

Curriculum Design

Music Grade Two

Strand	Sub- Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
PERFORMING	Songs (7 lessons)	<p>By the end of the sub- strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify different types of songs performed for different purposes to enhance comprehension, b) sing a variety of age appropriate songs in unison paying attention to accuracy in pitch and rhythm for enjoyment, c) sing 2-part rounds for enjoyment, d) sing verse 1 and 2 of the Kenya national anthem in English and/or Kiswahili with proper etiquette to enhance patriotism, cohesion and peaceful coexistence, e) execute the elements of music while singing as a basis of musicianship, f) use vocal techniques in singing for effective communication, g) express ideas, feelings and emotions through singing for self-expression and effective communication, h) perform familiar songs individually (solo) or as a group (choral) for communication and enjoyment, i) sing familiar songs with body movement for self-expression, j) appreciate and enjoy singing songs from diverse cultures. 	<ul style="list-style-type: none"> • Learners listen to and watch a variety of live or recorded songs and be probed to identify possible occasions of performance and the message from the songs • In groups and individually, learners are guided to sing various types of age appropriate songs such as Kenyan folksongs, lullabies, patriotic songs, action songs, sacred songs and other topical songs on pertinent and contemporary issues paying attention to pitch and rhythm and the words. • Learners discuss the message in the songs they sing/listen to • Learners are guided in groups and individually to sing 2-part rounds paying attention to entries and keeping to respective parts. • Learners watch a live /recorded performance of the Kenya national anthem and are guided in identifying the posture of performers • Learners are guided to sing verse 1 and 2 of the Kenya national anthem in English and /or Kiswahili in unison, paying attention to accuracy in pitch, rhythm, words and the etiquette during 	<ol style="list-style-type: none"> 1. During which activities do you sing? 2. What do the songs that you sing talk about? 3. When do we sing the Kenya National anthem? 4. Why would you prefer to sing together with others? 5. How do we sing the Kenya national anthem?

			<p>the singing of the National Anthem.</p> <ul style="list-style-type: none"> • Learners sing familiar songs in pairs or in groups applying the elements of music such as pitch, tempo, duration, pulse/beat, and dynamics • Learners are guided in the use of appropriate posture, breath control, diction, tone quality, voice projection while singing • In pairs, groups or as a class, learners sing songs from diverse cultures • Learners sing familiar songs from memory as solo and choral • Learners perform familiar songs with movement 	
<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination , Citizenship, Critical thinking and Problem solving, Digital Literacy, Self-efficacy,</p>				
<p>Link to PCIs: Education for Sustainable Development: Environmental awareness-through singing topical songs.</p> <p>Health Education: HIV & Aids- through singing Topical songs</p> <p>Learner support programs: School clubs-Music club</p> <p>Service learning and parental involvement-learners learning songs from parents</p> <p>Education for Sustainable Development: Road safety-turn taking in rounds, Animal welfare-Topical songs on animals</p> <p>Citizenship-social cohesion-in performing in groups, Patriotism- singing the Kenya national anthem and folk songs</p>			<p>Link to Values: Unity, Social justice, Patriotism, Respect, love and Responsibility</p>	

<p>Links to other Activity areas : Language activities: Actions songs, Environmental activities: Songs on topical issues-environmental management, water conservation, safety and security, soil conservation, Animal issues, Mathematics activities: Action songs on Number work, Religious Education: sacred songs</p>	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Participate in singing in the community e.g. places of worship, family occasions • Visiting children’s homes to entertain and play/sing with them
<p>Suggested Resources</p> <ul style="list-style-type: none"> • Audio-visual excerpts of a variety of songs • Musical instruments • Music print material i.e. Music scores • ICT devices 	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Accurately and consistently identifies and sings a variety of songs with proper execution of the elements of music such as pitch, tempo, duration and vocal techniques.</p>	<p>identifies and sings some songs with some considerably accuracy in execution of the elements of music such as pitch, tempo, duration and vocal techniques</p>	<p>identifies and sings a limited number of songs with some substantial inaccuracies in execution of the elements of music such as pitch, tempo, duration and vocal techniques</p>	<p>Exhibits inability to identify and sing a variety of songs executing the elements of music such as pitch, tempo, duration and vocal techniques.</p>
<p>Accurately and consistently sings verse 1 and 2 of the Kenya national anthem in English and/or Kiswahili with good mastery of lyrics</p>	<p>Sings verse 1 and 2 of the Kenya national anthem in English and/or Kiswahili with accuracy in pitch and diction</p>	<p>Sings verse 1 and 2 of the Kenya national anthem in English and/or Kiswahili with inaccuracies in pitch and diction</p>	<p>Exhibits difficulty singing verse 1 and 2 of the Kenya national anthem in English and/or Kiswahili</p>

Strand	Sub- strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	1.2 Singing games (5 lessons)	<p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"> perform various singing games drawn from local and other cultures for enjoyment, apply the aspects of singing, movement, props and costumes in performing singing games for enjoyment, take precautions during singing games for own and others safety, observe game etiquette for own and others respect, share available resources during performance of singing games for equity and integrity appreciate and enjoy performing singing games from diverse cultures. 	<ul style="list-style-type: none"> Learners watch a variety of live or recorded singing games from the local and other cultures and are guided in discussing about the performances Learners perform age-appropriate singing games with game aspects, movements and proper use of props and costumes observing own and others safety Practice and performance of singing games to be done in pairs and in groups to encourage team work and responsibility Learners are encouraged to observe game etiquette and share available resources equitably while performing singing games. Learners are guided to manipulate electronic gadgets as they watch and listen to singing games from diverse cultures In groups and individually, learners collect materials for use as costumes and props in performance of singing games 	<ol style="list-style-type: none"> Do you sing as you play? What songs do you sing during play? What are some of the materials or objects you use as you play and sing? How do you feel while performing a singing game?
<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Digital literacy, Critical thinking and Problem solving</p>				

<p>Link to PCIs: Life skill: Skills of knowing and living with oneself- self-esteem, self-awareness, Skills of knowing and living with others- assertiveness, coping with emotions and stress, interpersonal relationship, effective communication- as they perform singing games and feel good about their achievements.</p> <p>Education for sustainable development: Gender issues- develop self-awareness as they perform singing games, Safety & Security- observing own and others safety during performance of singing games</p> <p>Citizenship: Patriotism-performing singing games from different cultures thus appreciating cultural diversity, cohesion and diversity as they perform singing games</p>	<p>Link to Values: Respect, Responsibility, Unity, love, Integrity and Patriotism.</p>
<p>Links to other Activity areas: English and Kiswahili Language activities: Actions in singing games</p> <p>Environmental activities: collecting materials to make costumes, instruments and props.</p> <p>Mathematical activities: Number work- singing game activities</p> <p>Religious Education: singing games with sacred text</p>	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Participate in performing singing games in the community e.g. places of worship, family occasions • Visit children’s homes or elderly people’s homes to entertain and play/sing with them • Collecting old clothes, toys and using them to improvise costumes and props for singing games • Learners practice singing games with younger children or children with special needs in the community.
<p>Suggested Non formal Activity to support learning:</p> <ul style="list-style-type: none"> • Performing during various school events, Kenya music festivals and national days • Visiting the elderly to learn Kenyan singing games and other songs • Visits to other schools to perform singing games together 	<p>Suggested assessment: Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric</p>

Suggested Resources

- Costumes and props
- Audio-visual excerpts of relevant music (singing games)
- Resource persons
- ICT devices

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Confidently and skilfully performs various singing games drawn from diverse cultures effectively applying the aspects of singing, movement, props and costumes Appreciates and enjoys performing singing games from diverse cultures	Performs various singing games drawn from diverse cultures applying the aspects of singing, movement, props and costumes with considerable range of skills Appreciates and enjoys performing singing games from diverse cultures	Performs a few singing games drawn from some cultures applying the a few aspects of singing, movement, props and costumes with limited range of skills Appreciates and enjoys performing some singing games from some cultures	Lacks the skills of performing singing games drawn for diverse cultures Shows no appreciation in performing singing games drawn from diverse cultures

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	1.3 Musical Instruments (4 lessons)	<p>By the end of the sub- strand the learner should be able to:</p> <ol style="list-style-type: none"> identify and name wind instruments used in music making, identify different wind instruments visually and aurally used to accompany song and dance, demonstrate the skills of playing a wind instrument as a basis of skills development, improvise accompaniments to songs and dances using improvised wind instruments for enjoyment, observe own and others safety in improvising and playing instruments, appreciate own improvised musical instruments and accompaniments and those of others, observe safety and care of the instrument in maintenance and storage, play virtual musical instruments to enhance playing skills and for digital literacy. 	<ul style="list-style-type: none"> Learners watch videos/pictures of different wind instruments being played. Learners watch audio-visual recordings of instruments and are guided in identifying the instruments visually and aurally Learners are guided to apply appropriate skills of holding, blowing, fingering and breath control when playing different wind instruments such as pipes, whistles and recorder Learners are guided in observing own and others safety while improvising wind using locally available materials. In groups and individually, learners improvise different accompaniment using wind instruments Learners take pictures/videos of the improvised instrument for presentation and sharing Learners are guided in playing virtual (computer generated) musical instruments using ICT devices. 	<ol style="list-style-type: none"> Which instruments are played by blowing? How do you produce sounds on wind instruments? How do you get different sounds when playing a wind instrument? Which materials found in the surroundings can one use to make a wind instrument?

<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Digital literacy, Critical thinking and Problem solving, Self-efficacy</p>	
<p>Link to PCIs: Life skills; Skills of knowing and living with oneself- self - awareness, self-esteem- they discover their talents as they play different musical instruments, Skills of knowing and living with others- effective communication, interpersonal relationship, assertiveness- through improvising and playing wind instruments.</p> <p>Education for Sustainable Development-Environmental awareness, waste management- as they collect different items from the environment to improvise instruments</p> <p>Health Education-prevention and management of diseases- cleaning of collected materials to make instruments.</p>	<p>Link to Values: Respect, Responsibility, Unity and Social justice</p>
<p>Links to other Activity areas: Religious studies, Environmental studies, Hygiene and nutrition, English, Kiswahili and Indigenous language activities- naming of instruments.</p>	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Visiting children’s homes and playing instruments with them • Playing instruments during community activities
<p>Suggested Non formal Activity to support learning:</p> <ul style="list-style-type: none"> • Performing during various school events, Kenya music festivals • Visiting music and cultural centres 	<p>Suggested assessment: Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric</p>
<p>Suggested Resources</p> <ul style="list-style-type: none"> • Musical instruments • Locally available materials for improvising instruments • Audio-visual excerpts of relevant music • Resource persons • ICT devices, internet connectivity 	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Accurately identifies and names wind instruments used to accompany singing and dancing through observation and listening	Identifies and names wind instruments used to accompany singing and dancing through observation and listening	Identifies and names a few wind instruments used to accompany singing and dancing through observation and listening	Inaccurately identifies and names wind instruments used to accompany singing and dancing through observation and listening
Imaginatively and creatively improvises wind instruments and accompaniment songs and dances	Improvises wind instruments and accompaniment to songs and dances	Improvises some wind instruments and accompaniment to songs and dance	Exhibits difficulties in improvising wind instruments and accompaniment to songs and dance

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	1.4 Dance (5 lessons)	<p>By the end of the sub- strand the learner should be able to:</p> <ol style="list-style-type: none"> use body movements that are part of daily experience in a variety of ways in dance for enjoyment, use dance to express feelings, emotions and ideas for self-expression, apply locomotor and non-locomotor/axial movements creatively in own dance for enjoyment, observe basic elements of dance during performance, observe own and others safety during dance performance, practice etiquette during dance performance for integrity, 	<ul style="list-style-type: none"> Learners to be exposed to various relevant live and recordings of dances for experience and appreciation Learners identify and use body movements that are part of daily experiences such as greetings, waving, digging, pounding, grinding and sweeping in dance Learners are guided in using functional dance movements to communicate ideas, feelings and emotions. Learners use different body zones and body parts in dance In groups and individually, the learners are guided in the use of dance elements such as time, space, energy and 	<ol style="list-style-type: none"> Which dances are performed in your local community? During which occasions are dances performed? Which parts of the body are commonly used when dancing? Which materials or objects are used in dances?

		<ul style="list-style-type: none"> g) perform appropriate traditional dances from their locality for social cohesion and enjoyment, h) appreciate and enjoy performing traditional dances from diverse cultures for social cohesion and preservation of culture, i) use digital devices for learning, taking pictures, recordings and videos of traditional dances for presentation and enjoyment. 	<p>relationships in executing dance movement.</p> <ul style="list-style-type: none"> • In groups learners practice traditional dances observing own and others safety. • Pair and group dance sessions to be used to enhance cooperation, teamwork and dance etiquette. • Learners are guided in performing traditional dances from within their localities. • Learners to research more on dance styles using digital devices. 	
<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Critical thinking and Problem solving, Digital Literacy Citizenship, Self-efficacy</p>				
<p>Link to PCIs: Service learning and parental involvement: dance relating to community involvement, Education for Sustainable Development: Safety and security- Citizenship: dances from diverse Kenyan cultures</p>			<p>Link to values: Responsibility, Respect, Patriotism, Unity and Love</p>	
<p>Links to other Activity areas: Movement, Environmental studies-safety Language activities- Mathematics activities-numbers, Religious Education: respect of others</p>			<p>Suggested Community Service Learning activities: Encourage learners to participate in the cultural activities organized in the community.</p>	
<p>Suggested Non formal Activity to support learning:</p> <ul style="list-style-type: none"> • Performing during various school events, Kenya music festivals, National functions • Participate in dance events in the community e.g. places of worship, family functions 			<p>Suggested assessment: Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric</p>	
<p>Suggested Resources</p> <ul style="list-style-type: none"> • Excerpts of dance from ICT devices • Musical instruments • Costumes and props • ICT devices-recorders, cameras, mobile phones 				

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Demonstrates exemplary use of body movements that are part of daily experience, expresses ideas, feelings and emotions with a high degree of effectiveness in a variety of ways in dance	Uses body movements that are part of daily experience, expressing ideas, feelings and emotions with a considerable degree of effectiveness in a variety of ways in dance	Demonstrates limited use of body movements that are part of daily experience in a variety of ways in dance	Has difficulty using body movements that are part of daily experience with inaccurate expression of ideas, feelings and emotions in a variety of ways in dance
Creatively and effectively uses dance elements in performance of traditional dances from the locality	Uses dance elements in performance of traditional dances from the locality	Uses dance elements in performance of traditional dances from the locality with some effectiveness	Uses dance elements in performance of traditional dances from the locality with difficulty and inconsistencies

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 CREATING/ COMPOSING	2.1 Rhythm (4 lessons)	By the end of the sub-strand the learner should be able to: a) Identify and mimic animals, objects that make rhythmic patterns for rhythm awareness, b) improvise rhythmic accompaniment to short, simple, familiar songs to enhance compositional skills and for enjoyment, c) create simple rhythmic patterns with short and long sounds and silences using body percussion for enjoyment,	<ul style="list-style-type: none"> Learners clap/tap rhythms to familiar songs. In pairs or in groups, learners are guided to create simple rhythmic patterns using common names such as tea, coffee, soda, Coca-Cola, fish and chips, mango juice. In pairs or in groups, learners are guided to create simple rhythmic patterns with short and long sounds and silences (crotchets, minims and their equivalent rests) using body percussions (clap, tapping, snapping, stamping, vocalising) and instruments (beat, hitting, shaking, scrapping) 	<ol style="list-style-type: none"> Which items in your surrounding keep a regular pulse/beat? Which organ in your body maintains a regular beat? Which animals make rhythmic sounds? Which animals make rhythmic movements? Which objects make repetitive rhythmic patterns?

		<p>d) create rhythmic accompaniment to familiar songs as a basis for composition and for enjoyment and</p> <p>e) record own created rhythms on digital devices to make improvements after listening and for digital literacy.</p>	<ul style="list-style-type: none"> Learners record own created rhythms on digital devices for enjoyment 	
<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Digital Literacy, Critical thinking and Problem solving</p>				
<p>Link to PCIs: Life skills-Skills of knowing and living with oneself-self-awareness, self- esteem; Decision making skills-creative thinking and critical thinking-clapping and creating rhythmic patterns</p> <p>Education for Sustainable Development: Animal welfare, awareness as they mimic different animals</p>		<p>Link to Values: Respect, Unity, Responsibility and Social Justice</p>		
<p>Links to other Activity areas: Environmental Activities-sources of sounds, Animal issues English and Kiswahili Languages Activities- names and words in rhythm Hygiene and nutrition-names of foods used in rhythm.</p>		<p>Suggested Community Service Learning activities: Performing in places of worship</p>		
<p>Suggested Non formal Activity to support learning:</p> <ul style="list-style-type: none"> Performing during various school events, Kenya music festivals 		<p>Suggested assessment: Oral/aural performance rubric questions, portfolio, observation, check lists,</p>		
<p>Suggested Resources</p> <ul style="list-style-type: none"> Excerpts of relevant music from ICT devices Flash cards ICT devices- recorders, 				

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Accurately and creatively improvises rhythmic accompaniment to simple songs</p> <p>Creates complex rhythmic patterns using short and long sounds and silences (crotchet, minim and semibreve and their rests) with variations</p>	<p>Accurately improvises rhythmic accompaniment to simple songs correctly</p> <p>Creates simple rhythmic patterns in using short and long sounds and silences (crotchet, minim and semibreve and their rests) with variations</p>	<p>Improvises rhythmic accompaniment to simple songs with some inaccuracies</p> <p>Creates simple rhythmic patterns with little variation in the use of short and long sounds and silences (crotchet, minim and semibreve and their rests)</p>	<p>Displays difficulties improvising rhythmic accompaniment to simple songs</p> <p>Exhibits difficulty in creating simple rhythmic patterns</p>

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	2.2 Melody (4 lessons)	<p>By the end of the Sub strand the learner should be able to:</p> <p>a) identify melodic variations in familiar simple tunes in preparation for own compositions,</p> <p>b) improvise simple melodic variations on familiar tunes as a foundation for composition and for enjoyment,</p> <p>c) improvise new words to known tunes for creativity</p> <p>d) appreciate own and others compositions,</p> <p>f) use digital devices to record own variations to familiar songs for enjoyment and digital literacy.</p>	<ul style="list-style-type: none"> • Learners listen to and sing familiar tunes • Familiar tunes are played/sang with minimal variations and learners are guided to identify the variations • In groups and individually, learners are guided to sing familiar tunes (2 -4 bars long), introducing some melodic variations • In groups and individually, learners use new words to familiar tunes • Learners are guided in singing own melodic variations and those of others. • Learners use digital devices to record and playback their own variations to familiar songs 	<ol style="list-style-type: none"> 1. How can one tell if a tune has changed? 2. How can a familiar tune be made more interesting? 3. How can a familiar tune be varied?

<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Critical thinking and Problem solving, Digital literacy</p>	
<p>Link to PCIs: core living values: Life-skills: Decision making skills- Creative thinking, critical thinking and decision making, Skills of knowing and living with others- effective communication- through melody improvisation</p> <p>Education for Sustainable Development: Animal welfare education-songs on animals.</p>	<p>Link to Values: Respect, Unity, Responsibility and Love.</p>
<p>Links to other Activity areas :English, Kiswahili and indigenous language Activities: words</p> <p>Environmental activities: safety, environmental management, soil and water conservation, Animal issues, religious education-sacred songs</p>	<p>Suggested Community Service Learning activities: Performing in the community during different occasions e.g. worship</p>
<p>Suggested Non formal Activity to support learning: Performing during various school events, Kenya music festivals</p> <p>Attending events and occasions in the community e.g. weddings listening and learning songs with variations in melody and lyrics</p>	<p>Suggested assessment: Oral/aural performance rubric questions, portfolio, observation, check lists,</p>
<p>Suggested Resources</p> <ul style="list-style-type: none"> • Audio-visual excerpts of relevant music • Audio-visual equipment • ICT devices • Internet • Flash cards 	

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
Identifies melodic variations in familiar simple tunes showing appreciation of own and others compositions	Identifies some melodic variations in familiar simple tunes showing appreciation of own and others compositions	Identifies a few melodic variations in familiar simple tunes showing appreciation of own and others compositions	Has difficulty identifying melodic variations in familiar simple tunes show little appreciation to own and others works
Imaginatively and creatively improvises melodic variations to familiar tunes	Improvises melodic variations to familiar tunes (2-4 bars long)	Improvises a few melodic variations to familiar tunes with some inaccuracies (2 -4 bars long).	Displays inability to improvise melodic variations in familiar tunes
Imaginatively creates new text in familiar tunes (2 -4 bars long)	Creates new text in familiar tunes (2 -4 bars long)	Creates new text with inaccuracies in familiar tunes (2 -4 bars long)	Exhibits difficulty creating new text in familiar tunes (2 -4 bars long)

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 LISTENING AND RESPONDING	3.1 Elements of Music (4 lessons)	By the end of the sub strand the learner should be able to: a) express initial personal reactions to musical performances for self-expression, b) imitate short melodies with accuracy in pitch and rhythm for aural acuity development, c) relate specific music to appropriate events in the community for effective communication,	<ul style="list-style-type: none"> Learners listen to live/recorded music from ICT devices for appreciation Short melodies are played and learners asked to imitate observing accuracy in pitch and rhythm. Learners practice appropriate audience behaviour (sitting quietly, applauding, responding without interrupting performance) as they watch others perform 	<ol style="list-style-type: none"> What is the source of the sound in the music? Is it from an instrument or voice? How does the music make you feel? Is the music fast, slow, loud or soft? Where are you likely to hear this kind of music? What message do you get from the music? How should you behave when listening to music?

		<p>d) respond to live or recorded performances with appropriate audience behaviour to enhance etiquette,</p> <p>e) use appropriate music terminology in explaining/discussing music listened to for effective communication,</p> <p>f) discuss the message in the selected music for effective communication,</p> <p>g) appreciate and enjoy music drawn from diverse cultures and time through digital devices.</p>	<ul style="list-style-type: none"> • Learners sing familiar topical songs with appropriate expression such as sad or happy in relation to the text • Learners are guided to listen to and relate specific music to appropriate events. • Learners are guided to talk about music they listen to in relation to the basic elements of music (loud, soft, fast, slow) and their effects. • In groups learners to discuss the message in the music they listen to 	
<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Critical thinking and Problem solving</p>				
<p>Link to PCIs: :Life Skills: Skills of knowing and living with oneself- self-awareness, self-esteem, coping with emotions and stress. Skills of knowing and living with others- effective communication, Decision making skills-critical and creative thinking, decision making- while listening and responding to songs drawn fro diverse cultures</p> <p>Citizenship: Social cohesion-listening and responding to music drawn from diverse cultures</p>			<p>Link to Values: Respect, Unity, patriotism and Love.</p>	
<p>Links to other Activity areas : Environmental studies, Language, religious education</p>			<p>Suggested Community Service Learning activities: Encourage learners to participate in musical activities in the community.</p>	
<p>Suggested Non formal Activity to support learning:</p> <ol style="list-style-type: none"> 1. Performing during various school events, Kenya music festivals 2. Visits to music and cultural centres to listen and interact with different types of music and performers 3. Participating in community events where music is performed to listen and participate later talking about the music with others 			<p>Suggested assessment: Oral/aural questions, portfolio, observation, check lists,</p>	

Suggested Resources

1. Audio-visual excerpts of relevant music
2. Audio-visual equipment

Assessment Rubrics

Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Confidently and appropriately:</p> <ul style="list-style-type: none">• expresses initial personal reactions to musical performances using appropriate terminology (such as sad, happy, slow, fast, loud, soft) relating the music to particular events• imitates short melodies with accuracy in pitch and rhythm• Responds to live/recorded performance with appropriate audience behaviour	<ul style="list-style-type: none">• Expresses initial personal reactions to musical performances using appropriate terminology (such as sad, happy, slow, fast, loud, soft) relating the music to particular events• Imitates short melodies with considerable accuracy in pitch and rhythm• Responds to live/recorded performance with appropriate audience behaviour	<ul style="list-style-type: none">• Expresses initial personal reactions to musical performances using limited appropriate terminology (such as sad, happy, slow, fast, loud, soft) relating the music to particular events• Imitates short melodies with some inaccuracies accuracy in pitch and rhythm• Responds to live/recorded performance with more or less appropriate audience behaviour	<ul style="list-style-type: none">• Expresses initial personal reactions to musical performances using inappropriate terminology unable to relate the music to particular events• Imitates short melodies with inaccuracies in pitch and rhythm• Responds to live/recorded performance with inappropriate audience behaviour