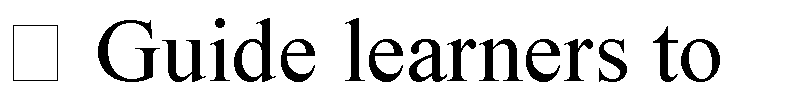
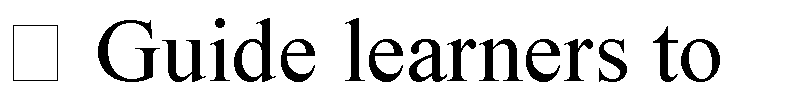
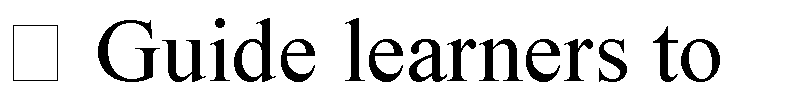
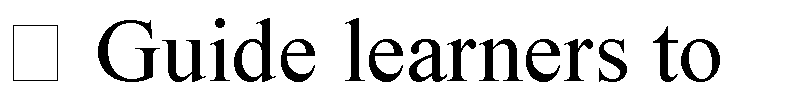
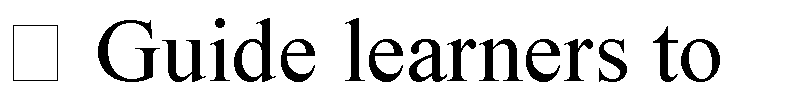
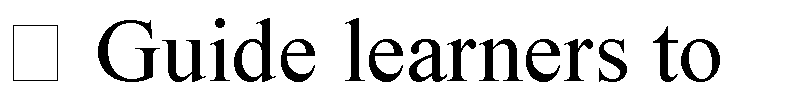
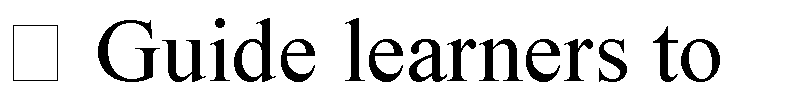
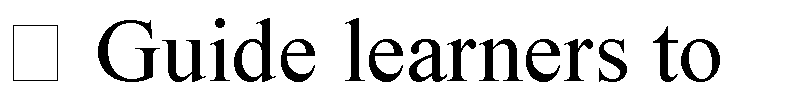
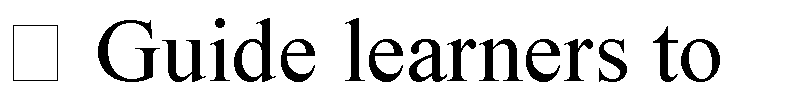
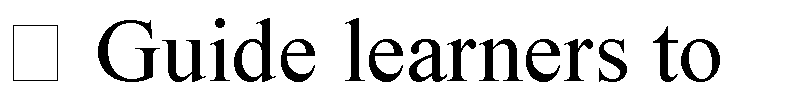
**PP1 MUSIC ACTIVITIES SCHEME OF WORK TERM ONE**

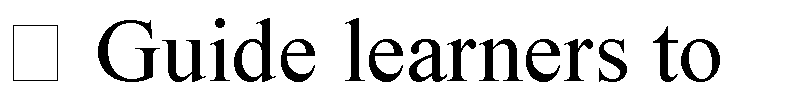
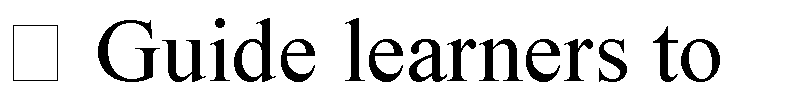
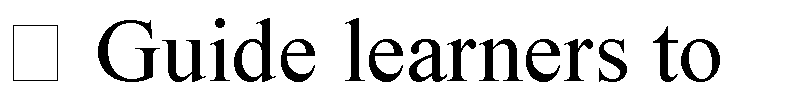
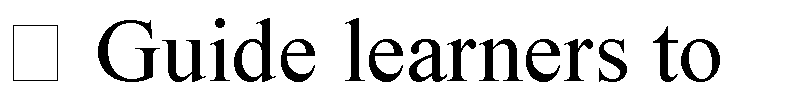


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| **W**  **E**  **E K** | **LE**  **SS**  **O N** | **STRANDS** | **S-**  **STRAND** | **SPECIFIC LEARNING**  **OUTCOMES** | **KEY INQURY**  **QUESTIONS** | **CORE COMPETENCE** | **VALUES** | **LEARNING**  **EXPERIENCES** | **LEARNING**  **RESOURCE**  **S** | **ASSESSM**  **ENT** | **REF**  **L** |
| **1** | **1** |  |  |  |  |  |  |  |  |  |  |
| **2** | **1** |  | **9.1** | By the end of the sub-strand, the learner should be able to;  a) recite simple rhymes for enjoyment | Which rhyme do you recite?  2. Whose rhyme do you like most | Communicatio | Love |  | **Realia** | **1.Observ** |  |
| PERFOR | **musical** | n and |  | Guide learners in | **Charts** | **ation** |  |
| MANCE | **Rhymes** | collaboration | Respect | groups to listen to |  | **2.Oral** |  |
|  |  |  |  | recorded rhymes |  | **questions** |  |
|  |  | Digital literacy |  |  |  | **Written** |  |
|  |  |  |  | listen specialists |  | **questions** |  |
|  |  |  |  | demonstrate rhyming |  |  |  |
|  |  |  |  | rhyme in pairs or small groups |  |  |  |
|  |  |  |  | present own |  |  |  |
|  |  |  |  | composed rhymes |  |  |  |
| 3 | 1 |  | **9.1** | By the end of the  sub-strand, the  learner should be able to;  a) recite simple  rhymes for  enjoyment  b) demonstrate the ability to recite simple rhymes for  fun | Which rhyme do you recite?  2. Whose rhyme do you like most | Communicatio | Love |  | **Realia** | **.Observat** |  |
|  | **musical** | n and |  | Guide learners in | **ion** |  |
|  | **Rhymes** | collaboration | Respect | groups to listen to | **2.Oral** |  |
|  |  |  |  | recorded rhymes | **questions** |  |
|  |  | Critical |  |  | **Written** |  |
|  |  | thinking and |  | listen specialists | **questions** |  |
|  |  | problem |  | demonstrate rhyming |  |  |
|  |  | solving |  |  |  |  |
|  |  |  |  | rhyme in pairs or small groups |  |  |
|  |  | Digital literacy |  | present own |  |  |
|  |  |  |  | composed rhymes |  |  |
| 4 | 1 |  | **9.1** | By the end of the sub-strand, the  learner should be able to;  a) recite simple rhymes for | Which rhyme do you recite?  2. Whose rhyme do you like most | Communicatio | Love |  | **Realia** | **.Observat** |  |
|  | **musical** | n and |  | Guide learners in | **charts** | **ion** |  |
|  | **Rhymes** | collaboration | Respect | groups to listen to |  | **2.Oral** |  |
|  |  |  |  | recorded rhymes |  | **questions** |  |
|  |  | Critical |  |  |  | **Written** |  |
|  |  | thinking and |  | listen specialists |  | **questions** |  |

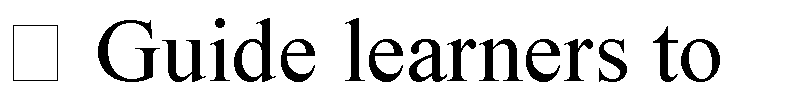
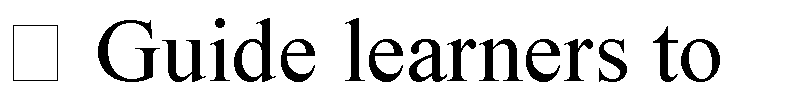
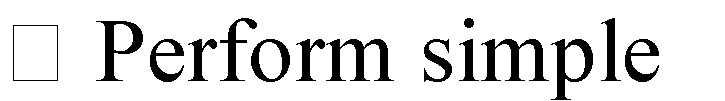
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|  |  |  |  | enjoyment  b) demonstrate the ability to recite simple rhymes for  fun |  | problem solving  Digital literacy |  | demonstrate rhyming  rhyme in pairs or small groups  present own composed rhymes |  |  |  |
| 5 | 1 |  | **9.1 musical**  **Rhymes** | By the end of the  sub-strand, the  learner should be able to;  a) demonstrate the ability to recite simple rhymes for fun  b) Appreciate  different rhymes | Which rhyme do you recite?  2. Whose rhyme do you like most | Communicatio  n and  collaboration  Critical thinking and problem solving  Digital literacy | Love  Respect | Guide learners in groups to listen to recorded rhymes  listen specialists demonstrate rhyming  rhyme in pairs or small groups  present own composed rhymes | **Realia**  **charts** | Observatio  n Written question |  |
| 6 | 1 |  | **9.1 musical**  **Rhymes** | By the end of the  sub-strand, the  learner should be able to;  A) demonstrate the ability to recite  simple rhymes for fun  B) Appreciate  different rhymes | Which rhyme do you recite?  2. Whose rhyme do you like most | Communicatio  n and  collaboration  Critical thinking and problem solving  Digital literacy | Love  Respect | Guide learners in groups to listen to recorded rhymes  listen specialists demonstrate rhyming  rhyme in pairs or small groups  present own composed rhymes | **Realia**  **charts** | **.Observat**  **ion**  **2.Oral**  **questions** |  |



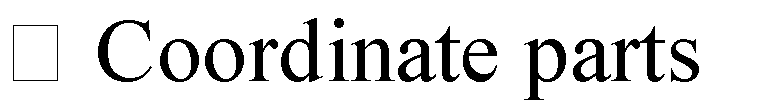
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| 7 | 1 |  | **Singing games** | By the end of the  sub-strand the leaner should be able to;  a) Identify simple  singing games for enjoyment  b) Perform simple  singing games for fun | 1. Which singing games do you enjoy most?  2. Which  costumes do you use | Self efficacy  Imaginative and creative | Respect  Responsibilit y | Guide learners to perform singing games freely.  identify props to accompany singing games.  perform singing games from different cultures in groups  and in pairs.  watch a video on singing games from different cultures.  perform singing games from different culture in groups and in pairs. | **Realia**  **charts** | **.Observat**  **ion**  **2.Oral questions** |  |
| 8 | 1 |  |  | By the end of the  sub-strand the leaner should be able to;  a) Identify simple  singing games for enjoyment  b) Perform simple  singing games for  fun | 1. Which singing games do you enjoy most?  2. Which costumes do you use | Self efficacy  Imaginative and creative | Respect  Responsibilit y | Guide learners to perform singing games freely.  identify props to accompany singing games.  perform singing games from different cultures in groups  and in pairs.  watch a video on singing games from different cultures.  perform singing | **Realia** | **.Observat**  **ion**  **2.Oral questions** |  |



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|  |  |  |  |  |  |  |  | games from different culture in groups and in pairs. |  |  |  |
| 9 | 1 |  | **Singing games** | By the end of the  sub-strand the leaner should be able to;  a) Identify simple singing games for enjoyment  b) Perform simple singing games for  fun | 1. Which singing games do you enjoy most?  2. Which costumes do you use | Self efficacy  Imaginative and creative | Respect  Responsibilit y | Guide learners to perform singing games freely.  identify props to accompany singing games.  perform singing games from different cultures in groups  and in pairs.  watch a video on singing games from different cultures.  perform singing games from different culture in groups and in pairs. | **Realia**  **counters** | **.Observat**  **ion**  **2.Oral questions** |  |
| 1  0 | 1 |  | **Singing**  **games** | By the end of the  sub-strand the leaner should be able to;  a) Perform simple singing games using  props  b) Appreciate their culture as they perform | 1. Which singing games do you enjoy most?  2. Which  costumes do you use | Self efficacy  Imaginative and creative | Respect  Responsibilit y | Guide learners to perform singing games freely.  identify props to accompany singing games.  perform singing games from different cultures in groups  and in pairs.  watch a video on | **Realia** | **.Observat**  **ion**  **2.Oral questions** |  |



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|  |  |  |  |  |  |  |  | singing games from different cultures.  perform singing games from different culture in groups and in pairs. |  |  |  |
| 1  1 | 1 |  | **Singing games** | By the end of the  sub-strand the leaner should be able to;  a) Perform simple  singing games using props  b) Appreciate their culture as they  perform | 1. Which singing games do you enjoy most?  2. Which costumes do you use | Communicatio n and collaboration  Critical thinking and problem solving  Imaginative and creative | Respect Unity Peace Patience  Responsibilit y | Guide learners to perform singing games freely.  identify props to accompany singing games.  perform singing games from different cultures in groups  and in pairs.  watch a video on singing games from different cultures.  perform singing games from different culture in groups and in pairs. | **Realia** | **.Observat**  **ion**  **2.Oral questions** |  |
| 1  2 | 1 |  | **Play**  **simple musical Instrum ent** | By the end of the  sub-strand the leaner should be able to:  a) identify various  ICT devices that  produce music for fun | 1. Which game do you like playing?  2. Whom do you enjoy playing  with | Communicatio  n and collaboration  Critical thinking and problem solving  Imaginative | Respect Unity Peace Patience  Responsibilit y | Learners to be guided to name various electronic gadgets  devices to listen and respond to music  music from various  ICT devices | Realia | **.Observat**  **ion**  **2.Oral questions**  **3.written questions** |  |



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|  |  |  |  |  |  | and creative |  | of the body as they play music from various ICT devices  they use, operate and store electronic gadgets |  |  |  |
| 1  3  $  1  4 |  |  |  |  |  |  |  |  |  |  |  |
| 1  3 |  |  |  |  |  |  |  |  |  |  |  |