**PP1 MUSIC SCHEME OF WORK TERM TWO**

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| **WE EK** | **LES SO N** | **STRA ND** | **S- STRAND** | **SPECIFIC LEARNINIG OUTCOMES** | **KEY INQURY QUESTIO NS** | **CORE COMPETENCE** | **VALU ES** | **LEARNING EXPERIENCES** | **LEARNING RESOURCE S** | **ASSESSME N** | **REFLECTIO N** |
| 1 | 1 | LIST ENIN GAND RESP ONDI NG | MusicalSounds | By the end of the sub- strand the leaner should be able toIdentify various sound made by various animals from the environment for familiarization | Which sounds did you listento? | criticalthinkingproblem solving | Unity peace | Learners identify various sounds from theenvironment | Charts realia | Observatio oral questions |  |
| 2 | 1 |  | MusicalSounds | By the end of the sub-strand the leaner should be able to name various sound made by various animals from the environment for familiarization | Whichsounds did you listen to? | criticalthinkingproblem solving | Unitypeace | Learners namevarious sounds from the environment | Chartsrealia | Observatiooral questions |  |
| 3 | 1 |  | MusicalSounds | By the end of the sub- strand the leaner should be able toSing songs related to musical sounds made by animals in the environment for enjoyment | Which sounds did you listento? | criticalthinkingproblem solving | Unity peace | Organize learners tossing various songs related tosound in the environment | Charts realia | Observatio oral questions |  |

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| 4 | 1 |  | MusicalSounds | By the end of the sub- strand the leaner should be able toSing songs related to musical sounds madeby animals in the environment for enjoyment | Which sounds did you listento? | critical thinkingproblem solving | Unity peace | Organize learners tossing various songs related tosound in the environment | ChartsRealia | Observatio oral questions |  |
| 5 | 1 |  | MusicalSounds | By the end of the sub-strand the leanershould be able to Appreciate various musical sound made by animals | Whichsounds didyou listen to? | criticalthinkingproblem solving | Unitypeace | Learners toimitate varioussounds from the environment | Chartsrealia | Observatiooral questions |  |
| 6 | 1 |  | Imitatingsounds | By the end of the sub-strand the leanershould be able to Identify sources of sound in the environment for familiarization | Whatmakes that sound? | CommunicationandcollaborationSelf-efficacy | Unitypeace | to identify thesources of soundin the environment. | Chartsrealia | Observatiooral questions |  |
| 7 | 1 |  | Imitatin gsounds | By the end of the sub- strand the leaner should be able toname sources of sound in the environment for familiarization | Whatmakes that sound? | Communication and collaborationSelf-efficacy | Unity peace | to name the sources of sound in theenvironment. | Charts realia | Observatio oral questions |  |
| 8 |  |  | Imitatin | By the end of the sub- | What | Communication | Unity | to imitate sounds | Charts | Observatio |  |

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|  |  |  | g sounds | strand the leanerImitate sounds madein the environment for enjoymentshould be able to | makes thatsound? | and collaborationSelf-efficacy | peace | produced in the environment in groups and pairs | realia | oral questions |  |
| 9 | 1 |  | Imitating sounds | By the end of the sub-strand the leaner should be able to Imitate sounds madein the environment forenjoyment | Whatmakes that sound? | Communicationand collaboration Self-efficacy | Unitypeace | sing songs relatedto sources of sound in the environme | Chartsrealia | Observatiooral questions |  |
| 10 | 1 |  | Imitatin gsounds | By the end of the sub- strand the leanershould be able toAppreciate soundsproduced in the environment | Whatmakes that sound? | Communication andcollaborationSelf-efficacy | Unity peace | sing songs related to sources ofsound in the environme | Charts realia | Observatio oral questions |  |
| 11 | 1 |  | Creatingandcomposi ng rhythmi c patterns | By the end of the sub-strand the leanershould be able to Produce rhythmic patterns using body for strength and body coordination | Whatpercussioninstrument s do weuse to create | CommunicationandcollaborationSelf-efficacy | Unitypeace | create freerhythmic pattern. Could watchfilms on differentrhythmic patterns from videos and films | Chartsrealia | Observatiooral questions |  |
| 12 | 1 |  | Creating and composing rhythmi | By the end of the sub- strand the leaner should be able toCreating various rhythmic patterns for | What percussion instruments do we use to | Communication and collaborationSelf-efficacy | Unity peace | create freerhythmic pattern. Could watch | Charts realia | Observatio oral questions |  |

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|  |  |  | c patterns | talent development | create |  |  | films on different rhythmic patterns from videos andfilms |  |  |  |
| 13&14 |  | CAT | **CAT** | CAT | CAT | CAT | CAT | CAT |  |  |  |