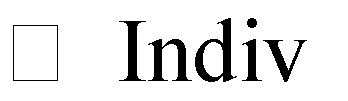
GRADE FIVE MUSIC ACTIVITIES.

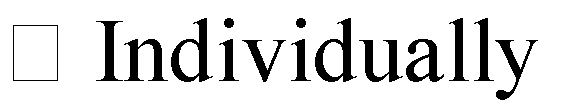
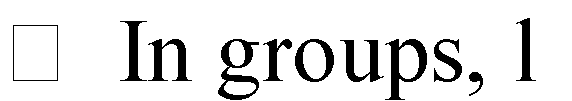
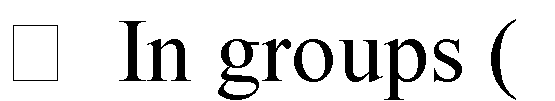
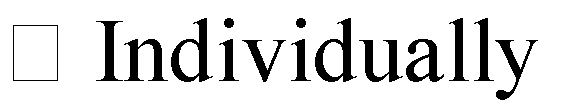
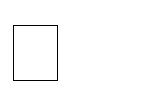
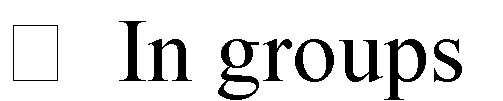
SCHEMES OF WORK TERM 1

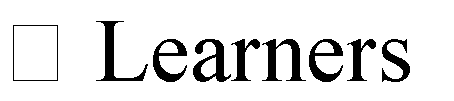
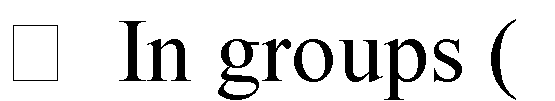




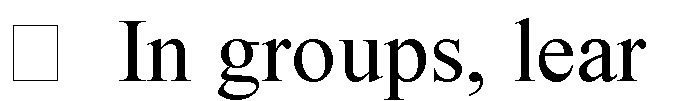
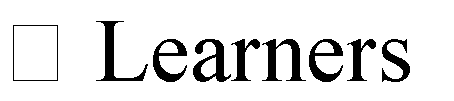
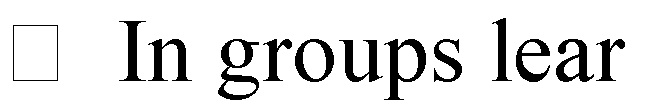
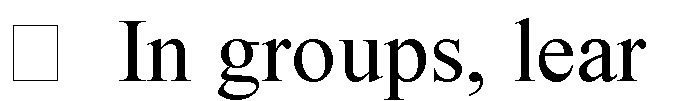
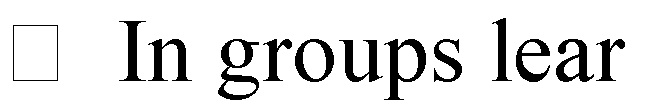
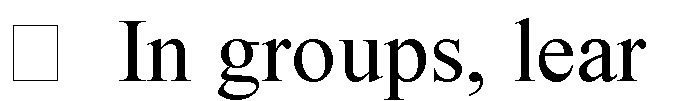
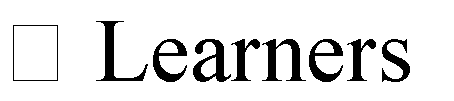
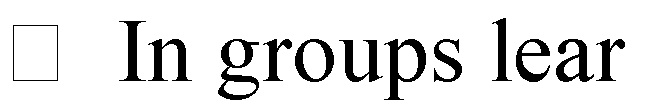
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| **Wk** | **Ls**  **n** | **Strand/**  **Theme** | **Sub strand** | **Specific learning outcomes** | **Key inquiry**  **Questions** | **Learning experiences** | **Learning**  **Resources** | | **Assessment**  **methods** |  | **Ref**  **l** |
| **1** | | | | | | | |  |  | | |
| **2** | **1** | **PERFOR MING** | **Songs : Types of songs** | By the end of the sub strand, the learner should be able to:   1. sing different types of songs with expressions to convey the mood of the piece 2. state the reason why people sing 3. appreciate the importance of using appropriate expressions in singing | 1. Why do people express themselves as they sing? 2. Why are songs performed during different occasions? 3. What entails good singing? 4. What is part singing? 5. Why is the East African Community Anthem important? | In groups learners discuss the words in songs and how to express the mood portrayed by the words in performing the songs.  individually and in groups learners practice singing different types of songs (Religious, patriotic, topical and appropriate popular songs) with proper diction and appropriate tone quality, facial expressions  and gestures to convey the mood of the piece. | * Audio/visual * recordings of folk * songs * Recording devices * Musical instruments to accompany the folk * songs | | 1. Observation checklists 2. Project: 3. Portfolio 4. Progress reports | |  |
| **3** | **1** |  | **Songs : Types of songs** | By the end of the sub strand, the learner should be able to:   1. sing different types of songs with expressions to convey the mood of the piece 2. state the reason why people sing 3. appreciate the importance of using appropriate expressions in singing | 1. Why do people express themselves as they sing? 2. Why are songs performed during different occasions? 3. What entails good singing? 4. What is part singing? 5. Why is the East African Community Anthem important? | In groups learners discuss the words in songs and how to express the mood portrayed by the words in performing the songs.  Individually and in groups learners practice singing different types of songs (Religious, patriotic, topical and appropriate popular songs) with proper diction and appropriate tone quality, facial expressions  and gestures to convey the mood of the piece. | * Audio/visual * recordings of folk * songs * Recording devices * Musical instruments to accompany the folk * songs | | 1. Observation checklists 2. Project: 3. Portfolio 4. Progress reports | |  |
| **4** | **1** |  | **Songs : East African community anthem** | By the end of the sub strand, the learner should be able to:  a. sing the East African Community Anthem in unison | 1. Why do people express themselves as they sing? 2. Why are songs   performed during different occasions? | Learners practice singing the East African Anthem in Kiswahili with accuracy in tune, proper diction and clear articulation of words. | * Audio/visual * recordings of folk * songs | | 1. Observation checklists 2. Project: 3. Portfolio | |  |

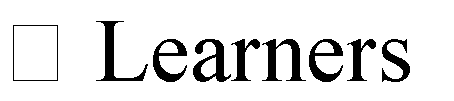
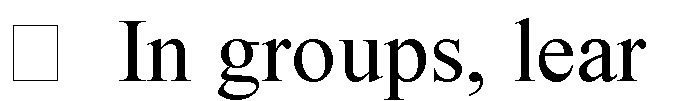
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|  |  |  |  | 1. State the meaning of singing in unison 2. appreciate the importance of using appropriate expressions in singing | 1. What entails good singing? 2. What is part singing? 3. Why is the East African Community Anthem important? | In groups , learners discuss the meaning of the words of the East African Community Anthem and the values learnt from the anthem. | * Recording devices * Musical instruments to accompany the folk * songs | d) Progress reports |  |
| **5** | **1** |  | **Songs :** Part singing- three part song | By the end of the sub strand, the learner should be able to:   1. define the term part singing 2. sing in a three-part song for perception of harmony and enjoyment 3. appreciate the importance of using appropriate expressions in singing | 1. Why do people express themselves as they sing? 2. Why are songs performed during different occasions? 3. What entails good singing? 4. What is part singing? 5. Why is the East African Community Anthem important? | In groups (choral) learners are guided to practice singing three-part songs (Soprano 1, Soprano2 and Alto or Soprano, Alto and Tenor) with accuracy in tune, words and keeping to their part.  In groups, learners use digital devices to listen and learn different types of songs (patriotic, wedding and topical songs on various issues affecting the society).  Individually and in groups, learners present the songs learnt  for peer review and discussion on the messages of the songs. | * Audio/visual * recordings of folk * songs * Recording devices * Musical instruments to accompany the folk * songs | 1. Observation checklists 2. Project: 3. Portfolio 4. Progress reports |  |
| **6** | **1** |  | **Songs :** Part singing- three part song | By the end of the sub strand, the learner should be able to:   1. define the term part singing 2. sing in a three-part song for perception of harmony and enjoyment 3. appreciate the importance of using appropriate expressions in singing | 1. Why do people express themselves as they sing? 2. Why are songs performed during different occasions? 3. What entails good singing? 4. What is part singing? 5. Why is the East African Community Anthem important? | In groups (choral) learners are guided to practice singing three-part songs (Soprano 1, Soprano2 and Alto or Soprano, Alto and Tenor) with accuracy in tune, words and keeping to their part.  In groups learners use digital devices to listen and learn different types of songs (patriotic, wedding and topical songs on various issues affecting the society).  Individually and in groups, learners present the songs learnt for peer review and discussion  on the messages of the songs. | * Audio/visual * recordings of folk * songs * Recording devices * Musical instruments to accompany the folk * songs | 1. Observation checklists 2. Project: 3. Portfolio 4. Progress reports |  |
| **7** | **1** |  | **Kenyan folk songs**  **:** Aspects of a folk song- Message | By the end of the sub strand, the learner should be able to:  a. discuss aspects of a folk song | 1. Why is it important to learn folk songs from | Learners watch live or recorded performances of folk songs from diverse communities in Kenya. | * Audio/visual * recordings of folk songs | 1. Observation checklists 2. Project: 3. Portfolio |  |





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|  |  |  |  | 1. list the messages in a folk song 2. appreciate performing folk songs drawn from diverse communities in Kenya | different communities in Kenya?  2. What makes a folk song? | In groups learners discuss different aspects (message, instrumentation, participants and occasion) in the folk songs respecting each other’s’ opinion  In groups learners perform folk songs taking different roles guided by the teacher/resource person. | * Recording devices * Musical instruments to accompany the folk * songs * Resource persons | d) Progress reports |  |
| **8** | **1** |  | **Kenyan folk songs**  **:** Aspects of a folk song- Instrumentation | By the end of the sub strand, the learner should be able to:   1. discuss aspects of a folk song 2. State the instruments used in a folk song 3. appreciate performing folk songs drawn from diverse communities in Kenya | 1. Why is it important to learn folk songs from different communities in Kenya? 2. What makes a folk song? | Learners watch live or recorded performances of folk songs from diverse communities in Kenya.  In groups learners discuss different aspects (message, instrumentation, participants and occasion) in the folk songs respecting each other’s’ opinion  In groups learners perform folk songs taking different roles guided by the teacher/resource  person. | * Audio/visual * recordings of folk songs * Recording devices * Musical instruments to accompany the folk * songs * Resource persons | 1. Observation checklists 2. Project: 3. Portfolio 4. Progress reports |  |
| **9** | **1** |  | **Kenyan folk songs**  **:** Aspects of a folk song- Participants | By the end of the sub strand, the learner should be able to:   1. discuss aspects of a folk song 2. Name the participants in a folk song 3. appreciate performing folk songs drawn from diverse communities in Kenya | 1. Why is it important to learn folk songs from different communities in Kenya? 2. What makes a folk song? | Learners watch live or recorded performances of folk songs from diverse communities in Kenya.  In groups learners discuss different aspects (message, instrumentation, participants and occasion) in the folk songs respecting each other’s’ opinion  In groups learners perform folk songs taking different roles guided by the teacher/resource  person. | * Audio/visual * recordings of folk songs * Recording devices * Musical instruments to accompany the folk * songs * Resource persons | 1. Observation checklists 2. Project: 3. Portfolio 4. Progress reports |  |
| **10** | **1** |  | **Kenyan folk songs**  **:** Aspects of a folk song- Occasions | By the end of the sub strand, the learner should be able to:   1. discuss aspects of a folk song 2. Mention occasions when folk songs are performed 3. appreciate performing folk songs drawn from diverse communities in Kenya | 1. Why is it important to learn folk songs from different communities in Kenya? 2. What makes a folk song? | Learners to watch live or recorded performances of folk songs from diverse communities in Kenya.  In groups learners discuss different aspects (message, instrumentation, participants and occasion) in the folk songs respecting each other’s’ opinion | * Audio/visual * recordings of folk songs * Recording devices * Musical instruments to accompany   the folk | 1. Observation checklists 2. Project: 3. Portfolio 4. Progress reports |  |





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|  |  |  |  |  |  | In groups learners perform folk songs taking different roles guided by the teacher/resource  person. | * songs * Resource persons |  |  |