



## MUSIC SCHEME OF WORK GRADE 5 TERM 2

NAME	
TSC NO.	
SCHOOL	

Wk	Lsn	Strand/ Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Ref
1	1	<b>PERFORMING</b>	<b>Kenyan folk songs</b> : Appreciating performing folk songs from Kenyan cultures	By the end of the sub strand, the learner should be able to: a. Apply the right instrument in performing a given folksong b. perform folk songs drawn from diverse communities in a group c. appreciate performing folksongs drawn from diverse communities in Kenya	1. Why is it important to learn folk songs from different communities in Kenya? 2. What makes a folk song?	In group's learners perform folk songs from diverse communities with coordinated body movements observing safety and etiquette. and take turns to practice the use of appropriate instruments to accompany a folk song  collect pictures and recordings of Kenyan folk songs from classroom use	<ul style="list-style-type: none"> <li>• Audio/visual recordings of folk songs</li> <li>• Recording devices</li> <li>• Musical instruments to accompany the folksongs</li> <li>• Resource persons</li> <li>• <i>Foundation Music Act. Grade 5 Learners Bk. pg.19-21</i></li> <li>• <i>Foundation Music Act. Grade 5 TG pg.23</i></li> </ul>	a) Observation checklists  b) Project: c) Portfolio d) Progress reports	
2	1		<b>Kenyan Indigenous Musical Instruments - Wind Instruments</b>	By the end of the sub strand, the learner should be able to: a. name different wind instruments used by various indigenous communities in Kenya b. define the term wind instruments c. Appreciate the importance of wind instrument in music	1. What are wind instruments? 2. How do wind instruments produce sound? 3. Which materials can be used in making wind instruments? 4. How can one care and maintain a wind instrument?	Learners view real/pictures/videos of Kenyan indigenous wind instruments and name them. Learners are guided to identify parts of a wind instrument and discuss how they are manipulated to produce sound.	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• Wind instrument</li> <li>• Locally available materials for making wind instruments</li> <li>• Audio visual recordings of wind instruments</li> <li>• <i>Foundation Music Act. Grade 5 Learners Bk. pg.22-24</i></li> <li>• <i>Foundation Music Act. Grade 5 TG pg.31</i></li> </ul>	a) Observation check list b) Portfolio  c) Aura I Tests d) Progress reports	

3	1		<b>Part of wind instrument</b>	By the end of the sub strand, the learner should be able to: a. identify parts of a wind instrument and their role b. draw and label the parts of a wind instrument c. Appreciate the importance of wind instrument in music	1. What are wind instruments? 2. How do wind instruments produce sound? 3. Which materials can be used in making wind instruments? 4. How can one care and maintain a wind instrument?	In group's learners are guided on how to care and maintain a wind instrument. Learners observe hygiene measures as they share and take turns to practice how to produce sound in a wind instrument.	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• Wind instrument</li> <li>• Locally available materials for making</li> <li>• wind instruments</li> <li>• Audio visual recordings of wind instruments</li> <li>• <i>Foundation Music Act. Grade 5 Learners Bk. pg.25-28</i></li> <li>• <i>Foundation Music Act. Grade 5 TG pg.31-32</i></li> </ul>	a) Observation check list b) Portfolio c) Aural Tests d) Progress reports	
4	1		<b>Playing a wind instrument</b>	By the end of the sub strand, the learner should be able to: a. care and maintain a wind instrument b. Appreciate the importance of wind instrument in music c. make a wind instrument using locally available materials d. demonstrate ability to play a wind instrument	1. What are wind instruments? 2. How do wind instruments produce sound? 3. Which materials can be used in making wind instruments? 4. How can one care and maintain a wind instrument?	In group's learners are guided on how to care and maintain a wind instrument. Learners observe hygiene measures as they share and take turns to practice how to produce sound in a wind instrument.	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• Wind instrument</li> <li>• Locally available materials for making</li> <li>• wind instruments</li> <li>• Audio visual recordings of wind instruments</li> <li>• <i>Foundation Music Act. Grade 5 Learners Bk. pg.28-30</i></li> <li>• <i>Foundation Music Act. Grade 5 TG pg.32</i></li> </ul>	a) Observation check list b) Portfolio c) Aural Tests d) Progress reports	
6 5	1		<b>The role of a wind instrument in making music</b>	By the end of the sub strand, the learner should be able to: a. make a wind instrument using locally available materials b. demonstrate ability to play a wind instrument c. Appreciate the role of a wind instrument in music making.	1. What are wind instruments? 2. How do wind instruments produce sound? 3. Which materials can be used in making wind instruments? 4. How can one care and maintain a wind instrument?	In groups learners brainstorm on materials to be collected for making a wind instrument and the precautions to take while collecting the materials. In groups learners discuss the procedure of making a wind instrument. Individually or in groups, learners make a wind instrument using locally available materials while observing safety.	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• Wind instrument</li> <li>• Locally available materials for making</li> <li>• wind instruments</li> <li>• Audio visual recordings of wind instruments</li> <li>• <i>Foundation Music Act. Grade 5 Learners Bk. pg.31-33</i></li> </ul>	a) Observation check list b) Portfolio c) Aural Tests d) Progress reports	

							<ul style="list-style-type: none"> <li>• <i>Foundation Music Act. Grade 5 TG pg.32</i></li> </ul>		
6	1	<b>Western Musical Instruments-</b> Descant Recorder – playing notes B, A, G and new notes C and D	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>play notes B A G C D on the descant recorder</li> <li>Define the term descant recorder</li> <li>Appreciate the importance of a descant recorder</li> </ol>	<ol style="list-style-type: none"> <li>How are different pitches produced on a descant recorder?</li> <li>How is a good tone produced while playing the descant recorder?</li> </ol>	In pairs or in groups, learners brainstorm on the hygiene measures in the use of the descant recorder. Individually or in group learners play the notes B A and G observing the correct fingering. Learners observe the fingering chart of the new notes C and D introduced. Learners watch video/demonstration on how to play notes C and D.	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• Descant recorder</li> <li>• Recorder books</li> <li>• Audio visual recordings of recorder</li> <li>• <i>Foundation Music Act. Grade 5 Learners Bk. pg.34-37</i></li> <li>• <i>Foundation Music Act. Grade 5 TG pg.42</i></li> </ul>	<ol style="list-style-type: none"> <li>Observation check list</li> <li>Portfolio</li> <li>Aural Tests</li> <li>Progress reports</li> </ol>		
7	1	<b>Western Musical Instruments-</b> Descant Recorder – <b>melodies using notes B, A, G, C and D</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>Mention ways of producing a good tone while playing the descant recorder</li> <li>play a melody built on the notes B A G C D on the descant recorder</li> <li>Appreciate the importance of a descant recorder</li> </ol>	<ol style="list-style-type: none"> <li>How are different pitches produced on a descant recorder?</li> <li>How is a good tone produced while playing the descant recorder?</li> </ol>	Individually or in group Learners are guided to play notes G A B C D on the descant recorder with appropriate fingering. Learners practice fingering and breathe control while playing melodies based on the notes G A B C D on the descant recorder, guided by the teacher.	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• Descant recorder</li> <li>• Recorder books</li> <li>• Audio visual recordings of recorder</li> <li>• <i>Foundation Music Act. Grade 5 Learners Bk. pg.38-40</i></li> <li>• <i>Foundation Music Act. Grade 5 TG pg.42-43</i></li> </ul>	<ol style="list-style-type: none"> <li>Observation check list</li> <li>Portfolio</li> <li>Aural Tests</li> <li>Progress reports</li> </ol>		
8	1	<b>Western Musical Instruments-</b> Descant Recorder-playing melodies on the descant recorder	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>discuss ways of producing different pitches on the descant recorder</li> <li>play a melody built on the notes B A G C D on the descant recorder</li> <li>Appreciate playing melodies using the descant recorder.</li> </ol>	<ol style="list-style-type: none"> <li>How are different pitches produced on a descant recorder?</li> <li>How is a good tone produced while playing the descant recorder?</li> </ol>	Individually or in group Learners are guided to play notes G A B C D on the descant recorder with appropriate fingering. Learners practice proper fingering and breathe control while playing melodies based on the notes G A B C D on the descant recorder, guided by the teacher.	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• Descant recorder</li> <li>• Recorder books</li> <li>• Audio visual recordings of recorder</li> <li>• <i>Foundation Music Act. Grade 5 Learners Bk. pg.40-41</i></li> <li>• <i>Foundation Music Act. Grade 5 TG pg.44</i></li> </ul>	<ol style="list-style-type: none"> <li>Observation check list</li> <li>Portfolio</li> <li>Aural Tests</li> <li>Progress reports</li> </ol>		

9	1		<p><b>Kenyan Folk Dances :</b> participants in a folk song</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>discuss the roles of participants in a folk dance</li> <li>Define the term dance.</li> <li>appreciate the role of participants, costumes, body adornment, ornaments in a folk dance</li> </ol>	<ol style="list-style-type: none"> <li>What is the role of costumes, body adornment and ornaments in a dance?</li> <li>What is the role of different participants in a dance?</li> <li>Which materials can be used to make costumes, body adornment or ornaments?</li> </ol>	<p>Learners to watch a live/recorded performance of a folk dance and identify; costumes, instruments, body adornments and ornaments. learners brainstorm on the roles of costumes, ornaments and body adornment in a folk dance.</p> <p><input type="checkbox"/> In group’s learners discuss the roles of different participants in a dance (soloist, chorus/response group, instrumentalist and dancers). Learners use digital devices to download and watch various Kenyan folk dances..</p>	<ul style="list-style-type: none"> <li>Locally available materials to make body ornaments</li> <li>Audio/visual recordings of folk dances</li> <li>Resource persons</li> <li>Musical instruments</li> <li><i>Foundation Music Act. Grade 5 Learners Bk. pg.42-43</i></li> <li><i>Foundation Music Act. Grade 5 TG pg.50-51</i></li> </ul>	<ol style="list-style-type: none"> <li>Observation checklist</li> <li>Portfolio</li> </ol>	
10	1		<p><b>Kenyan Folk Dances :</b> Roles of ornaments/costumes in a folk dance</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Define the term dance.</li> <li>Discuss the roles of costumes, ornaments and body adornment in a folk dance.</li> <li>appreciate the role of participants, costumes, body adornment, ornaments in a folk dance</li> </ol>	<ol style="list-style-type: none"> <li>What is the role of costumes, body adornment and ornaments in a dance?</li> <li>What is the role of different participants in a dance?</li> <li>Which materials can be used to make costumes, body adornment or ornaments?</li> </ol>	<p>Learners to watch alive/recorded performance of a folk dance and identify; costumes, instruments, body adornments and ornaments. Learners brainstorm on the roles of costumes, ornaments and body adornment in a folk dance.</p> <p>In group’s learners discuss the roles of different participants in a dance (soloist, chorus/response group, instrumentalist and dancers). Learners use digital devices to download and watch various Kenyan folk dances..</p>	<ul style="list-style-type: none"> <li>Locally available materials to make body ornaments</li> <li>Audio/visual recordings of folk dances</li> <li>Resource persons</li> <li>Musical instruments</li> <li><i>Foundation Music Act. Grade 5 Learners Bk. pg.44-49</i></li> <li><i>Foundation Music Act. Grade 5 TG pg.51</i></li> </ul>	<ol style="list-style-type: none"> <li>Observation checklist</li> <li>Portfolio</li> </ol>	