**PP1 MUSIC SCHEME OF WORK TERM THREE**

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| W EE K | LES SO N | STRAN D | SUB STRAND | SPECIFIC LEARNING OUTCOMES | KEY INQURY QUESTION | CORE COMPETENCE | VALUES | LEARNING EXPERIENCES | LEARNING RESOURCE | ASSESSEMEN T | REFLECTION |
| 1 | 1 | **LISTE NING AND RESP ONDI NG** | **Musical**  **Sounds** | By the end of lesson 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 Communication and collaboration | Unity Peace humility | Learners identify various sounds from the  environment. | Realia charts | Observation Oral questions |  |
| 2 | 1 |  |  | By the end of lesson 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 Communication and collaboration | Unity Peace humility | Organize learners tossing various songs related to sound in the  environment | Realia charts | Observation Oral questions |  |
| 3 | 1 |  | **Imitating sounds** | By the end of  lesson the leaner should be able to  Identify sources of  sound in the environment for  familiarization | What makes  that sound | Critical thinking  Communication  and collaboration | Unity  Peace humility | Learners to  identify the sources of sound in the environment | Realia  charts | Observation  Oral questions |  |

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| 4 | 1 |  | **Imitating sounds** | By the end of lesson the leaner should be able to  Imitate sounds made in the  environment for enjoyment | What makes that sound | Critical thinking Communication and collaboration | Unity Peace humility | to imitate sounds produced in the environment in  groups and pairs | Realia charts | Observation Oral questions |  |
| 5 | 1 |  | **Imitating sounds** | By the end of lesson the leaner  should be able to  Appreciate sounds produced in the environment | What makes  that sound | Critical thinking Communication and collaboration | Unity Peace humility | sing songs related to sources of sound  in the environment | Realia charts | Observation Oral questions |  |
| 6 | 1 | **MUSI CAL RHYT HM** | **Creating and composing rhythmic patterns** | By the end of lesson the leaner  should be able to  Produce rhythmic patterns using body for strength and body coordination | What percussion  instruments  do we use to create rhythmic patterns | Critical thinking Communication and collaboration | Unity Peace humility | Guide learners to;  create free rhythmic pattern | Realia charts | Observation Oral questions |  |
| 7 | 1 |  | **Creating and composing rhythmic patterns** | By the end of lesson the leaner should be able to  Creating various  rhythmic patterns for talent development | What percussion instruments  do we use to  create rhythmic patterns | Critical thinking Communication and collaboration | Unity Peace humility | Practice playing simple percussion instruments in pairs  and in small groups | Realia charts | Observation Oral questions |  |
| 8 | 1 |  | **Creating and composing rhythmic** | By the end of lesson the leaner should be able to  Play simple | What percussion instruments  do we use to | Critical thinking Communication and collaboration | Unity Peace humility | Practice playing simple percussion instruments in pairs  and in small groups | Realia charts | Observation Oral questions |  |

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|  |  |  | **patterns** | percussion instruments for fun | create rhythmic patterns |  |  |  |  |  |  |
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