



MUSIC SCHEME OF WORK GRADE 4 TERM 2

NAME	
TSC NO.	
SCHOOL	

School	Grade	Learning Area	Term	Year
	4	MUSIC	2	

Week	Lsn	Strand	Sub Strand	Specific Learning Outcomes	Key Inquiry Questions	Learning Experiences	Learning Resources	Assessment	Remarks
1	1	Performing	Musical Instruments	By the end of the Sub strand the learner should be able to Make a percussion instrument using locally available materials to accompany a song or dance	Which percussion instruments can play a melody?	Learners record music made by percussion instruments, share and discuss the percussion instruments used with peers	Traditional musical instruments, Resource persons, Costumes and props, Audio/visual recordings of folk songs		
	2	Performing	Musical instruments	By the end of the Sub strand the learner should be able to Use digital devices to record music made by percussion instruments for sharing and documentation	Which percussion instruments can play a melody?	Learners record music made by percussion instruments, share and discuss the percussion instruments used with peers	Descant Recorders, Melodic and non-melodic Kenyan traditional Percussion instruments, Resource persons, and recorder stands.		
	3	Performing	Musical instruments	By the end of the Sub strand the learner	Which percussion	Learners record music made by	Descant Recorders,		

				should be able to Use digital devices to record music made by percussion instruments for sharing and documentation	instruments can play a melody?	percussion instruments, share and discuss the percussion instruments used with peers	Melodic and non-melodic Kenyan traditional Percussion instruments, Resource persons, and recorder stands.		
2	1	Performing	Musical instruments	By the end of the Sub strand the learner should be able to Use digital devices to record music made by percussion instruments for sharing and documentation	Which locally available materials can be used to make percussion instruments ?	Learners record music made by percussion instruments, share and discuss the percussion instruments used with peers	Descant Recorders, Melodic and non-melodic Kenyan traditional Percussion instruments, Resource persons, and recorder stands.		
	2	Performing	Descant Recorder	By the end of the Sub strand the learner should be able to Play the notes B A G on a descant recorder	How are different pitches produced on a descant recorder?	Learners explore the recorder by identifying the parts guided by the teacher	Descant Recorders, Melodic and non-melodic Kenyan traditional Percussion instruments, Resource persons, and recorder stands.		
	3	Performing	Descant Recorder	By the end of the Sub strand the learner should be able to Play	How are different pitches	Learners explore the recorder by identifying the parts	Descant Recorders, Melodic and		

				the notes B A G on a descant recorder	produced on a descant recorder?	guided by the teacher	non-melodic Kenyan traditional Percussion instruments, Resource persons, and recorder stands.		
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3	1	Performing	Descant Recorder	By the end of the Sub strand the learner should be able to Play the notes B A G on a descant recorder	How are different pitches produced on a descant recorder?	Learners explore the recorder by identifying the parts guided by the teacher Learners discuss and practice hygiene measures in using the descant recorder	Descant Recorders, Melodic and non-melodic Kenyan traditional Percussion instruments, Resource persons, and recorder stands.		
	2	Performing	Descant Recorder	By the end of the Sub strand the learner should be able to Play simple melodies using the notes B A G on the descant recorder	How do you care and maintain the descant recorder?	Learners practice holding and blowing the recorder with the appropriate posture and fingering Learners learn finger numbers on hand and fingerings for B A G on recorder Clap rhythmic patterns before playing the patterns with assigned tones (B A G)	Descant Recorders, Melodic and non-melodic Kenyan traditional Percussion instruments, Resource persons, and recorder stands.		

	3	Performing	Descant Recorder	By the end of the Sub strand the learner should be able to Play simple melodies using the notes B A G on the descant recorder	How do you care and maintain the descant recorder?	Learners practice holding and blowing the recorder with the appropriate posture and fingering Learners learn finger numbers on hand and fingerings for B A G on recorder Clap rhythmic patterns before playing the patterns with assigned tones (B A G)	Descant Recorders, Melodic and non-melodic Kenyan traditional Percussion instruments, Resource persons, and recorder stands.		
4	1	Performing	Descant Recorder	By the end of the Sub strand the learner should be able to Practice hygiene measures in the use of the descant recorder	How do you care and maintain the descant recorder?	Learners play B A G as demonstrated by the teacher using rhythmic patterns built on <i>taa,ta-te (crotchets and quavers)</i> Individually and in groups learners play melodies built on B A G Individually learners practice playing the notes and melodies learnt at home.	Descant Recorders, Melodic and non-melodic Kenyan traditional Percussion instruments, Resource persons, and recorder stands.		

	2	Performing	Descant Recorder	By the end of the Sub strand the learner should be able to Practice hygiene measures in the use of the descant recorder	How do you care and maintain the descant recorder?	Learners play B A G as demonstrated by the teacher using rhythmic patterns built on <i>taa, ta-te (crotchets and quavers)</i> Individually and in groups learners play melodies built on B A G Individually learners practice playing the notes and melodies learnt at home.	Traditional musical instruments, Videos of dances, ICT devices, Resource persons, Pictures of dance formations		
	3	Performing	Dance	By the end of the Sub strand the learner should be able to Practice hygiene measures in the use of the descant recorder	How do you care and maintain the descant recorder?	Learners play B A G as demonstrated by the teacher using rhythmic patterns built on <i>taa, ta-te (crotchets and quavers)</i> Individually and in groups learners play melodies built on B A G Individually learners practice playing the notes and melodies learnt at home.	Traditional musical instruments, Videos of dances, ICT devices, Resource persons, Pictures of dance formations		
5	1	Performing	Dance	By the end of the Sub strand the learner should be able to: perform a Kenyan folk	Why do people dance? How do we	Learners watch a live/recorded Kenyan folk dance from the local community	Traditional musical instruments, Videos of		

				dance from their local community	perform a folk dance?		dances, ICT devices, Resource persons, Pictures of dance formations		
	2	Performing	Dance	By the end of the Sub strand the learner should be able to: perform a Kenyan folk dance from their local community	Why do people dance? How do we perform a folk dance?	Learners watch a live/recorded Kenyan folk dance from the local community	Traditional musical instruments, Videos of dances, ICT devices, Resource persons, Pictures of dance formations		
	3	Performing	Dance	By the end of the sub-strand, the learner should be able to apply basic elements of dance in a dance performance	Why do people dance? How do we perform a folk dance?	Learners perform a dance from the local community guided by the teacher observing the basic elements of dance (time, space, energy and relationships)	Traditional musical instruments, Videos of dances, ICT devices, Resource persons, Pictures of dance formations		
6	1	Performing	Dance	By the end of the sub-strand, the learner should be able to apply basic elements of dance in a dance performance	Why do people dance? How do we perform a folk dance?	Learners perform a dance from the local community guided by the teacher observing the basic elements of dance (time, space, energy and relationships)	Traditional musical instruments, Videos of dances, ICT devices, Resource persons, Pictures		

							of dance formations		
	2	Performing	Dance	By the end of the sub-strand, the learner should be able to perform a Kenyan folk dance with coordinated body movements	Which dances are performed in the community?	Learners perform a dance from the local community guided by the teacher observing the basic elements of dance (time, space, energy and relationships)	Traditional musical instruments, Videos of dances, ICT devices, Resource persons, Pictures of dance formations		
	3	Performing	Dance	By the end of the sub-strand, the learner should be able to perform a Kenyan folk dance with coordinated body movements	Which dances are performed in the community?	Learners perform a dance from the local community guided by the teacher observing the basic elements of dance (time, space, energy and relationships)	Traditional musical instruments, Videos of dances, ICT devices, Resource persons, Pictures of dance formations		

7	1	Performing	Dance	By the end of the sub-strand, the learner should be able to create dance formations for aesthetic value	Which dances are performed in the community?	Individually and in groups learners perform a folk dance with coordinated body movements	Traditional musical instruments, Videos of dances, ICT devices, Resource persons, Pictures of dance formations		
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	2	Performing	Dance	By the end of the sub-strand, the learner should be able to create dance formations for aesthetic value	Which dances are performed in the community?	Individually and in groups learners perform a folk dance with coordinated body movements	Traditional musical instruments, Videos of dances, ICT devices, Resource persons, Pictures of dance formations		
	3	Performing	Dance	By the end of the sub-strand, the learner should be able to perform a folk dance observing own and others safety	Which dances are performed in the community?	In groups learners perform a Kenyan folk dance incorporating formations observing own and others' safety	Traditional musical instruments, Videos of dances, ICT devices, Resource persons, Pictures of dance formations		
8	1	Performing	Dance	By the end of the sub-strand, the learner should be able to record Kenyan folk dances for sharing and documentation	Which dances are performed in the community?	Learners record dances performed in school and the community and share their experiences in class	Traditional musical instruments, Videos of dances, ICT devices, Resource persons, Pictures of dance formations		
	2	Performing	Dance	By the end of the sub-strand, the learner should be able to record Kenyan folk	Which dances are performed in the	Learners record dances performed in school and the community and	Traditional musical instruments, Videos of		

				dances for sharing and documentation	community?	share their experiences in class	dances, ICT devices, Resource persons, Pictures of dance formations		
	3	Creating/ Composing Music	Rhythm	By the end of the sub-strand, the learner should be able to: interpret rhythmic pattern involving crotchet and quaver using French rhythm names (taa, ta-te	How are rhythms created?	Individually and in groups, learners clap/tap rhythms of words involving taa, ta-te (crotchet and quaver) maintaining a steady beat.	Traditional musical instruments, Videos of dances, ICT devices, Resource persons, Pictures of dance formations		
9	1	Creating/ Composing Music	Rhythm	By the end of the sub-strand, the learner should be able to: interpret rhythmic pattern involving crotchet and quaver using French rhythm names (taa, ta-te	How are rhythms created?	Learners interpret (orally) rhythmic patterns involving crotchet and quaver using French rhythm names (taa, ta-te) Individually and in groups learners create short rhythmic patterns using the French rhythm names taa, ta-te	Traditional musical instruments, Videos of dances, ICT devices, Resource persons, Pictures of dance formations		
	2	Creating/ Composing Music	Rhythm	By the end of the sub-strand, the learner should be able to: interpret rhythmic	How are rhythms created?	Learners interpret (orally) rhythmic patterns involving crotchet and quaver	Traditional musical instruments, Videos of		

				pattern involving crotchet and quaver using French rhythm names (taa, ta-te)		using French rhythm names (taa, ta-te) Individually and in groups learners create short rhythmic patterns using the French rhythm names taa, ta-te	dances, ICT devices, Resource persons, Pictures of dance formations		
	3	Creating/ Composing Music	Rhythm	By the end of the sub-strand, the learner should be able to: create simple rhythms using French rhythm names (taa, ta- te) for crotchet and quaver	How are rhythms created?	Learners interpret (orally) rhythmic patterns involving crotchet and quaver using French rhythm names (taa, ta-te) Individually and in groups learners create short rhythmic patterns using the French rhythm names taa, ta-te	Traditional musical instruments, Videos of dances, ICT devices, Resource persons, Pictures of dance formations		
11	END OF TERM ASSESSMENT AND CLOSING								

