

GRADE THREE MUSIC SCHEME OF WORK TERM THREE YEAR 2018

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 of the lesson the learner should be able to: identify melodic variations in familiar simple tunes demonstrating an awareness of pitch and rhythm	Which variations can be introduced in a song to make it more interesting?	Familiar tunes are played/sang with some melodic variations and learners guided to identify the variations	Realia charts	Observation Oral questions	
2	1		Melody	By the end of the of the lesson the learner should be able to: create melodic variations to familiar tunes in preparation for composition	Which variations can be introduced in a song to make it more interesting?	In groups learners are guided to sing familiar songs, introducing tempo and dynamic variations	Realia charts	Observation Oral questions	
3	1		Melody	By the end of the of the lesson the learner should be able to: apply variations of tempo and dynamics to familiar songs for enjoyment	Which songs are performed loudly or softly	Learners are guided to create and use new appropriate text to familiar tunes.	Realia charts	Observation Oral questions	

4	1		Melody	By the end of the of the lesson the learner should be able to: use new words to a familiar tune for effective communication	Which songs are performed loudly or softly	Learners are guided in singing own melodic variations and those of others	Realia charts	Observation Oral questions	
5	1	LISTENING AND RESPONDING	Elements of Music	By the end of the of the lesson the learner should be able to: express initial personal reactions to musical performances for self-expression	What does the music make you think about?	Learners listen to recorded/live music and probed to give their personal reactions to the music such as sad, happy	Realia charts	Observation Oral questions	
6	1		Elements of Music	By the end of the of the lesson the learner should be able to: distinguish and categorise sounds heard for aural discrimination,	What does the music make you think about?	Learners listen to sounds/music and are guided in distinguishing and categorising the sounds as speaking voice, singing voice, adult voice, and child voice, female and male voice	Realia charts	Observation Oral questions	
7	1		Elements of Music	By the end of the of the lesson the learner should be able to: relate selected music to	How does it make you feel?	Learners listen to live/recorded music and talk about it in	Realia charts	Observation Oral questions	

