners explore the recorder by identifying the parts guided by the teacher</li> <li>Learners discuss and practice hygiene measures in using the descant recorder</li> <li>Learners practice holding and blowing the recorder with the appropriate posture and fingering</li> </ul>	<p>Descant recorders, melodic and no-melodic instruments, resource person</p>	<p>Portfolio, Observation checklist, Oral questions, Practical test, aural tests, project work, Assignments</p>	

	3		Descant recorder	<p>a) Play the notes B A G on a descant recorder</p> <p>b) Play simple melodies using the notes B A G on the descant recorder</p> <p>c) Practice hygiene measures in the use of the descant recorder</p>	<ol style="list-style-type: none"> <li>1. How are different pitches produced on a descant recorder?</li> <li>2. How do you care and maintain the descant recorder?</li> </ol>	<ul style="list-style-type: none"> <li>• Learners learn finger numbers on hand and fingerings for B A G on recorder</li> <li>• Clap rhythmic patterns before playing the patterns with assigned tones (B A G)</li> <li>• Learners play B A G as demonstrated by the teacher using rhythmic patterns built on <i>taa, ta-te (crotchets and quavers)</i></li> </ul>	<p>Descant recorders, melodic and no-melodic instruments, resource person</p>	<p>Portfolio, Observation checklist, Oral questions, Practical test, aural tests, project work, Assignments</p>	
7	1		Descant recorder	<p>a) Play the notes B A G on a descant recorder</p> <p>b) Play simple melodies using the notes B A G on the descant recorder</p> <p>c) Practice hygiene measures in the use of the descant recorder</p>	<ol style="list-style-type: none"> <li>1. How are different pitches produced on a descant recorder?</li> <li>2. How do you care and maintain the descant recorder?</li> </ol>	<ul style="list-style-type: none"> <li>• Individually and in groups learners play melodies built on B A G</li> <li>• Individually learners practice playing the notes and melodies learnt at home.</li> </ul>	<p>Descant recorders, melodic and no-melodic instruments, resource person</p>	<p>Portfolio, Observation checklist, Oral questions, Practical test, aural tests, project work, Assignments</p>	
	2		Dance	<p>By the end of the Sub strand the learner should be able to:</p> <p>a) perform a Kenyan folk dance from their local community</p> <p>b) apply basic elements of dance in a dance performance</p> <p>c) perform a Kenyan folk dance with coordinated body movements</p>	<ol style="list-style-type: none"> <li>1. Why do people dance?</li> <li>2. How do we perform a folk dance?</li> <li>3. Which dances are performed in the community?</li> </ol>	<ul style="list-style-type: none"> <li>• Learners watch a live/recorded <b>Kenyan folk dance</b> from the local community</li> <li>• Learners perform a dance from the local community guided by the teacher observing the basic elements of dance (<b>time, space, energy and relationships</b>)</li> </ul>	<p>Traditional instruments, Video of dances, recorder stands, resource person</p>	<p>Practical, observation, field work</p>	

	3		Dance	<p>d) create dance formations for aesthetic value</p> <p>e) perform a folk dance observing own and others safety</p>	<ol style="list-style-type: none"> <li>1. Why do people dance?</li> <li>2. How do we perform a folk dance?</li> <li>3. Which dances are performed in the community?</li> </ol>	<ul style="list-style-type: none"> <li>• Individually and in groups learners perform a folk dance with coordinated body movements</li> <li>• In groups learners perform a Kenyan folk dance incorporating <b>formations</b> observing own and others' safety</li> <li>• Learners record dances performed in school and the community and share their experiences in class</li> </ul>	<p>Traditional instruments,</p> <p>Video of dances,</p> <p>recorder stands,</p> <p>resource person</p>	<p>Practical, observation, field work</p>	
8	1		Dance	<p><b>PROJECT</b></p> <p>a) record Kenyan folk dances for sharing and documentation</p>	<ol style="list-style-type: none"> <li>1. Why do people dance?</li> <li>2. How do we perform a folk dance?</li> <li>3. Which dances are performed in the community?</li> </ol>	<ul style="list-style-type: none"> <li>• Individually and in groups learners perform a folk dance with coordinated body movements</li> <li>• In groups learners perform a Kenyan folk dance incorporating <b>formations</b> observing own and others' safety</li> <li>• Learners record dances performed in school and the community and share their experiences in class</li> </ul>	<p>Traditional instruments,</p> <p>Video of dances,</p> <p>recorder stands,</p> <p>resource person</p>	<p>Practical, observation, field work</p>	
	2	CREATING/COMPOSING MUSIC	Rhythm	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) interpret rhythmic pattern involving crotchet and quaver using French rhythm names (<b>taa, ta-te</b>)</p> <p>b) create simple rhythms using French rhythm names (<b>taa, ta-te</b>) for crotchet and quaver</p>	<ol style="list-style-type: none"> <li>1. How are rhythms created?</li> </ol>	<ul style="list-style-type: none"> <li>• Individually and in groups, learners clap/tap rhythms of words involving taa, ta-te (crotchet and quaver) maintaining a steady beat.</li> <li>• Learners interpret (orally) rhythmic patterns involving crotchet and quaver using French rhythm names (<b>taa, ta-te</b>)</li> </ul>	<p>Sheet music,</p> <p>melodic instrument,</p> <p>flash cards- of rhythmic patterns,</p> <p>melodies,</p> <p>sol-fa names</p>	<p>Oral tests,</p> <p>Aural tests,</p> <p>Written tests</p>	

3			<p style="text-align: center;"><b>Rhythm</b></p>	<p>By the end of the sub- strand, the learner should be able to:</p> <p>a) interpret rhythmic pattern involving crotchet and quaver using French rhythm names (<b>taa, ta-te</b>)</p> <p>b) create simple rhythms using French rhythm names (<b>taa, ta-te</b>) for crotchet and quaver</p>	<p>1. How are rhythms created?</p>	<ul style="list-style-type: none"> <li>• Individually and in groups, learners clap/tap rhythms of words involving taa, ta-te (crotchet and quaver) maintaining a steady beat.</li> <li>• Learners interpret (orally) rhythmic patterns involving crotchet and quaver using French rhythm names (<b>taa, ta-te</b>)</li> </ul>	<p>Sheet music, melodic instrument, flash cards- of rhythmic patterns, melodies, sol-fa names</p>	<p>Oral tests, Aural tests, Written tests</p>	
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9-14 ASSESMENT/END TERM