



MUSIC SCHEME OF WORK GRADE 5 TERM ONE

NAME	
TSC NO.	
SCHOOL	

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Week	Lesson	Strand	Sub strand	Specific learning outcomes	Key inquiry questions	Learning experiences	Learning resources/References	Assessment	Remarks
1	1	PERFORMING	SONGS	By the end of the lesson the learner should be able to; I)discuss the words used in the songs(religious). ii)Demonstrate different ways in which religious songs are performed. ii)Appreciate songs from different religions by performing them.	Why do people express themselves as they sing?	In groups, learners discuss the words in songs and how to express the mood portrayed by the words in performing the songs	KLB Visionary Grade 5 Pg 1-3 Samples of religious songs recorded or copies	Describe how religious songs make them feel.	
	2	PERFORMING	SONGS	By the end of the lesson the learner should be able to; i)Explain what patriotic songs are. ii)Perform a variety of patriotic songs. iii)Watch and perform a patriotic song on an internet enabled device.	What is the importance of patriotic songs?	Individually and in groups learners practise singing different types of songs (Religious, patriotic, topical and appropriate popular songs) with proper diction and appropriate tone quality, facial expressions and gestures to convey the mood of the piece. In groups, learners use	KLB Visionary Grade 5 Pg 4-7 Samples of patriotic songs recorded or copies	Explain the difference between religious and patriotic songs	

						digital devices to listen and learn different types of songs (patriotic, wedding and topical songs on various issues affecting the society).			
	3	PERFORMING	SONGS	By the end of the lesson the learner should be able to; I) Explain the meaning of topical /popular songs. ii) present/perform songs based on different topics and popular songs at a given time. iii) appreciate topical songs by learning from different messages in topical songs.	What entails good singing?	Individually and in groups, learners present the songs learnt for peer review and discussion on the messages of the songs.	KLB Visionary Grade 5 Pg 8-15 Samples of topical and popular songs recorded or copies	i) Discuss the meaning of words used on a given topical songs ii) Write words of a popular song and explain what they mean.	
	4	PERFORMING	SONGS	By the end of the lesson the learner should be able to; i) Identify occasions when the East African Anthem is sung. ii) Sing the East African Anthem in Kiswahili with	Why is the East African Community Anthem important?	In groups, learners discuss the meaning of the words of the East African Community Anthem and the values learnt from the anthem. Learners practice singing the East African Anthem in Kiswahili with accuracy in tune, proper diction	KLB Visionary Grade 5 Pg 16-20 Samples of East African community Anthem recorded /copies songs	Use a digital device to record oneself singing the East African community Anthem	

				accuracy in tune, proper diction and clear articulation of words. iii)Perform and record East African Anthem using a digital device.		and clear articulation of words			
5	PERFORMING	SONGS	By the end of the lesson the learner should be able to; i)Sing a three part song(Soprano 1, Soprano2 and Alto or Soprano, Alto and Tenor) with accuracy in tune) ii)discuss the three part song. iii)Appreciate three part songs by practicing its performance	What is part singing?	In groups (choral) learners are guided to practice singing three-part songs (Soprano 1, Soprano2 and Alto or Soprano, Alto and Tenor) with accuracy in tune, words and keeping to their part	KLB Visionary Grade 5 Pg 21-26 Samples of recorded /copies songs	Explain why we sing in three parts.		
6	PERFORMING	KENYAN FOLK SONGS	By the end of the lesson the learner should be able to; i)identify the different aspects of performers in a folk song ii)perform a folk song from their	Why is it important to learn folk songs from different communities in Kenya?	Learners watch live or recorded performances of folk songs from diverse communities in Kenya	KLB Visionary Grade 5 Pg 27-31 Samples of folk songs Pictures of traditional dancers	Name 4 aspects of a folk song		

				communities. iii) appreciate different communities by performing folk songs to honour them.					
7	PERFORMING	KENYAN FOLK SONGS	By the end of the lesson the learner should be able to; i) Perform a folk song while taking different roles and observing safety precautions. ii) identify and demonstrate how body movements are coordinated while performing. iii) appreciate folk songs by expressing themselves in dance.	How are folk songs performed?	In groups learners perform folk songs taking different roles guided by the teacher/resource person. In groups learners perform folk songs from diverse communities with coordinated body movements observing safety and etiquette	KLB Visionary Grade 5 Pg 32-40 Samples of folk songs Pictures of traditional dancers	Use a digital device to search for performance of a song on the internet.		
8	PERFORMING	KENYAN FOLK SONGS	By the end of the lesson the learner should be able to; i) identify musical instruments	What makes a folk song?	In groups, learners discuss different aspects (message, instrumentation, participants and	KLB Visionary Grade 5 Pg 40-42 Samples of instruments i.e	Draw musical instruments and explain from which		

				<p>accompanying songs from their communities.</p> <p>ii) Perform folk songs accompanied by musical instruments.</p> <p>iii) Discuss importance of musical instruments in the performance of folk songs.</p>		<p>occasion) in the folk songs respecting each other's' opinion</p>	<p>isukuti, wandindi, obokano, kayamba</p> <p>Pictures of traditional dancers</p>	<p>community they come from</p>	
	9	PERFORMING	KENYAN FOLK SONGS	<p>By the end of the lesson the learner should be able to;</p> <p>i) perform folk song from own community while playing with appropriate instrument.</p> <p>ii) explain the meaning/message of the song.</p> <p>iii) make samples of musical instruments from own community</p>	<p>What instruments accompany various folk songs?</p>	<p>Learners share and take turns to practice the use of appropriate instruments to accompany a folk song</p>	<p>KLB Visionary Grade 5 Pg 27-31</p> <p>Phones/tablets</p> <p>Samples of music instruments i.e isukuti, wandindi, obokano, kayamba</p> <p>Pictures of traditional dancers</p>	<p>sing two folk songs from different communities.</p>	

	10	PERFORMING	KENYAN FOLK SONGS	<p>By the end of the lesson the learner should be able to;</p> <p>i)Search and watch folk songs on a digital device.</p> <p>ii)Imitate singers in the songs on watched.</p> <p>iii)participate in mind mapping game on folk songs.</p>	Where can one get folk songs in Kenya?	Learners are guided to collect pictures and recordings of Kenyan folk songs for classroom use.	<p>KLB Visionary Grade 5 Pg 48-49</p> <p>Phones/tablets</p> <p>Pictures of traditional dancers</p>	Collect picture cut - out s of people performing Kenyan folk songs	
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