**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 G  AND RESP ONDI NG | Musical  Sounds | By the end of the sub- strand the leaner should be able to  Identify various sound made by various animals from the environment for familiarization | Which sounds did you listen  to? | critical  thinking  problem solving | Unity peace | Learners identify various sounds from the  environment | Charts realia | Observatio oral questions |  |
| 2 | 1 |  | Musical  Sounds | 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 | Which  sounds did you listen to? | critical  thinking  problem solving | Unity  peace | Learners name  various sounds from the environment | Charts  realia | Observatio  oral questions |  |
| 3 | 1 |  | Musical  Sounds | By the end of the sub- strand the leaner should be able to  Sing songs related to musical sounds made by animals in the environment for enjoyment | Which sounds did you listen  to? | critical  thinking  problem solving | Unity peace | Organize learners tossing various songs related to  sound in the environment | Charts realia | Observatio oral questions |  |

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| 4 | 1 |  | Musical  Sounds | By the end of the sub- strand the leaner should be able to  Sing songs related to musical sounds made  by animals in the environment for enjoyment | Which sounds did you listen  to? | critical thinking  problem solving | Unity peace | Organize learners tossing various songs related to  sound in the environment | Charts  Realia | Observatio oral questions |  |
| 5 | 1 |  | Musical  Sounds | By the end of the sub-  strand the leaner  should be able to Appreciate various musical sound made by animals | Which  sounds did  you listen to? | critical  thinking  problem solving | Unity  peace | Learners to  imitate various  sounds from the environment | Charts  realia | Observatio  oral questions |  |
| 6 | 1 |  | Imitatin  g  sounds | By the end of the sub-  strand the leaner  should be able to Identify sources of sound in the environment for familiarization | What  makes that sound? | Communication  and  collaboration  Self-efficacy | Unity  peace | to identify the  sources of sound  in the environment. | Charts  realia | Observatio  oral questions |  |
| 7 | 1 |  | Imitatin g  sounds | By the end of the sub- strand the leaner should be able to  name sources of sound in the environment for familiarization | What  makes that sound? | Communication and collaboration  Self-efficacy | Unity peace | to name the sources of sound in the  environment. | 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 leaner  Imitate sounds made  in the environment for enjoyment  should be able to | makes that  sound? | and collaboration  Self-efficacy | peace | produced in the environment in groups and pairs | realia | oral questions |  |
| 9 | 1 |  | Imitatin  g sounds | By the end of the sub-  strand the leaner should be able to Imitate sounds made  in the environment for  enjoyment | What  makes that sound? | Communication  and collaboration Self-efficacy | Unity  peace | sing songs related  to sources of sound in the environme | Charts  realia | Observatio  oral questions |  |
| 10 | 1 |  | Imitatin g  sounds | By the end of the sub- strand the leaner  should be able to  Appreciate sounds  produced in the environment | What  makes that sound? | Communication and  collaboration  Self-efficacy | Unity peace | sing songs related to sources of  sound in the environme | Charts realia | Observatio oral questions |  |
| 11 | 1 |  | Creating  and  composi ng rhythmi c patterns | By the end of the sub-  strand the leaner  should be able to Produce rhythmic patterns using body for strength and body coordination | What  percussion  instrument s do we  use to create | Communication  and  collaboration  Self-efficacy | Unity  peace | create free  rhythmic pattern. Could watch  films on different  rhythmic patterns from videos and films | Charts  realia | Observatio  oral questions |  |
| 12 | 1 |  | Creating and composi  ng rhythmi | By the end of the sub- strand the leaner should be able to  Creating various rhythmic patterns for | What percussion instrument  s do we use to | Communication and collaboration  Self-efficacy | Unity peace | create free  rhythmic pattern. Could watch | Charts realia | Observatio oral questions |  |

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|  |  |  | c patterns | talent development | create |  |  | films on different rhythmic patterns from videos and  films |  |  |  |
| 13  &1  4 |  | CAT | **CAT** | CAT | CAT | CAT | CAT | CAT |  |  |  |