GRADE PP1   MUSIC ACTIVITIES SCHEME OF WORK TERM ONE YEAR 2019

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQURY QUESTIONS	CORE COMPETENCE	VALUES	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFL
1	1										
2	1	PERFORMANCE	**9.1 musical Rhymes**	By the end of the sub-strand, the learner should be able to; a) recite simple rhymes for enjoyment	Which rhyme do you recite? 2. Whose rhyme do you like most	Communication and collaboration Digital literacy	Love Respect	Guide learners in groups to listen to recorded rhymes ☐ Guide learners to listen specialists demonstrate rhyming ☐ Guide learners to rhyme in pairs or small groups ☐ Guide learners to present own composed rhymes	**Realia Charts**	**1.Observation 2.Oral questions Written questions**	
3	1		**9.1 musical Rhymes**	By the end of the sub-strand, the learner should be able to; a) recite simple rhymes for enjoyment b) demonstrate the ability to recite simple rhymes for fun	Which rhyme do you recite? 2. Whose rhyme do you like most	Communication and collaboration Critical thinking and problem solving Digital literacy	Love Respect	Guide learners in groups to listen to recorded rhymes ☐ Guide learners to listen specialists demonstrate rhyming ☐ Guide learners to rhyme in pairs or small groups ☐ Guide learners to present own composed rhymes	**Realia**	**.Observation 2.Oral questions Written questions**	
4	1		**9.1 musical Rhymes**	By the end of the sub-strand, the learner should be able to; a) recite simple rhymes for	Which rhyme do you recite? 2. Whose rhyme do you like most	Communication and collaboration Critical thinking and	Love Respect	Guide learners in groups to listen to recorded rhymes ☐ Guide learners to listen specialists	**Realia charts**	**.Observation 2.Oral questions Written questions**	

				enjoyment b) demonstrate the ability to recite simple rhymes for fun		problem solving Digital literacy			demonstrate rhyming ☐ Guide learners to rhyme in pairs or small groups ☐ Guide learners to present own composed rhymes		
5	1		**9.1 musical Rhymes**	By the end of the sub-strand, the learner should be able to; a) demonstrate the ability to recite simple rhymes for fun b) Appreciate different rhymes	Which rhyme do you recite? 2. Whose rhyme do you like most	Communication and collaboration Critical thinking and problem solving Digital literacy	Love Respect	Guide learners in groups to listen to recorded rhymes ☐ Guide learners to listen specialists demonstrate rhyming ☐ Guide learners to rhyme in pairs or small groups ☐ Guide learners to present own composed rhymes	**Realia charts**	Observation Written question	
6	1		**9.1 musical Rhymes**	By the end of the sub-strand, the learner should be able to; A) demonstrate the ability to recite simple rhymes for fun B) Appreciate different rhymes	Which rhyme do you recite? 2. Whose rhyme do you like most	Communication and collaboration Critical thinking and problem solving Digital literacy	Love Respect	Guide learners in groups to listen to recorded rhymes ☐ Guide learners to listen specialists demonstrate rhyming ☐ Guide learners to rhyme in pairs or small groups ☐ Guide learners to present own composed rhymes	**Realia charts**	**.Observation 2.Oral questions**	

| 7 | 1 | | **Singing games** | By the end of the sub-strand the leaner should be able to; a) Identify simple singing games for enjoyment b) Perform simple singing games for fun | 1. Which singing games do you enjoy most? 2. Which costumes do you use | Self efficacy Imaginative and creative | Respect Responsibility | Guide learners to perform singing games freely. ☐ Guide learners to identify props to accompany singing games. ☐ Guide learners to perform singing games from different cultures in groups and in pairs. ☐ Guide learners to watch a video on singing games from different cultures. ☐ Guide learners to perform singing games from different culture in groups and in pairs. | **Realia charts** | .Observation 2.Oral questions | |
| 8 | 1 | | | By the end of the sub-strand the leaner should be able to; a) Identify simple singing games for enjoyment b) Perform simple singing games for fun | 1. Which singing games do you enjoy most? 2. Which costumes do you use | Self efficacy Imaginative and creative | Respect Responsibility | Guide learners to perform singing games freely. ☐ Guide learners to identify props to accompany singing games. ☐ Guide learners to perform singing games from different cultures in groups and in pairs. ☐ Guide learners to watch a video on singing games from different cultures. ☐ Guide learners to perform singing | **Realia** | .Observation 2.Oral questions | |

								games from different culture in groups and in pairs.			
9	1		**Singing games**	By the end of the sub-strand the leaner should be able to; a) Identify simple singing games for enjoyment b) Perform simple singing games for fun	1. Which singing games do you enjoy most? 2. Which costumes do you use	Self efficacy Imaginative and creative	Respect Responsibility	Guide learners to perform singing games freely. ▢ Guide learners to identify props to accompany singing games. ▢ Guide learners to perform singing games from different cultures in groups and in pairs. ▢ Guide learners to watch a video on singing games from different cultures. ▢ Guide learners to perform singing games from different culture in groups and in pairs.	**Realia counters**	**.Observation 2.Oral questions**	
1 0	1		**Singing games**	By the end of the sub-strand the leaner should be able to; a) Perform simple singing games using props b) Appreciate their culture as they perform	1. Which singing games do you enjoy most? 2. Which costumes do you use	Self efficacy Imaginative and creative	Respect Responsibility	Guide learners to perform singing games freely. ▢ Guide learners to identify props to accompany singing games. ▢ Guide learners to perform singing games from different cultures in groups and in pairs. ▢ Guide learners to watch a video on	**Realia**	**.Observation 2.Oral questions**	

								singing games from different cultures. □ Guide learners to perform singing games from different culture in groups and in pairs.			
11	1		**Singing games**	By the end of the sub-strand the leaner should be able to; a) Perform simple singing games using props b) Appreciate their culture as they perform	1. Which singing games do you enjoy most? 2. Which costumes do you use	Communication and collaboration Critical thinking and problem solving Imaginative and creative	Respect Unity Peace Patience Responsibility	Guide learners to perform singing games freely. □ Guide learners to identify props to accompany singing games. □ Guide learners to perform singing games from different cultures in groups and in pairs. □ Guide learners to watch a video on singing games from different cultures. □ Guide learners to perform singing games from different culture in groups and in pairs.	**Realia**	**.Observation 2.Oral questions**	
12	1		**Play simple musical Instrument**	By the end of the sub-strand the leaner should be able to: a) identify various ICT devices that produce music for fun	1. Which game do you like playing? 2. Whom do you enjoy playing with	Communication and collaboration Critical thinking and problem solving Imaginative	Respect Unity Peace Patience Responsibility	□ Learners to be guided to name various electronic gadgets □ Operate ICT devices to listen and respond to music □ Perform simple music from various ICT devices	Realia	**.Observation 2.Oral questions 3.written questions**	

						and creative		□ Coordinate parts of the body as they play music from various ICT devices □ Observe safety as they use, operate and store electronic gadgets			
1 3 $ 1 4											
1 3											