

# KLB Visionary Music Activities Grade 2

## Term One Scheme of Work

Year \_\_\_\_\_

Week	Lesson	Strand	Sub strand	Specific learning outcome	Key inquiry question	Learning experiences	Learning resources	Assessment	Remarks
1	1	Performing	<b>SONGS: Types of Songs</b>	By the end of the lesson, the learner should be able to:  a) Identify different types of songs performed for different purposes to enhance comprehension.  b) Sing a variety of age appropriate songs in unison paying attention to accuracy in pitch and rhythm for enjoyment.	1. During which activities do you sing?  2. What do the songs that you sing talk about?	Learners sign name types of songs performed in the community.	<ul style="list-style-type: none"> <li>Recordings of different types of songs</li> <li>ICT devices</li> <li>KLB Visionary Music Activities Grade 2 Teachers guide pg. 2-4</li> </ul>	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
2	1	Performing	<b>Two part Rounds</b>	By the end of the lesson, the learner should be able to sing a two-part round for enjoyment	1. Why is singing done in groups?  2. What do you feel when you sing in a group?	In pairs and in groups learners sign songs from diverse cultural sources	<ul style="list-style-type: none"> <li>ICT devices</li> <li>Video recordings</li> <li>Song scores with lyrics</li> <li>KLB Visionary Music Activities Grade 2 Teachers guide pg. 4-6</li> </ul>	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
3	1	Performing	<b>Kenya National Anthem</b>	By the end of the lesson, the learner should be able to sing verse 1 and 2 of the Kenya National Anthem in Kiswahili and English with proper etiquette to enhance	1. When is Kenya national anthem performed?  2. What do we learn in verse 1 of the Kenya national anthem?	Learners to sing verse 1 and 2 of the National anthem	Music score and words of them  Pictures of some occasions when the anthem is performed	Signed questions, portfolio, observation, check lists, adjudication	

				patriotism, cohesion and peaceful co-existence.	3. What do we learn in verse 2 of the Kenya national anthem?		ICT devices and recordings of the anthem KLB Visionary Music Activities Grade 2 Teachers guide pg. 6-9		
4	1	Performing	<b>Elements of music and vocal techniques</b>	<p><b>By the end of the lesson, the learner should be able to:</b></p> <p>a) Sing different songs while observing the elements of music as a basis of musicianship.</p> <p>b) Use different vocal techniques while singing for effective communication</p>	<p>1. What elements of music would you apply in singing?</p> <p>2. What vocal techniques would you use for effective communication?</p>	<p>Learners to identify elements of music</p> <p>Learners to discuss vocal techniques</p> <p>Learners to sing different songs observing elements of music</p>	<ul style="list-style-type: none"> <li>• Music scores and lyrics</li> <li>• ICT devices</li> <li>• Recorded music</li> <li>• KLB Visionary Music Activities Grade 2 Teachers guide pg. 9-10</li> </ul>	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
5	1	Performing	<b>Expression of ideas, feelings and emotions through singing</b>	<p><b>By the end of the lesson, the learner should be able to:</b></p> <p>a) Express ideas, feelings and emotions through singing for self-expression and effective communication.</p> <p>b) Sing familiar songs with body movements for self-expression</p>	<p>1. What songs do you like to sing?</p> <p>2. What do you learn from the song?</p> <p>3. What do you feel when you sing them?</p>	<p>learners to express ideas, feelings and thoughts through music</p> <p>sing familiar songs with body movements</p>	<ul style="list-style-type: none"> <li>• ICT equipment</li> <li>• Music scores</li> <li>• Song book</li> <li>• KLB Visionary Music Activities Grade 2 Teachers guide pg. 11-13</li> </ul>	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
6	1	Performing	<b>Solo and Choral performances</b>	By the end of the lesson, the learner should be able to perform familiar songs individually and as a solo performance or in	<p>1. Which songs would you enjoy singing alone?</p> <p>2. Which song do you enjoy singing with</p>	Learners to perform individual and choral performances	<ul style="list-style-type: none"> <li>• Song book</li> <li>• ICT devices</li> <li>• Relevant music scores and lyrics</li> <li>• KLB Visionary Music</li> </ul>	Signed questions, portfolio, observation, check lists,	

				a choral group for communication and enjoyment.	others in a group? 3. Why do you sing in a group?		Activities Grade 2 Teachers guide pg. 13-14		
7	<b>HALF TERM</b>								
8	1	Performing	<b>Songs from diverse cultures</b>	By the end of the lesson, the learner should be able to appreciate and enjoy singing songs from diverse cultures	1. What do you like about songs sung in your language? 2. What do you like about song sung in other languages? 3. Why should we sing song in other languages?	In pairs and in groups learners sign songs from diverse cultural sources	<ul style="list-style-type: none"> <li>• Recorded songs performance on ICT devices</li> <li>• ICT devices</li> <li>• Song books</li> <li>• KLB Visionary Music Activities Grade 2 Teachers guide pg. 14-15</li> </ul>	Signed questions, portfolio, observation, check lists,	
9	1	Performing	<b>Singing Games</b>	<p><b>By the end of the lesson, the learner should be able to:</b></p> <p>a) Perform various singing games from the local culture for enjoyment</p> <p>b) Perform various singing games from other cultures for enjoyment</p>	1. Which songs do children like singing? 2. Which songs do children sing while playing? 3. What do children imitate while singing such songs?	Learners are guided to watch a variety of live or recorded singing games from the locality	ICT devices Audio/visual materials Costumes Singing games song book KLB Visionary Music Activities Grade 2 Teachers guide pg. 19-22	Signed questions, portfolio, observation, adjudication, check lists	

10	1	Performing	<b>Aspects of singing games</b>	<p>By the end of the lesson, the learner should be able to perform singing games from local and other cultures with appropriate application of aspects of:</p> <p>a) Singing for enjoyment  b) Movement for enjoyment  c) Props for enjoyment , and  d) Costumes for enjoyment.</p>	<ol style="list-style-type: none"> <li>How do you tell a good singer?</li> <li>How do you tell a good dancer?</li> <li>How are performers of singing games dressed?</li> <li>What materials or things are used while performing singing games?</li> </ol>	Learners perform age appropriate signed singing games with game	<p>ICT devices  Audio-visual devices  Costumes  Relevant props  Singing game book  KLB Visionary Music Activities Grade 2 Teachers guide pg. 22-28</p>	Signed questions, portfolio, observation, adjudication, check lists	
11	1	Performing	<b>Safety precautions in singing games</b>	<p>By the end of the lesson, the learner should be able to take precautions during performance of singing games:</p> <p>a) From local cultures for own safety  b) From other cultures for others, safety</p>	<ol style="list-style-type: none"> <li>What injuries do children get while playing?</li> <li>What injuries can a child get while performing singing games?</li> <li>What should children do to avoid injuries while performing singing games?</li> </ol>	<p>Practice and performance of signed singing games to be done in pairs and in groups.</p> <ul style="list-style-type: none"> <li>In groups learners practice game etiquette and share available resources equitably during performance of signed singing games</li> </ul>	<p>ICT devices  Audio-visual devices  Costumes  Improvised props  KLB Visionary Music Activities Grade 2 Teachers guide pg. 28-31</p>	Signed questions, portfolio, observation, adjudication, check lists	
12	1	Performing	<b>Etiquette in singing games</b>	<p><b>By the end of the lesson, the learner should be able to:</b></p> <p>a) Perform singing game following games etiquette for own and other's respect  b) Share available resources during performance of</p>	<ol style="list-style-type: none"> <li>How do people respect one another?</li> <li>When do you become unhappy with yourself and friends while performing a sing game?</li> <li>What play things/apparatus are shared while</li> </ol>	In groups and individually learners are guided in performing signed singing games from the local cultures	<p>Recorded videos  Relevant props e.g. ropes, tins  Costumes  Improvised props  KLB Visionary Music Activities Grade 2 Teachers guide pg. 31-34</p>	Signed questions, portfolio, observation, adjudication, check lists	

				singing games for equity and integrity	performing a singing game?				
13	1	Performing	<b>Singing games from diverse cultures</b>	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Appreciate singing games from diverse cultures</p> <p>b) Perform various singing games from the diverse cultures for enjoyment</p>	<p>c) What role do you like taking during play?</p> <p>d) What do you like in the performance of singing games from other areas?</p> <p>e) What do you learn from the performance of singing games from other areas?</p>	In groups and individually learners are guided in performing signed singing games from the local cultures	<p>ICT devices</p> <p>Relevant items in the environment</p> <p>Props</p> <p>Costumes</p> <p>Singing game book</p> <p>Worksheets</p> <p>KLB Visionary Music Activities Grade 2 Teachers guide pg. 34-37</p>	Signed questions, portfolio, observation, adjudication, check lists	
14	1	Preforming	<b>Musical instruments: Wind instruments</b>	<p><b>By the end of the lesson, the learner should be able to:</b></p> <p>a) Name wind instruments used in music making for familiarization</p> <p>b) Identify different wind instruments used to accompany song and dance for familiarization</p>	<p>Which instruments are played while singing or dancing?</p> <p>How are the instruments played?</p> <p>Which instruments are played by blowing?</p>	<p>Learners in groups or pairs to identify wind instruments</p> <p>Learners to name wind instruments they know</p>	<p>Wind instruments from the locality</p> <p>Wind instruments from other cultures</p> <p>Pictures of wind instruments</p> <p>Appropriate recorded sounds of different wind instruments</p> <p>ICT devices</p> <p>KLB Visionary Music Activities Grade 2 Teachers guide pg. 41-42</p>	Signed questions, portfolio, observation, adjudication, check lists	