

GRADE TWO

GRADE TWO MUSIC SCHEME OF WORK TERM TWO

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFLECTION
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2	1	PERFORMANCE	Dance	By the end of the sub-strand the learner should be able to: a) use body movements that are part of daily experience in a variety of ways in dance for enjoyment,	Which dances are performed in your local community?	Learners to be exposed to various relevant live and recordings of dances for experience and appreciation	Realia charts	1.Observation 2.Oral questions	
3	1		Dance	By the end of the sub-strand the learner should be able to: a) use dance to express feelings, emotions and ideas for self-expression	During which occasions are dances performed	Learners identify and use body movements that are part of daily experiences such as greetings, waving, digging, pounding, grinding and sweeping in dance	Realia Charts	.Observation 2.Oral questions	
4	1		Dance	By the end of the sub-strand the learner should be able to: a) apply locomotor and non-locomotor/axial movements creatively in own dance for enjoyment	Which parts of the body are commonly used when dancing?	Learners are guided in using functional dance movements to communicate ideas, feelings and emotions	Realia Charts	.Observation 2.Oral questions	
5	1		Dance	By the end of the sub-strand the learner should be able to: a) observe basic elements of dance during performance,	Which materials or objects are used in dances	Learners use different body zones and body parts in dance In groups and individually, the learners are guided in	Realia charts	Observation	

				b) observe own and others safety during dance performance,		the use of dance elements such as time, space, energy and relationships in executing dance 1 movement			
6	1		Dance	By the end of the sub-strand the learner should be able to: a) practice etiquette during dance performance for integrity	Which materials or objects are used in dances	Learners use different body zones and body parts in dance In groups and individually, the learners are guided in the use of dance elements such as time, space, energy and relationships in executing dance movement	Realia Charts	.Observation 2.Oral questions	
7	1	CREATING/ COMPOSING	Rhythm	By the end of the sub-strand the learner should be able to: a) Identify and mimic animals, objects that make rhythmic patterns for rhythm awareness,	Which items in your surrounding keep a regular pulse/beat?	Learners clap/tap rhythms to familiar songs. In pairs or in groups, learners are guided to create simple rhythmic patterns using common names such as tea, coffee, soda, Coca-Cola, fish and chips, mango juice.	Realia Charts	.Observation 2.Oral questions	

8	1		Rhythm	By the end of the sub-strand the learner should be able to: a) improvise rhythmic accompaniment to short, simple, familiar songs to enhance compositional skills and for enjoyment	. Which organ in your body maintains a regular beat	In pairs or in groups, learners are guided to create simple rhythmic patterns using common names such as tea, coffee, soda, Coca-Cola, fish and chips, mango juice	Realia Charts	.Observation 2.Oral questions	
9	1		Rhythm	By the end of the sub-strand the learner should be able to: a) create simple rhythmic patterns with short and long sounds and silences using body percussion for enjoyment	Which organ in your body maintains a regular beat?	In pairs or in groups, learners are guided to create simple rhythmic patterns with short and long sounds and silences (crotchets, minims and their equivalent rests) using body percussions (clap, tapping, snapping, stamping, vocalising) and instruments (beat, hitting, shaking, scrapping	Realia charts	.Observation 2.Oral questions	
10	1		Rhythm	By the end of the sub-strand the learner should be able to: create rhythmic accompaniment to familiar songs as a basis for composition and for enjoyment and b) record own created rhythms on digital	. Which objects make repetitive rhythmic patterns	In pairs or in groups, learners are guided to create simple rhythmic patterns with short and long sounds and silences (crotchets, minims and their equivalent rests) using body percussions (clap,	Realia Charts	.Observation 2.Oral questions	

				devices to make improvements after listening and for digital literacy		tapping, snapping, stamping, vocalising) and instruments (beat, hitting, shaking, scrapping Learners record own created rhythms on digital devices for enjoyment			
111	1		Melody	By the end of the sub-strand the learner should be able to: a) identify melodic variations in familiar simple tunes in preparation for own compositions,	How can one tell if a tune has changed	Learners listen to and sing familiar tunes Familiar tunes are played/sang with minimal variations and learners are guided to identify the variations	Realia Charts	.Observation 2.Oral questions	
12	1		Melody	By the end of the sub-strand the learner should be able to: a) improvise simple melodic variations on familiar tunes as a foundation for composition and for enjoyment	. How can a familiar tune be made more interesting	In groups and individually, learners are guided to sing familiar tunes (2 -4 bars long), introducing some melodic variations	Realia Charts	.Observation 2.Oral questions 3.written questions	
1 3	1		Melody	By the end of the sub-strand the learner should be able to: a) improvise new words to known tunes for creativity	3. How can a familiar tune be varied	Learners are guided in singing own melodic variations and those of others	Realia Charts		

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