

PP2 MUSIC SCHEME OF WORK TERM THREE

| WEEK | LESSON | STRAND | SUB STRAND | SPECIFIC LEARNING OUTCOMES | KEY INQUIRY QUESTION | CORE COMPETENCE | VALUES | LEARNING EXPERIENCES | LEARNING RESOURCE | ASSESEMENT | REFLECTION |
|-------------|---------------|---------------|-----------------------------------|---|---|--|----------------------------|---|--------------------------|-------------------------------|-------------------|
| 1 | 1 | PERFORMANCE | simple musical instruments | By the end of the lesson the learner should be able to; identify various music ICT device for familiarization | What are some of the gadgets used for playing music | Critical thinking Communication and collaboration | Unity Peace humility | Guide learners to interact with ICT device | Realia charts | Observation Oral questions | |
| 2 | 1 | | simple musical instruments | By the end of the lesson the learner should be able to; play simple musical instruments for enjoyment | What are some of the gadgets used for playing music | Critical thinking Communication and collaboration | Unity Peace humility | Guide learners to play music using ICT device e.g. piano, guitar | Realia charts | Observation Oral questions | |
| 3 | 1 | | simple musical instruments | By the end of the lesson the learner should be able to; display ability to play various simple musical instruments including ICT device | How do you play music on/from the gadget you love | Critical thinking Communication and collaboration | Unity Peace humility | Guide learners to play virtual instruments downloaded on mobile phones or tablets | Realia charts | Observation Oral questions | |

| | | | | | | | | | | | |
|---|---|---------------------------------|-----------------------------------|--|---|--|----------------------------|---|---------------|-------------------------------|--|
| 4 | 1 | | simple musical instruments | By the end of the lesson the learner should be able to; play simple instruments and make movement for talent development | How do you play music on/from the gadget you love | Critical thinking Communication and collaboration | Unity Peace humility | Guide learners to play virtual instruments downloaded on mobile phones or tablets | Realia charts | Observation Oral questions | |
| 5 | 1 | LISTENING AND RESPONDING | Musical Sounds | By the end of the lesson the learner should be able to; listen to sounds from the environment for familiarisation | Which musical sound do you enjoy listening to | Critical thinking Communication and collaboration | Unity Peace humility | Guide learners to interact with the sounds within the school environment | Realia charts | Observation Oral questions | |
| 6 | 1 | | Musical Sounds | By the end of the lesson the learner should be able to; listen to sounds from the environment for familiarisation | Which musical sound do you enjoy listening to | Critical thinking Communication and collaboration | Unity Peace humility | Guide learners to interact with the sounds within the school environment | Realia charts | Observation Oral questions | |
| 7 | 1 | | Musical Sounds | By the end of the lesson the learner should be able to; imitate sounds made from the environment for vocal development | Which sound do you like to imitate | Critical thinking Communication and collaboration | Unity Peace humility | Guide learners to imitate the different sounds within the environment | Realia charts | Observation Oral questions | |
| 8 | 1 | | Musical Sounds | By the end of the lesson the learner should be able to; | Which musical sound do you | Critical thinking Communication and | Unity Peace | Guide learners to name sources of sound from within | Realia charts | Observation Oral | |

| | | | | | | | | | | | |
|--------|-----|-----|--|---|--------------------|---------------|----------|-------------------------|-----|-----------|--|
| | | | | appreciate sounds from the environment for correct response | enjoy listening to | collaboration | humility | the school environment. | | questions | |
| 9 & 10 | CAT | CAT | | | | CAT | | CAT | CAT | CAT | |