

GRADE ONE

GRADE ONE MUSIC TERM TWO YEAR 2018

| WEEK | LESSON | STRANDS | S-STRAND | SPECIFIC LEARNING OUTCOMES | KEY INQUIRY QUESTIONS | LEARNING EXPERIENCES | LEARNING RESOURCES | ASSESSMENT | REFLECTIONS |
|----------|----------|------------|--------------|---|--|---|----------------------|---|-------------|
| | 1 | | | | | | | | |
| 2 | 1 | PERFORMING | Dance | By the end of the sub-strand the learner should be able to: a) identify various occasions during which dance is performed in the society, | During which occasions/events do you dance? | Learners to identify occasions during which dance is performed in the society | Realia charts | 1.Observation 2.Oral questions | |
| 3 | 1 | PERFORMING | Dance | By the end of the sub-strand the learner should be able to: a) practice etiquette during dance for own and others respect, b) use dance to express feelings and ideas for self-expression | Which are some of the body movements we make every day | Learners watch relevant recordings of different dances from ICT devices for experience purposes and to freely dance along | Realia Charts | .Observation 2.Oral questions | |
| 4 | 1 | PERFORMING | Dance | By the end of the sub-strand the learner should be able to a) develop an awareness of body parts for their appropriate use in dance | Which are some of the body movements we make every day | Learners to identify and use different body parts and to freely execute dance movements | Realia Charts | .Observation 2.Oral questions | |
| 5 | 1 | PERFORMING | Dance | By the end of the sub-strand the learner should be able to: b) apply body movements that are part of daily experience in a variety of ways in dance for self-expression and enjoyment, | Why do people dance? | Learners use locomotor and non-locomotor/axial movements in creating own dance movements | Realia charts | Observation | |

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| 6 | 1 | PERFORMING | Dance | By the end of the sub-strand the learner should be able to: a) respond with movement to sound/music in a variety of ways for enjoyment, | Which are some of the body movements we make every day | Learners watch relevant recordings of different dances from ICT devices for experience purposes and to freely dance along | Realia Charts | .Observation 2.Oral questions | |
| 7 | 1 | | | By the end of the sub- strand the learner should be able to: a) identify and imitate items that maintain a constant beat for beat articulation, | Which objects make a repeated constant sound? | In groups and individually learners are guided in identifying and clapping/tapping/stamping the beat of a clock or a metronome using an ICT device | Realia Charts | .Observation 2.Oral questions | |
| 8 | 1 | | | By the end of the sub- strand the learner should be able to a) clap/tap/stamp/vocalise rhythms of names and sounds from the environment for rhythm articulation | Name animals in the environment that make repeated rhythmic sounds | In groups and individually, learners are guided to clap/vocalise the rhythms of syllables in names such as pig, piglet, Mary, Patrick, duck, duckling and butterfly | Realia Charts | .Observation 2.Oral questions | |
| 9 | 1 | CREATING/ COMPOSING MUSIC | | By the end of the sub- strand the learner should be able to a) identify repetition and variations to rhythms in familiar tunes in order to use the technique in varying other tunes and own composition | Name animals in the environment that make repeated rhythmic sounds | Learners listen to live/recorded music of familiar tunes with repetition and variations in rhythm and are guided in identifying the variations Learners take nature walks to identify different sounds in the environment that are | Realia charts | .Observation 2.Oral questions | |

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| | | | | | | rhythmical | | | |
| 10 | 1 | CREATING/ COMPOSING MUSIC | Rhythm | By the end of the sub- strand the learner should be able to a) create simple rhythmic accompaniments to songs and stories/poems/rhymes using voice, body percussions or improvised percussion instruments as a basis of compositional skills, | Name animals in the environment that make repeated rhythmic sounds | Learners listen to live/recorded music of familiar tunes with repetition and variations in rhythm and are guided in identifying the variations . Learners take nature walks to identify different sounds in the environment that are rhythmical | Realia Charts | .Observation 2.Oral questions | |
| 11 | 1 | CREATING/ COMPOSING MUSIC | | By the end of the sub- strand the learner should be able to record and playback constant rhythmic sounds from the environment on a digital device for digital literacy | Which objects make a repeated constant sound? | In pairs or in groups create own rhythms by tapping/clapping in accompaniment to simple songs and stories In groups or individually, learners record constant rhythmic sounds from the environment on digital devices | Realia Charts | .Observation 2.Oral questions | |
| 12 | 1 | | Melody | By the end of the sub- strand the learner should be able to: a) identify melodic sounds from the environment for aural discrimination, , | Which animals in the environment make melodic sounds? | Learners listen to sounds in the environment (live or recorded) and are guided to identify rhythmic and melodic sounds Learners imitate sounds made by animals and birds such as the cuckoo and the crested crane. Learners listen to live/recorded familiar tunes with variations in the | | .Observation 2.Oral questions 3.written questions | |

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| | | | | | | melody and are guided in identifying the variations | | | |
| 1 3 | 1 | | Melody | By the end of the sub- strand the learner should be able to: identify melodic variations in simple familiar tunes to enhance listening skills and as a basis for composition, | What is the difference between these sounds | Learners listen to sounds in the environment (live or recorded) and are guided to identify rhythmic and melodic sounds Learners imitate sounds made by animals and birds such as the cuckoo and the crested crane. | Realia Charts | | |
| 14 | 1 | | CAT | CAT | CAT | CAT | CAT | | |