

GRADE THREE

GRADE THREE MUSIC TERM TWO YEAR 2018

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFLECTION
	1								
2	1	<b>PERFORMING</b>	<b>Musical Instruments</b>	By the end of the of the sub-strand the learner should be able to: a) identify and name different string instruments used in music making,	Which methods are used in playing string instruments?	Learners listen to and watch audio-visual recordings/pictures of instruments and are guided in identifying the instruments visually and aurally In groups and	<b>Realia charts</b>	<b>1.Observation 2.Oral questions</b>	
3	1		<b>Musical Instruments</b>	By the end of the of the sub-strand the learner should be able to a) identify string instruments visually and aurally in preparation for improvisation	Which instruments are played by bowing/striking/plucking/ strumming	In groups and individually, learners imitate playing of different string instruments Learners are guided to apply the skills of holding, plucking/striking, bowing and strumming	<b>Realia Charts</b>	<b>.Observation 2.Oral questions</b>	
4	1		<b>Musical Instruments Musical Instruments</b>	By the end of the of the sub-strand the learner should be able to a) demonstrate the skills of playing string instruments to improve performance	Which parts of the body do you use when playing string instruments?	In groups and individually learners are guided to improvise different string instruments (mouth bows, ground bows and fiddles) while observing own and others safety	<b>Realia Charts</b>	<b>.Observation 2.Oral questions</b>	

5	1		<b>Musical Instruments</b>	By the end of the of the sub-strand the learner should be able to a) use improvised string instruments to accompany song for enjoyment, b) use improvised percussion, wind and string instruments in an ensemble for enjoyment	Which locally available materials can you use to improvise string instruments	Learners play improvised percussion, wind and string instruments in an ensemble each trying out different string instruments Learners use digital devices to play pictures/videos of the string instruments.	<b>Realia charts</b>	Observation	
6	1		Dance	By the end of the of the sub-strand the learner should be able to a) use body movements that are part of daily experience in a variety of ways in dance for enjoyment,	Which dances are performed by the communities around you?	Learners are exposed to various relevant live performances and recordings of dances from ICT devices for experience and appreciation	<b>Realia Charts</b>	<b>.Observation 2.Oral questions</b>	
7	1		Dance	By the end of the of the sub-strand the learner should be able to a) use dance to express ideas feelings, and emotions for self-expression	During which occasions are these dances performed	Learners are guided to identify and use day to day activities related to dance movements such as waving, swaying, hand-shaking and digging in executing dance movements in dance	<b>Realia Charts</b>	<b>.Observation 2.Oral questions</b>	

8	1		Dance	By the end of the of the sub-strand the learner should be able to a) use body zones and body parts appropriately in response to music	. What activities involving body movements can be used in dance	Learners are guided in using locomotor and non locomotor/axial movements in creating own dance movements Learners are guided in the use of dance elements such as space, time, energy and relationship with others in dance	<b>Realia Charts</b>	<b>.Observation 2.Oral questions</b>	
9	1		Dance	By the end of the of the sub-strand the learner should be able to apply locomotor and non-locomotor/axial movements imaginatively to create own dance	Which parts of the body are commonly used when dancing	movements Learners are guided in the use of dance elements such as space, time, energy and relationship with others in dance. Learners practice dance while observing own and others safety	<b>Realia charts</b>	<b>.Observation 2.Oral questions</b>	
10	1		Dance	By the end of the of the sub-strand the learner should be able to observe basic elements of dance in a dance performance for effective execution of dance	Which parts of the body are commonly used when dancing	movements Learners are guided in the use of dance elements such as space, time, energy and relationship with others in dance. Learners practice dance while observing own and others safety	<b>Realia Charts</b>	<b>.Observation 2.Oral questions</b>	
111	1	<b>CREATING/ COMPO</b>	Rhythm	By the end of the of the sub-strand the learner should be able to	What is a beat?	Learners are guided to express pulse of familiar songs by	<b>Realia Charts</b>	<b>.Observation 2.Oral</b>	

		<b>SING MUSIC</b>		improvise rhythmic accompaniment to familiar songs using body percussion and other instruments for enjoyment,		tapping/clapping/stamping. Learners clap/tap/ rhythms to familiar songs.		<b>questions</b>	
12	1		Rhythm	By the end of the of the sub-strand the learner should be able to create own simple rhythmic patterns using body percussion and other improvised percussions for creativity and imagination,	How can you create your own rhythms using your body	Learners are guided to clap/tap rhythms with short and long sounds and silences A learner plays a short rhythm on a drum or objects around and the others imitate.	<b>Realia Charts</b>	<b>.Observation 2.Oral questions 3.written questions</b>	
1 3	1		Rhythm	By the end of the of the sub-strand the learner should be able to use digital devices for creating rhythmic accompaniment to familiar songs for enjoyment	How can you vary the rhythm of a familiar song	In pairs or in groups, learners to create own repetitive rhythmic patterns using body percussions or other percussion instruments. Learners are guided in using digital devices to create, record and playback own created accompaniment to familiar songs	<b>Realia Charts</b>		
14	1			CAT	CAT		CAT		