

**Foundation Music Grade Four  
Music Activities Schemes Of Work**

Term Three Year \_\_\_\_\_ School \_\_\_\_\_

Week	Lsn	Strand/ Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Refl
1		<b>OPENING OF THE TERM/PREPARATION</b>							
2	1		Melody Interpreting hand signs	<p><b>By the end of the lesson the learner should be able to</b></p> <p>d) create short melodies using <i>d, r, m</i> for self-expression</p> <p>e) create short melodies using B A G on the descant recorder</p>	<ol style="list-style-type: none"> <li>1. What is pitch?</li> <li>2. Which pitches do you know?</li> <li>3. How is a melody created?</li> </ol>	<ul style="list-style-type: none"> <li>• Learners create short melodies using the pitches <i>d, r, m</i> using the French rhythm names learnt ( <i>taa, ta-te</i>)</li> <li>• Individually and in groups learners create short melodies using <i>B A G</i> and the rhythms learnt (<i>ta, ta-te</i>) on the <b>descant recorder</b></li> <li>• Learners record own melodies using recording devices</li> </ul>	Sheet music, melodic instrument, flash cards- of rhythmic patterns, melodies, sol- fa names Foundation Music Grade 4 Pg. 49-57	Oral tests, Aural tests, Written tests	
3	1		Melody Creating short melodies	<p><b>By the end of the lesson the learner should be able to</b></p> <p>a) record own melody based on <i>d,r,m</i></p>	<ol style="list-style-type: none"> <li>1. What is pitch?</li> <li>2. Which pitches do you know?</li> <li>3. How is a melody created?</li> </ol>	<ul style="list-style-type: none"> <li>• Learners create short melodies using the pitches <i>d, r, m</i> using the French rhythm names learnt ( <i>taa, ta-te</i>)</li> <li>• Individually and in groups learners create short melodies using <i>B A G</i> and the rhythms learnt (<i>ta, ta-te</i>) on the <b>descant recorder</b></li> <li>• Learners record own melodies using recording devices</li> </ul>	Sheet music, melodic instrument, flash cards- of rhythmic	Oral tests, Aural tests, Written tests	

							patterns, melodies, sol- fa names Foundation Music Grade 4 Pg. 49-57		
4	1	<b>LISTENING, RESPONDING AND APPRECIATION</b>	<b>Elements of music critical listening to music</b>	By the end of the Sub strand the learner should be able to: a) practice critical listening to music b) identify changes in the elements of music listened to for aural discrimination c) describe music listened to using appropriate terminology	<ol style="list-style-type: none"> <li>1. Why do you listen to music?</li> <li>2. How do you respond to music?</li> <li>3. How does music make you feel?</li> <li>4. Which events can you relate to the music you listen to?</li> <li>5. Which changes do you notice in the music you listen to?</li> </ol>	<ul style="list-style-type: none"> <li>• Learners listen to selected music drawn from different cultures and are guided in practicing critical listening</li> <li>• Learners listen to live/recorded music and identify changes in the elements of music (rhythm, pitch and dynamics)</li> <li>• Learners refer to specific music and relate it to experiences/story/event</li> <li>• Learners listen to music and describe it using appropriate terminology such as; pitch, rhythm and dynamics,</li> </ul>	Audio visual recording of simple songs drawn from different cultures, resource person Foundation Music Grade 4 Pg. 58-60	Oral questions, Aural tests, Written tests, Short reports on performance	
5	1		<b>Elements of music identifying changes in elements of music</b>	<b>By the end of the lesson the learner should be able to</b> b) identify changes in the elements of music listened to for aural discrimination c) describe music listened to using appropriate terminology	<ol style="list-style-type: none"> <li>1. Why do you listen to music?</li> <li>2. How do you respond to music?</li> <li>3. How does music make you feel?</li> <li>4. Which events can you relate to the music you listen to?</li> <li>5. Which changes do you notice in the music you listen to?</li> </ol>	<ul style="list-style-type: none"> <li>• Learners listen to selected music drawn from different cultures and are guided in practicing critical listening</li> <li>• Learners listen to live/recorded music and identify changes in the elements of music (rhythm, pitch and dynamics)</li> <li>• Learners refer to specific music and relate it to experiences/story/event</li> <li>• Learners listen to music and describe it using appropriate terminology such as; pitch, rhythm and dynamics,</li> </ul>	Audio visual recording of simple songs drawn from different cultures, resource person	Oral questions, Aural tests, Written tests, Short reports on performance	

							Foundation Music Grade 4 Pg. 58-60		
6	1		<b>Elements of music relating music to experiences</b>	<b>By the end of the lesson the learner should be able to</b> d) relate selected music to personal experience/story/event e) appreciate music drawn from different cultures	1. Why do you listen to music? 2. How do you respond to music? 3. How does music make you feel? 4. Which events can you relate to the music you listen to? 5. Which changes do you notice in the music you listen to?	<ul style="list-style-type: none"> <li>Learners listen to selected music drawn from different cultures and are guided in practicing critical listening</li> <li>Learners listen to live/recorded music and identify changes in the elements of music (rhythm, pitch and dynamics)</li> <li>Learners refer to specific music and relate it to experiences/story/event</li> <li>Learners listen to music and describe it using appropriate terminology such as; pitch, rhythm and dynamics,</li> </ul>	Audio visual recording of simple songs drawn from different cultures, resource person Foundation Music Grade 4 Pg. 58-60	Oral questions, Aural tests, Written tests, Short reports on performance	
7-8		<b>ASSESSMENT/END TERM</b>							