**GRADE 6 KLB VISIONARY MUSIC**

**SCHEMES OF WORK TERM 1**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **6** | **MUSIC** | **1** | **2022** |

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| ***Week*** | ***Lesson*** | ***Strand*** | ***Sub strand*** | ***Specific learning outcomes*** | ***Learning experiences*** | ***Key inquiry questions*** | ***Learning resources*** | ***Assessment*** | ***Remarks*** |
| 1 | 1 | **SONGS** | Singing different type of songs with expressions | By the end of the sub strand, the learner should be able to:   * Observe the picture on learners’ book and explain what event it is * Explain the type of songs that are likely to be sung in such an event * Sing a song about the environment from the locality * Appreciate caring for environment | Learners to Observe the picture on learners’ book and explain what event it is  •Learners are guided in groups to Sing a song about the environment from the locality | What is a song? | Flash cards  Musical instruments  Sample recorded Songs  Digital devices  ***Grade 6 KLB visionary Music Learners book page 1*** | •Written Quizzes  •Oral questions  Performance |  |
|  | 2 |  | Things to know singing different types of songs with expressions | By the end of the sub strand, the learner should be able to:   * Discuss ways of expressing mood. * Perform different types of songs with expressions * Have fun singing a popular song with expressions to show the mood of the song | Learners to Discuss ways of expressing mood.  Learners in groups are guided to Perform different types of songs with expressions | How do you express your mood? | Flash cards  Sample recorded Songs  Musical instruments  Digital devices  ***Grade 6 KLB visionary Music Learners book page 2-5*** | •Written Quizzes  •Checklists,  •Oral questions  performance |  |
|  | 3 |  | Appraising self and others’ performances | By the end of the sub strand, the learner should be able to:   * Define appraisal * Identify things to observe when appraising a performance * Role play appraising one another performing a patriotic song * Suggest how the performance can be improved. * Have fun appraising each other performance | Learners to Discuss things to observe when appraising a performance  With the help of the teacher learners to role play appraising one another’s performances | What is appraisal? | Flash cards  Sample recorded Songs  Musical instruments  Digital devices  Charts  ***Grade 6 KLB visionary Music Learners book page 6-9*** | •Written Quizzes  •Practical’s  •Oral questions  performance |  |
| 2 | 1 |  | Singing 2 and 3 -part songs in a duet and trio | By the end of the sub strand, the learner should be able to:   * Define a duet and trio * Sing a song in pairs correctly pronouncing the words clearly * Have fun singing a three-part song with expressing | •Learners to define a duet  •Learners in groups to sing a two-part and three-part songs | What is a duet? | Flash cards  Musical instruments  Sample recorded Songs  Digital devices  ***Grade 6 KLB visionary Music Learners book page 10-12*** | •Written Quizzes  •Oral questions  Performance |  |
|  | 2 |  | Values and messages in songs | By the end of the sub strand, the learner should be able to:   * Identify messages in a song and explain what it says * Sing a song on learner’s book titled integrity our goal * Prepare a song on peace * Appreciate singing songs with values and good messages | with the help of a teacher open the link on leaners book and watch and listen to a song or sing a familiar song that has a positive message | What message do get from a song? | Flash cards  Sample recorded Songs  Musical instruments  Digital devices  ***Grade 6 KLB visionary Music Learners book page 12-16*** | •Written Quizzes  •Checklists,  •Oral questions  performance |  |
|  | 3 |  | Importance of songs | By the end of the sub strand, the learner should be able to:   * Discuss importance of songs * Sing a marriage song and explain why it performed during a marriage ceremony * List five occasions when songs are sung | Learners to Discuss importance of songs  With the help of the teacher visit a music recording studio and find out what goes on there. | What is the importance of songs | Flash cards  Sample recorded Songs  Musical instruments  Digital devices  Charts  ***Grade 6 KLB visionary Music Learners book page 16-18*** | •Written Quizzes  •Practical’s  •Oral questions  performance |  |
| 3 | 1 | **Kenyan folk songs** | Different type of songs | By the end of the sub strand, the learner should be able to:   * Explain reasons why the pictures show that the performance are folk songs * Observe pictures in learners’ book and discuss what songs are likely to be performed * Appreciate Kenyan folk songs | Learners to be guided to Observe pictures in learners’ book and discuss type of songs likely to be performed in the pictures | What Kenyan folk song do you know? | Flash cards  Musical instruments  Sample recorded Songs  Digital devices  ***Grade 6 KLB visionary Music Learners book page 19*** | •Written Quizzes  •Oral questions  Performance |  |
|  | 2 |  | Things to know about performing different types of songs | By the end of the sub strand, the learner should be able to:   * Identify occasions when Kenyan folk songs are performed * Explain how the occasion determines the type of folk song to be performed * Discuss importance of folk songs * Sing a folk song about work * Have fun singing a marriage folk song | Learners to Identify occasions when Kenyan folk songs are performed  •Learners to sing a folk song about work | When do we perform Kenyan folk songs? | Flash cards  Sample recorded Songs  Musical instruments  Digital devices  ***Grade 6 KLB visionary Music Learners book page 20*** | •Written Quizzes  •Checklists,  •Oral questions  performance |  |
|  | 3 |  | Role of different types of songs | By the end of the sub strand, the learner should be able to:   * Discuss the role of folk songs when performed in different occasions * Perform a marriage song * Have fun singing sacred songs | Learners to be guided by the teacher to perform different types folk songs  Leaners to discuss to the role of songs when performed in different occasions | Why do people sing in funerals? | Flash cards  Sample recorded Songs  Musical instruments  Digital devices  Charts  ***Grade 6 KLB visionary Music Learners book page 20-21*** | •Written Quizzes  •Practical’s  •Oral questions  performance |  |
| 4 | 1 |  | Performance of folk songs | By the end of the sub strand, the learner should be able to:   * Identify things to observe when performing folk songs * Perform a Tiriki initiation song on learners’ book while using the correct diction, gestures and facial expression. * Appreciate folk songs from different communities | In groups perform different types of Kenyan folk songs from different communities using proper diction ,facial expressions and gestures  Learner to lead the performance of one folk song as a soloist | What factors do you consider when performing songs? | Flash cards  Musical instruments  Sample recorded Songs  Digital devices  ***Grade 6 KLB visionary Music Learners book page 21-24*** | •Written Quizzes  •Oral questions  Performance |  |
|  | 2 |  | Performing a solo folk song | By the end of the sub strand, the learner should be able to:   * Study the picture on leaners and discuss what is going on. * Explain an occasion when a solo folk song will be suitable * Role play solo performance of folk songs * Have fun performing a folk song solo | Learners to be guided in groups to Study the picture on leaners and discuss what is going on.  Learners to Role play solo performance of folk songs | Have you ever seen a solo performance? | Flash cards  Sample recorded Songs  Musical instruments  Digital devices  ***Grade 6 KLB visionary Music Learners book page 25*** | •Written Quizzes  •Checklists,  •Oral questions  performance |  |
|  | 3 |  | Things to know about performing a solo folk song | By the end of the sub strand, the learner should be able to:   * Discuss factors to consider when performing a solo folk song * Identify occasions when solo performance are most suitable * Perform solo folk song with the correct costume, instrumentation ,diction and facial expression * Enjoy performing a solo folk song with the correct diction for clarity of words and appropriate facial expression to bring out the feeling of the song | Learners to Identify occasions when solo performance are most suitable  Learners in groups to be guided to Perform solo folk song with the correct costume, instrumentation ,diction and facial expression | What do you consider in solo folk song performance? | Flash cards  Sample recorded Songs  Musical instruments  Digital devices  Charts  ***Grade 6 KLB visionary Music Learners book page 25-29*** | •Written Quizzes  •Practical’s  •Oral questions  performance |  |
| 5 | 1 |  | Features of a folk song | By the end of the sub strand, the learner should be able to:   * Discuss features of a folk song * Explain how folk songs affect our feelings when we sing them * Watch performance of folk songs and discuss features of folk songs from performance watched . * Enjoy performing a folk song | Learners to be guided by a teacher in groups to open a link on leaners book using a n internet enabled device and watch a folk song performance from Mijikenda community | What features of folk songs do you know? | Flash cards  Musical instruments  Sample recorded Songs  Digital devices  ***Grade 6 KLB visionary Music Learners book page 29-31*** | •Written Quizzes  •Oral questions  Performance |  |
|  | 2 |  | Appreciating the importance of performing folk songs from diverse communities | By the end of the sub strand, the learner should be able to:   * Discuss why we should appreciate folk songs from all communities * Recite words of a folk song * Appreciate importance of folk songs | Learners to sing a work folk song from own community and a marriage folk song from a different community | Why should we appreciate folk song? | Flash cards  Sample recorded Songs  Musical instruments  Digital devices  ***Grade 6 KLB visionary Music Learners book page 32-33*** | •Written Quizzes  •Checklists,  •Oral questions  performance |  |
|  | 3 |  | Information from a cultural centre or a music festival | By the end of the sub strand, the learner should be able to:   * Identify places where one can get information on different types of folk songs * Make a write up on three types of folk songs from different communities in kenya * Enjoy collecting information about different types of songs | Learners to Identify places where one can get information on different types of folk songs  Learners in groups to be guided to use an internet enabled device to find information about types of folk songs | Where can you get information about folk songs? | Flash cards  Sample recorded Songs  Musical instruments  Digital devices  Charts  ***Grade 6 KLB visionary Music Learners book page 34-36*** | •Written Quizzes  •Practical’s  •Oral questions  performance |  |
| 6 | 1 | **Musical instruments** | String instrument of Kenya | By the end of the sub strand, the learner should be able to:   * Draw and colour string instrument form Kisii community (obokano) * Observe pictures of string instruments in learners’ book and discuss the difference * Have fun observing string instruments from different communities | Learners to Draw and colour string instrument form Kisii community (obokano)  Learners are guided in groups to Observe pictures of string instruments in learners’ book and discuss the difference | What is obokano? | Flash cards  Musical instruments  Sample recorded Songs  Digital devices  ***Grade 6 KLB visionary Music Learners book page 37*** | •Written Quizzes  •Oral questions  Performance |  |
|  | 2 |  | Things to know about string instruments of Kenya | By the end of the sub strand, the learner should be able to:   * Identify common string instruments from different communities in Kenya * Use internet enabled device to observe these instruments and watch how they are used. * Have fun drawing string instruments from different communities | Learners to brainstorm in small groups, common string instruments from different communities in Kenya  Learners to Use internet enabled device to observe these instruments and watch how they are used. | Do you have a string instrument from your community? | Flash cards  Sample recorded Songs  Musical instruments  Digital devices  ***Grade 6 KLB visionary Music Learners book page 37-41*** | •Written Quizzes  •Checklists,  •Oral questions  performance |  |
|  | 3 |  | Parts of a fiddle and their function | By the end of the sub strand, the learner should be able to:   * Define a fiddle * Draw and name a Kenyan string instrument with one string * Watch a video using link on learners’ book and explain the function of each part of the instrument * Name parts of a fiddle and explain its function | Learners in groups to be guided to watch a video using link on learners’ book and explain the function of each part of the instrument  Learners to draw fiddle instrument from any Kenyan community | What is a fiddle? | Flash cards  Sample recorded Songs  Musical instruments  Digital devices  Charts  ***Grade 6 KLB visionary Music Learners book page 41-45*** | •Written Quizzes  •Practical’s  •Oral questions  performance |  |
| 7 | 1 |  | Care and maintenance of a string instrument | By the end of the sub strand, the learner should be able to:   * Observe and name instrument on leaners book * Discuss what could have happened to it * Explain things that should be done to avoid repetition of the problem * Explain the importance of caring instrument * Appreciate proper care of instruments | Learners to observe and name instrument on leaners book  Learners to explain things that can be done to avoid the mistake. | What is wrong with instrument in learners’ book? | Flash cards  Musical instruments  Sample recorded Songs  Digital devices  ***Grade 6 KLB visionary Music Learners book page 45*** | •Written Quizzes  •Oral questions  Performance |  |
|  | 2 |  | Things to know about care and maintenance of a string instrument | By the end of the sub strand, the learner should be able to:   * Take turns to practice cleaning a string instrument * Discuss importance of taking care of string instrument * Describe five ways of taking care of a string instrument. * Appreciate taking care of string instruments | Learners to be guided in groups to take turns to practice cleaning a string instrument  Learners to describe five ways of taking care of a string instrument. | How do we take care of string instruments? | Flash cards  Sample recorded Songs  Musical instruments  Digital devices  ***Grade 6 KLB visionary Music Learners book page 46-48*** | •Written Quizzes  •Checklists,  •Oral questions  performance |  |
|  | 3 |  | Tuning a fiddle | By the end of the sub strand, the learner should be able to:   * Explain what happens when the string is loosened. * Discuss what happens to sound when the string is tightened * Demonstrate how to tune a string instrument before playing * Appreciate tuning a string instrument. | Learners to explain what happens when the string is loosened.  Learners in groups to be guided to Discuss what happens to sound when the string is tightened | What happens when a string is loosened? | Flash cards  Sample recorded Songs  Musical instruments  Digital devices  Charts  ***Grade 6 KLB visionary Music Learners book page 48*** | •Written Quizzes  •Practical’s  •Oral questions  performance |  |
| 8 | 1 |  | Skills and techniques of playing a fiddle | By the end of the sub strand, the learner should be able to:   * Discuss techniques and skills needed in playing a fiddle * Take turns to practice the techniques of posture ,holding and bowing of fiddle * Improvise a fiddle form any community in Kenya * Have fun practicing posture, holding and bowing a fiddle | Learners to watch the teacher play a fiddle ,imitate the techniques of posture ,holding and bowing with an imaginary fiddle | What skill do you need to play a fiddle? | Flash cards  Musical instruments  Sample recorded Songs  Digital devices  ***Grade 6 KLB visionary Music Learners book page 48-51*** | •Written Quizzes  •Oral questions  Performance |  |
|  | 2 |  | Role of string instrument in a performance | By the end of the sub strand, the learner should be able to:   * Identify and explain the role of string instruments. * Listen to audio recordings of folk songs accompanied by string instruments * Have fun performing a folk song accompanied with string instruments | Learners to be guided in groups to perform a folk song playing a string instrument  Leaners to watch video clips from the link on leaners book and listen to folk songs accompanied by string instruments | Can you accompany folk song with a string instrument? | Flash cards  Sample recorded Songs  Musical instruments  Digital devices  ***Grade 6 KLB visionary Music Learners book page 51-53*** | •Written Quizzes  •Checklists,  •Oral questions  performance |  |
|  | 3 |  | Making a fiddle | By the end of the sub strand, the learner should be able to:   * Identify materials used in making a fiddle * Assemble instruments used to make a fiddle * Have fun collecting materials used in making a fiddle | Learners to identify materials used in making a fiddle  Learners in groups to be guide to assemble instruments used to make a fiddle | What do we need to make a fiddle? | Flash cards  Sample recorded Songs  Musical instruments  Digital devices  Charts  ***Grade 6 KLB visionary Music Learners book page 53-54*** | •Written Quizzes  •Practical’s  •Oral questions  performance |  |
| 9 | 1 |  | Safety measures | By the end of the sub strand, the learner should be able to:   * Identify safety measures observed when making a fiddle * Identify steps and processes followed when preparing a fiddle * Make a fiddle by following the steps and procedure highlighted * Enjoy making a fiddle | Learners to identify safety measures observed when making a fiddle  Learners are guided in groups to Make a fiddle by following the steps and procedure highlighted in learners’ book | What are the steps followed when making a fiddle? | Flash cards  Musical instruments  Sample recorded Songs  Digital devices  ***Grade 6 KLB visionary Music Learners book page 54-55*** | •Written Quizzes  •Oral questions  Performance |  |
|  | 2 |  | Playing in an instrumental group | By the end of the sub strand, the learner should be able to:   * Choose an instrument of choice and play accompanying a folk song in a group * Discuss reasons for the choice of instrument. * Have fun practicing playing the chosen instrument | Learners to decide as a group the tunes to play on the wind and string instruments and the rhythms to play on the percussion instruments. | Which string instrument can you play? | Flash cards  Sample recorded Songs  Musical instruments  Digital devices  ***Grade 6 KLB visionary Music Learners book page 55*** | •Written Quizzes  •Checklists,  •Oral questions  performance |  |
|  | 3 | **REVISION** | | | | | | | |
| 10 | **END TERM ASSESSMENT** | | | | | | | | |