

# MUSIC

## GRADE 3 TERM TWO SCHEME OF WORK

SCHOOL	PP/GRADE	LEARNING AREAS	TIME	YEAR
				2020

Week	Lesson	Strand	Sub strand	Specific learning outcome	Key inquiry question	Learning experiences	Learning resources	Assessment	Remarks
1	1	PERFORMING	Songs	By the end of the of the sub strand the learner should be able to: observe safety during performance of signed singing games	Name some of the materials or objects used during play	Learners practice signed singing games with coordinated body movements. • Practice and performance could be done in pairs and in groups to encourage team work and responsibility.	Costumes and props • Audio-visual excerpts of relevant music	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
2	1	PERFORMING	Songs	By the end of the of the sub strand the learner should be able to: practice game etiquette and share available resources equitably during the performance of signed singing games	Name some of the materials or objects used during play	Learners are guided to observe safety while performing signed singing games. • Individually and in groups, learners observe game etiquette and share available resources equitably while performing signed singing games	Costumes and props • Audio-visual excerpts of relevant music	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
3	1	PERFORMING	Songs	By the end of the of the sub strand the learner should be able to: appreciate and enjoy performing signed singing	Name some of the materials or objects used during play	Learners are encouraged to take up leadership roles in turns in signed singing games.	Costumes and props • Audio-visual excerpts of relevant music	Signed questions, portfolio, observation,	

				games from diverse cultures		<ul style="list-style-type: none"> <li>• Learners are guided in performing signed singing games drawn from diverse cultures</li> </ul>		check lists, adjudication using performance rubric	
4	1	<b>Musical Instruments</b>	<b>Musical Instruments</b>	By the end of the of the sub-strand the learner should be able to: a) name different types of improvised string instruments	Which part of the body do you use when playing string instruments? Would you prefer to play the instrument alone or with friends?	Individually and in groups learners imitate playing of different string instruments. <ul style="list-style-type: none"> <li>• Learners are guided to apply the skills of playing different string instruments that is: holding, plucking/striking, bowing and strummi</li> </ul> Individually and in groups learners imitate playing of different string instruments. <ul style="list-style-type: none"> <li>• Learners are guided to apply the skills of playing different string instruments that is: holding, plucking/striking, bowing and strummingng</li> </ul>	Audio-visual excerpts of Music featuring instruments <ul style="list-style-type: none"> <li>• Audio-visual equipment</li> <li>• Musical instruments</li> <li>• Charts/pictures</li> <li>• Locally available materials for improvising instruments</li> </ul>	Signed questions, portfolio, observation, check lists, adjudication using performance rubric.	
5	1	<b>Musical Instruments</b>	<b>Musical Instruments</b>	By the end of the of the sub strand the learner should be able to: visually identify string instruments	Which part of the body do you use when playing string instruments? Would you prefer to play the instrument alone or with friends?	In groups and individually learners are guided to improvise different string instruments (mouth bows, ground bows and fiddles) while observing safety	Audio-visual excerpts of Music featuring instruments <ul style="list-style-type: none"> <li>• Audio-visual equipment</li> <li>• Musical instruments</li> <li>• Charts/pictures</li> <li>• Locally available materials for improvising instruments</li> </ul>	Signed questions, portfolio, observation, check lists, adjudication using performance rubric.	

6	1	<b>Musical Instruments</b>	<b>Musical Instruments</b>	By the end of the of the sub strand the learner should be able to: the skills of playing string instruments	Which part of the body do you use when playing string instruments? Would you prefer to play the instrument alone or with friends?	In groups and individually learners are guided to improvise different instruments (mouth bows, ground bows and fiddles) while observing safety	Audio-visual excerpts of Music featuring instruments • Audio-visual equipment • Musical instruments • Charts/pictures • Locally available materials for improvising instruments	Signed questions, portfolio, observation, check lists, adjudication using performance rubric.	
7	1	<b>Musical Instruments</b>	<b>Musical Instruments</b>	By the end of the of the sub strand the learner should be able to: use locally available materials to make string instruments	Which part of the body do you use when playing string instruments? Would you prefer to play the instrument alone or with friends?	Learners accompany familiar songs using improvised string instruments such as mouth bows, ground bows and fiddles matching their strokes to the tempo of the song.	Audio-visual excerpts of Music featuring instruments • Audio-visual equipment • Musical instruments • Charts/pictures • Locally available materials for improvising instruments	Signed questions, portfolio, observation, check lists, adjudication using performance rubric.	
8	1	<b>Musical Instruments</b>	<b>Musical Instruments</b>	By the end of the of the sub strand the learner should be able to: use improvised string instruments to accompany songs	Which part of the body do you use when playing string instruments? Would you prefer to play the instrument alone or with friends?	Learners have fun playing improvised percussion, wind and string instruments in an ensemble (Green band) each trying out different string instruments	Audio-visual excerpts of Music featuring instruments • Audio-visual equipment • Musical instruments • Charts/pictures • Locally available materials for improvising instruments	Signed questions, portfolio, observation, check lists, adjudication using performance rubric.	
9	1	<b>Musical Instruments</b>		By the end of the of the sub strand the learner should be able to: use improvised percussion, wind and string instruments in	Which part of the body do you use when playing string instruments?	Learners have fun playing improvised percussion, wind and string instruments in an ensemble	Audio-visual excerpts of Music featuring instruments • Audio-visual equipment	Signed questions, portfolio, observation,	

				an ensemble	4. Would you prefer to play the instrument alone or with friends?	(Green band) each trying out different string instruments	<ul style="list-style-type: none"> <li>• Musical instruments</li> <li>• Charts/pictures</li> <li>• Locally available materials for improvising instruments</li> </ul>	check lists, adjudication using performance rubric.	
<b>10</b>	<b>1</b>		<b>Dance</b>	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	What everyday body movements do you do throughout the day	Learners are exposed to various relevant live performances and recordings of dances for experience and appreciation	Audio-visual excerpts of dance 2. Musical instruments 3. Costumes and decor 4. Resource persons 5. Locally available materials for improvising instruments	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
<b>11</b>	<b>1</b>		<b>Dance</b>	use dance to express ideas feelings, and emotions	Which parts of the body are commonly used when dancing	Learners are guided to identify day to day physical activities related to dance movements (waving, swaying, handshaking, digging etc) and use them to execute dance movements	Audio-visual excerpts of dance 2. Musical instruments 3. Costumes and decor 4. Resource persons 5. Locally available materials for improvising instruments	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
<b>12</b>	<b>1</b>		<b>Dance</b>	By the end of the of the sub strand the learner should be able to: move body zones and body parts appropriately in response to music	Which parts of the body are commonly used when dancing	Learners are guided on the use of different body zones and body parts to express ideas feelings, and emotions in dance	Audio-visual excerpts of dance 2. Musical instruments 3. Costumes and decor 4. Resource persons 5. Locally available materials for	Signed questions, portfolio, observation, check lists, adjudication using	

							improvising instruments	performance rubric	
13	1		Dance	By the end of the of the sub strand the learner should be able to: apply locomotor and nonlocomotor movements to create own dance	Which parts of the body are commonly used when dancing	Learners are guided in using locomotor and non locomotor movements in creating own dance movements	Audio-visual excerpts of dance 2. Musical instruments 3. Costumes and decor 4. Resource persons 5. Locally available materials for improvising instruments	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
14				ASSESSMENT TEST					