

SCHOOL	PP/GRADE	LEARNING AREAS	TIME	YEAR
				2020

MUSIC ACTIVITIES

GRADE 2 TERM TWO SCHEME OF WORK

Week	Lesson	Strand	Sub strand	Specific learning outcome	Key inquiry question	Learning experiences	Learning resources	Assessment	Remarks
1			Musical Instruments	By the end of the sub-strand the learner should be able to: a) name different types of wind instrument	Which instruments are played by blowing? Which part of the body do you use when playing wind instruments?	Learners watch videos/pictures of different types of wind instruments being played. • Learners watch audio-visual recordings of instruments and guided in identifying the instruments visually.	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	Musical instruments • Locally available materials for improvising instruments • Audio-visual excerpts of relevant music	
2			Musical Instruments	By the end of the Sub strand the learner should be able to identify different improvised wind instruments visually and aurally used to accompany song and dance	Which instruments are played by blowing? Which part of the body do you use when playing wind instruments?	Learners watch videos/pictures of different types of wind instruments being played. • Learners watch audio-visual recordings of instruments and guided in identifying the instruments visually.	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	Musical instruments • Locally available materials for improvising instruments • Audio-visual excerpts of relevant music	
3			Musical Instruments	By the end of the Sub strand the learner should be able to demonstrate the ability to play a wind instrument for confidence	Would you prefer to play	Learners are guided to apply appropriate skills of holding, blowing, fingering and breath	Signed questions, portfolio, observation, check lists,	Musical instruments • Locally available	

					the instrument alone or with friends? How do you feel playing different instruments	control when playing different wind instruments such as pipes, whistles, recorder and bottles. • Individually and in groups, learners improvise different wind instruments as accompaniment.	adjudication using performance rubric	materials for improvising instruments • Audio-visual excerpts of relevant music	
4			Musical Instruments	By the end of the Sub strand the learner should be able to improvise accompaniments to songs and dances using improvised wind instrument for creativity and imagination	Would you prefer to play the instrument alone or with friends? 4. How do you feel playing different instruments	Learners are guided to apply appropriate skills of holding, blowing, fingering and breath control when playing different wind instruments such as pipes, whistles, recorder and bottles. • Individually and in groups, learners improvise different wind instruments as accompaniment.	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	Musical instruments • Locally available materials for improvising instruments • Audio-visual excerpts of relevant music	
5			Musical Instruments	By the end of the Sub strand the learner should be able to improvise local music instruments and securely store them for safety;	Would you prefer to play the instrument alone or with friends? 4. How do you feel playing different instruments	Learners are guided in observing safety using locally available materials to improvise wind instruments such as reeds, pipes, bottles.	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	Musical instruments • Locally available materials for improvising instruments • Audio-visual excerpts of relevant music	
6			Musical Instruments	By the end of the Sub strand the learner should be able to appreciate own improvised musical	Would you prefer to play the instrument alone or	Learners are guided in observing safety using locally available	Signed questions, portfolio, observation, check lists,	Musical instruments • Locally available	

				instruments and those of others for peaceful co-existence	with friends? How do you feel playing different instruments	materials to improvise wind instruments such as reeds, pipes, bottles.	adjudication using performance rubric	materials for improvising instruments • Audio-visual excerpts of relevant music	
7			Dance	By the end of the Sub strand the learner should be able to: use body movements that are part of daily experience in a variety of ways in dance for orientation to dance	Name the Kenyan communities that live in your locality Which dances are performed in the community?	Learners should be exposed to various relevant live and recordings of dances for experience and appreciation. • Learners identify and use body movements that are part of daily experiences such as greetings, waving, digging, grinding, sweeping, and pounding in dance	Audio-visual excerpts of dance • Musical instruments • Costumes and props	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
8			Dance	By the end of the Sub strand the learner should be able to: record a local dance for digital literacy or perform and record a dance for digital literacy; use dance to express feelings, emotions and ideas for enjoyment	Name the Kenyan communities that live in your locality Which dances are performed in the community?	Learners should be exposed to various relevant live and recordings of dances for experience and appreciation. • Learners identify and use body movements that are part of daily experiences such as greetings, waving, digging, grinding, sweeping, and pounding in dance	Audio-visual excerpts of dance • Musical instruments • Costumes and props	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
9			Dance	By the end of the Sub strand the learner should be able to:	During which occasions are dances	Learners should be exposed to various relevant live and	Audio-visual excerpts of dance • Musical instruments	Signed questions,	

				apply locomotor and non-locomotor movements in own dance for creativity; observe basic elements of dance during performance	performed?	recordings of dances for experience and appreciation. • Learners identify and use body movements that are part of daily experiences such as greetings, waving, digging, grinding, sweeping, and pounding in dance	• Costumes and props	portfolio, observation, check lists, adjudication using performance rubric	
10			Dance	By the end of the Sub strand the learner should be able to: observe safety during dance performance; practice etiquette during dance performance for endearment	During which occasions are dances performed?	Learners are guided in using functional dance movements to communicate ideas, feelings and emotions. • Learners use different body zones and body parts in dance	Audio-visual excerpts of dance • Musical instruments • Costumes and props	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
11			Dance	By the end of the Sub strand the learner should be able to: perform appropriate traditional dances from the community for cultural preservation; appreciate and enjoy performing traditional dances from diverse cultures for peaceful coexistence.	Which parts of the body are commonly used when dancing?	Learners are guided in using functional dance movements to communicate ideas, feelings and emotions. • Learners use different body zones and body parts in dance Individually and in groups the learners are guided in the use of dance elements such time, space, energy and relationships in executing dance movement.	Audio-visual excerpts of dance • Musical instruments • Costumes and props	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	

						• In groups learners practice traditional dances observing safety			
12			Dance	By the end of the Sub strand the learner should be able to: perform appropriate traditional dances from the community for cultural preservation; i) appreciate and enjoy performing traditional dances from diverse cultures for peaceful coexistence.	Which parts of the body are commonly used when dancing?	Pair and group dance sessions to be used to enhance cooperation, teamwork and dance etiquette • Learners are guided in performing traditional dances from within their localities.	Audio-visual excerpts of dance • Musical instruments • Costumes and props	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
13	CREATING/ COMPOSING		Rhythm	By the end of the Sub strand the learner should be able to: a) improvise rhythmic accompaniment to simple songs for creativity	How does varying the rhythm make the music enjoyable?	Learners clap/tap rhythms to familiar song	Audio-visual excerpts of dance • Musical instruments • Costumes and props		
14				Assessment test					