**MUSIC SCHEMES OF WORK**

**FORM ONE 2016**

**TERM I**

**REFERENCES:**

1. Foundation Music Book
2. KIE Book
3. KNEC Syllabus

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| 1-4 | **REPORTING** |  |
| 5 | 1&2 | Introduction | Branches of Music; theory, aural, history of music and practical’s | By the end of the lesson, the learner should be able to: Name the different branches of music | DiscussionMaking of notes | Text bookBoard | KIE music syllabusKNEC music syllabus |  |
|  | 3 | Music | Definition and importance | By the end of the lesson, the learner should be able to: Define music and give its importance | DiscussionMaking of notes | Text bookBoard | KIE music book 1Foundation music book1 |  |
|  | 4&5 | Music | Elements of music | By the end of the lesson, the learner should be able to: Name and explain each of the elements of music | DiscussionNote taking | Text bookBoard | Foundation music book1 |  |
| 6 | 1&2 | Theory: Rhythm | Note valuesRests | By the end of the lesson, the learner should be able to: Identify note values and their correspondent rests | ClappingDiscussion | Text bookBoard | Foundation music book1 |  |
|  | 3 | History:African | Social environ influences on music | By the end of the lesson, the learner should be able to: State the social environmental influences on music | DiscussionNote taking | Text booksBoard | Foundation music book1Music of Africa by Kwabena Nketia |  |
|  | 4&5 | Theory: Rhythm | Time signatureDefinition, useTypesBars and bar lines | By the end of the lesson, the learner should be able to: Define time signature and its useName the types of time signature i.e simple and compound | DiscussionNote taking | Text bookBoard | Foundation music book1 |  |
| 7 | 1&2 | Theory:Rhythm | Simple time: 2/4,3/4,4/4Compound time: 6/8 | By the end of the lesson, the learner should be able to: Tell the difference between time signatures | DiscussionNote taking | Text bookBoard | Foundation music book1 |  |
|  | 3 | History: Introduction To Western Music | Origin of Music | Explain the origin of Music | DiscussionNote taking | Text bookBoard | Foundation music book1Music and appreciation |  |
|  | 4&5 | Aurals: Rhythm | Drum rhythm on monotone | By the end of the lesson, the learner should be able to: Clap rhythms and write down different drum rhythms | Clapping rhythmsWriting given drum rhythms | DrumText bookBoard | Foundation music book1KIE book 1 |  |
| 8 | 1&2 | Theory: Rhythm | Simple duple, triple and quadruple timeCompound duple time | By the end of the lesson, the learner should be able to: Identify different time signatures as simple or compound; duple, triple or quadruple | Clapping rhythms in different time signatures | Text bookBoard | Foundation music book1KIE book 1 |  |
|  | 3 | History: African History | Role and functions of music | By the end of the lesson, the learner should be able to: State and explain the role and functions of music | DiscussionNote taking | Text booksBoard | Foundation music book1Music of AfricaKIE book 1 |  |
|  | 4&5 | Practicals | Major scale major arpeggio | By the end of the lesson, the learner should be able to: Sing the scales ascending and descending | Singing | Piano | KNEC Syllabus |  |
| 9 | 1&2 | Theory: Rhythm | Accents and grouping of notes | By the end of the lesson, the learner should be able to: Clap rhythms accenting the 1st beats of the barGroup notes in simple and compound time | Clapping rhythmsNote taking | Text bookBoard | Foundation music book1 |  |
|  | 3 | Practicals | Minor scaleminor arpeggio | By the end of the lesson, the learner should be able to: Sing the scales ascending and descending | Singing | Piano | KNEC Syllabus |  |
|  | 4&5 | History: Western History | Periods in western music; Medieval period | By the end of the lesson, the learner should be able to: Name the periods in western music and explain the types of music during the medieval period | DiscussionNote taking | Text booksBoard | Foundation music book1Music an appreciation |  |
| 10 | 1&2 | Theory: Rhythm, Melody  | Grouping of notes in comp- ound timeThe staff and clefs | By the end of the lesson, the learner should be able to: Group notes appropriately in compound time.Define a staffExplain the difference between treble and bass clef | DiscussionNote taking | Text bookBoard | Foundation music book1 |  |
|  | 3 | History: Western History | Medieval period | By the end of the lesson, the learner should be able to: List the characteristics of music during the medieval periodList composers during the medieval period | DiscussionNote taking | Text booksBoard | Foundation music book1Music an appreciation |  |
|  | 4&5 | Aurals: Rhythm | Melodic rhythm on monotone | By the end of the lesson, the learner should be able to: Identify the rhythm of a melody played | Clapping rhythmsWriting rhythms | Piano | Foundation music book1KIE book 1  |  |
| 11 | 1&2 | Theory: Melody | Pitching the staff using different clefs | By the end of the lesson, the learner should be able to: Name the lines and spaces of the staff using the bass and treble clef | DiscussionNaming the staff | Text booksBoard | Foundation music book1 |  |
|  | 3 | History: African History | Occasions of music in Traditional African Society | By the end of the lesson, the learner should be able to: Name occasions when music was required | DiscussionNote taking | Text booksBoard | Music of Africa by Kwabena NketiaFoundation music book1 |  |
|  | 4&5 | Aurals | Melodic rhythm in simple time | By the end of the lesson, the learner should be able to: Identify the rhythm of a melody played | Identifying and writing rhythms | PianoBoard | Foundation music book1KIE book 1 |  |
| 12 | 1&2 | Theory | Major scale | By the end of the lesson, the learner should be able to: By the end of the lesson, the learner should be able to:Construct the scales of C and G major | Construct scalesDiscussionNote making | Text booksBoard | Foundation music book1KIE book 1 |  |
|  | 3 | Practicals | Voice | By the end of the lesson, the learner should be able to: Sing a folk song from an African community | Singing | Teacher’s collection | Teacher’s repertoire |  |
|  | 4&5 | History: Western | Secular and sacred music during the medieval period | By the end of the lesson, the learner should be able to: Give examples of secular and sacred music during the medieval period | Note makingDiscussion | Text booksBoard | Foundation music book1Music an appreciation |  |
| 13 | 1&2 | Theory | Scales of D and A major | By the end of the lesson, the learner should be able to: Construct the scales of D and A major | Construct scalesDiscussionNote making | Text booksBoard | Foundation music book1KIE book 1 |  |
|  | 3 | History: African | Categories of music | By the end of the lesson, the learner should be able to: Group music into different categories | Note makingDiscussion | Text books | Folk music of KenyaFoundation music book1 |  |
|  | 4&5 | Theory | Rhythm; Grouping of notes | By the end of the lesson, the learner should be able to: Group notes correctly according to time signature | Note takingDiscussion | Text booksBoard | Foundation music book1KIE book 1 |  |
| 14 | 1&2 | Theory | Scales | By the end of the lesson, the learner should be able to: Construct G, D and A major with key signature | Construct scalesDiscussionNote taking | Text booksBoard | Foundation music book1KIE book 1 |  |
|  | 3 | Aurals | Rhythm | By the end of the lesson, the learner should be able to: Clap different rhythms given according to the time signatureIdentify rhythms played | Clapping rhythms | RhythmsPiano | Teacher’s repertoire |  |
|  | 4&5 | History: Western | Secular and sacred music in the renaissance period | By the end of the lesson, the learner should be able to: List the secular and sacred music in the renaissance period | Note takingDiscussion | Text booksBoard | Foundation music book1Music an appreciation |  |
| 15 | **END TERM EXAMS** |  |

**MUSIC SCHEMES OF WORK**

**FORM ONE 2016**

**TERM II**

**REFERENCES:**

1. Foundation Music Book
2. KIE Book
3. KNEC Syllabus

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| 1 | 1-5 | **REPORTING AND REVISION OF LAST TERM’S EXAMS** |  |
| 2 | 1&2 | Theory | Major scales of F, B*b* and E*b* | By the end of the lesson, the learner should be able to: Construct scales of F, B*b* and E*b* | Construct scalesNote takingDiscussion | Text booksBoard | Foundation music book1KIE book 1 |  |
|  | 3 | History: African | General characteristics of African music | By the end of the lesson, the learner should be able to: State the characteristics of African music | Note takingDiscussion | Text books | Folk music of KenyaFoundation music book1 |  |
|  | 4&5 | Aurals | Drum rhythm on monotone | By the end of the lesson, the learner should be able to: Identify rhythms played | ListeningIdentifying rhythmsDiscussion | CassetteDrum | Teacher’s repertoire |  |
| 3 | 1&2 | Theory | Scales | By the end of the lesson, the learner should be able to: Construct the scales F, B*b* and E*b* with key signature | Construct scalesNote taking | Text booksBoard | Foundation music book1KIE book 1 |  |
|  | 3 | Practicals | Folk song | By the end of the lesson, the learner should be able to: Sing folk songs in groups | Singing | Teacher’s collection | Teacher’s repertoire |  |
|  | 4&5 | History: Western | Development of polyphony | By the end of the lesson, the learner should be able to: Describe the development of polyphony during the renaissance period | DiscussionNote taking | Text booksBoard | Foundation music book1Music an appreciation |  |
| 4 | 1&2 | Theory | Sol-fa notation of a major scale | By the end of the lesson, the learner should be able to: Write sol-fas to a major scaleSing the diatonic major scale in sol-fa | DiscussionNote taking | Text booksBoard | Foundation music book1KIE book 1 |  |
|  | 3 | History: African | Changing trends in music | By the end of the lesson, the learner should be able to: State some of the current trends affecting music | Note takingDiscussion | Text book | Foundation music book1 |  |
|  | 4&5 | Practicals | Recorder | By the end of the lesson, the learner should be able to: Have correct fingering of the recorderPlay G, A, B and C correctly | Playing recorder | Music scores | Teacher’s repertoire |  |
| 5 | 1&2 | Theory | Transposition | By the end of the lesson, the learner should be able to: Transpose a melody an octave up or down | Transposing melodiesDiscussionNote taking | Text booksBoard | Foundation music book1KIE book 1 |  |
|  | 3 | Aurals | Rhythm on monotone, compound time | By the end of the lesson, the learner should be able to: Identify rhythms played | Identifying rhythmsDiscussion | DrumPiano | Teacher’s repertoire |  |
|  | 4&5 | History | Renaissance composers | By the end of the lesson, the learner should be able to: Name composers during the renaissance period | Note takingDiscussion© Education Plus Agencies | Text booksBoard | Foundation music book1Music an appreciation |  |
| 6 | 1&2 | Theory | Technical names | By the end of the lesson, the learner should be able to: Name the technical names of each sol-fa note of the scale | DiscussionNote taking | Text booksBoard | Foundation music book1KIE book 1 |  |
|  | 3 | History: Analysis Of African Melodies | Structure of African melodies | By the end of the lesson, the learner should be able to: Analyze an African folk song | DiscussionNote takingListening | Cassette | Teacher’s repertoire |  |
|  | 4&5 | Aurals | Rhythm | By the end of the lesson, the learner should be able to: Clap rhythms in compound timeWrite rhythms played in compound time | Clapping rhythmsIdentifying rhythms | DrumCassette | Teacher’s repertoireFoundation music book1 |  |
| 7 | 1&2 | Theory | Intervals | By the end of the lesson, the learner should be able to: Define an interval as major, minor or perfect | DiscussionNote taking | Text booksBoard | Foundation music book1KIE book 1 |  |
|  | 3 | Practicals | Recorder | By the end of the lesson, the learner should be able to: Learn fingering of C, D, E and F | Playing recorder | Teacher’s collection | Teacher’s repertoire |  |
|  | 4&5 | History: Western | Forms of music in the Renaissance period | By the end of the lesson, the learner should be able to: Name forms of music during the renaissance period | DiscussionNote taking | Text booksBoard | Foundation music book1Music an appreciation |  |
| 8 | 1&2 | Theory | Quality of intervals | By the end of the lesson, the learner should be able to: Describe intervals | DiscussionNote taking | Text booksBoard | Foundation music book1KIE book 1 |  |
|  | 3 | History: African | Ornaments | By the end of the lesson, the learner should be able to: Name, perform ornaments in African music | DiscussionNote taking | Text book | Folk music of Kenya |  |
|  | 4&5 | Practicals | RecorderVoice | By the end of the lesson, the learner should be able to: Play the recorder with correct fingeringSing a piece of music | Playing the recorderSinging | RecorderPianoMusic scores | Teacher’s repertoire |  |
| 9 | 1&2 | Theory | Diminished & augmented intervals | By the end of the lesson, the learner should be able to: Describe diminished and augmented intervals | DiscussionNote taking | Text booksBoard | Foundation music book1KIE book 1 |  |
|  | 3 | Theory | Melody | By the end of the lesson, the learner should be able to: Write melody on staff | Writing melodies | Text booksBoard | Foundation music book1KIE book 1 |  |
|  | 4&5 | History: Western | Composers | By the end of the lesson, the learner should be able to: Name composers in the renaissance period and their works | DiscussionNote taking | Text booksBoard | Foundation music book1Music an appreciation |  |
| 10 | 1&2 | Theory | Four-bar melody | By the end of the lesson, the learner should be able to: Write a four-bar melody | Note makingWriting melodiesDiscussion | Text booksBoard | Foundation music book1KIE book 1 |  |
|  | 3 | Practicals | Sight singing | By the end of the lesson, the learner should be able to: Sight sing short melodies | Singing | Music scoresText book | Teacher’s repertoireFoundation music book1 |  |
|  | 4&5 | History: Western | Renaissance period | By the end of the lesson, the learner should be able to: List characteristics of renaissance music | DiscussionNote taking | Text booksBoard | Foundation music book1Music an appreciation |  |
| 11 | 1&2 | Theory | Four-bar melody | By the end of the lesson, the learner should be able to: Write a four-bar melody and sight sing it | Note makingWriting melodiesDiscussion | Text booksBoard | Foundation music book1KIE book 1 |  |
|  | 3 | History: African | Choral performance of folk songs  | By the end of the lesson, the learner should be able to: Describe performance of traditional African folk songs | DiscussionNote taking | Text books | Folk music of KenyaMusic of Africa |  |
|  | 4&5 | Practicals | VoiceRecorder | By the end of the lesson, the learner should be able to: Sing music from a scorePlay the recorder | Singing Playing the recorder | Music scores | Teacher’s repertoire |  |
| 12 | 1&2 | Theory | Melody writing | By the end of the lesson, the learner should be able to: Write lyrics to a given melody | Note makingWriting melodiesDiscussion | Text booksBoard | Foundation music book1KIE book 1 |  |
|  | 3 | Aurals | Melody on staff | By the end of the lesson, the learner should be able to: Write music on the staff | Listening | Cassette | Teacher’s repertoire |  |
|  | 4&5 | History: Western | Renaissance period | By the end of the lesson, the learner should be able to: List and explain the characteristics of renaissance music | DiscussionNote taking | Text booksBoard | Foundation music book1Music an appreciation |  |
| 13 | 1&2 | Theory | Harmonic triads | By the end of the lesson, the learner should be able to: Define triadsConstruct triads | Constructing triadsDiscussionNote making | Text booksBoard | Foundation music book1KIE book 1 |  |
|  | 3 | History: African | Ensemble | By the end of the lesson, the learner should be able to: Describe different types of ensembles | DiscussionNote taking | Text books | Foundation music book1Folk music of Kenya  |  |
|  | 4&5 | Aurals | Melody: leap | By the end of the lesson, the learner should be able to: Write melody with a leap of 3rd on the staff | Writing melodiesListening | Cassettes | Teacher’s repertoire |  |
| 14 |  | **END OF TERM TWO EXAMINATIONS** |  |

**MUSIC SCHEMES OF WORK**

**FORM ONE 2016**

**TERM III**

**REFERENCES:**

1. Foundation Music Book
2. KIE Book
3. KNEC Syllabus

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| **WK** | **LSN** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **L/ACTIVITIES** | **L/T AIDS** | **REFERENCE** | **REMARKS** |
| 1 | 1-5 | **REPORTING AND REVISION OF LAST TERM’S EXAMS** |  |
| 2 | 1&2 | Theory | Harmonic triads | By the end of the lesson, the learner should be able to: Construct triads in major keys and root position | Construction of triads | Text booksBoard | Foundation music book1KIE book 1 |  |
|  | 3 | History: African | Melodic instruments | By the end of the lesson, the learner should be able to: State the role of melodic instruments | DiscussionNote taking | Text books | Foundation music book1Folk music of Kenya  |  |
|  | 4&5 | History: Western | Western analysis | By the end of the lesson, the learner should be able to: Analyze music for form, clef, key | Analyze music | Music scores | Foundation music book1 |  |
|  |  |  |  |  |  |  |  |  |
| 3 | 1&2 | Theory | Triads | By the end of the lesson, the learner should be able to: Name triads of a major scale | DiscussionTaking notes | Text booksBoard | Foundation music book1KIE book 1 |  |
|  | 3 | History: African | Role of rhythmic instruments | By the end of the lesson, the learner should be able to: State the role of rhythmic instruments in an ensemble | DiscussionNote making | Text books | Folk music of KenyaMusic of Africa |  |
|  | 4&5 | Practicals | African vocal | By the end of the lesson, the learner should be able to: Sing solo-response folk song | Singing | Teacher’s collection | Teacher’s repertoire |  |
| 4 | 1&2 | Theory | Triads | By the end of the lesson, the learner should be able to: Construct primary triads without key signature | Construction of triadsDiscussion | Text booksBoard | Foundation music book1KIE book 1 |  |
|  | 3 | Aurals | Melodies in simple time | By the end of the lesson, the learner should be able to: Write melodies played in simple time on the staff | Writing melodies | Cassette | Teacher’s repertoire |  |
|  | 4&5 | History: Western | Analysis | By the end of the lesson, the learner should be able to: Analyze music pieces | Analyzing music | Music scores | Teacher’s repertoire |  |
| 5 | 1&2 | Theory | Rhythm: Time signature and bar lines | By the end of the lesson, the learner should be able to: Group notes correctly according to the time signatureInsert bar lines to given rhythm | Discussion | Text booksBoard | Foundation music book1KIE book 1 |  |
|  | 3 | History: African | Inter relationships of members of the ensemble | By the end of the lesson, the learner should be able to: State the relationship of the instruments in an ensemble | DiscussionNote making | Text books | Folk music of KenyaMusic of Africa |  |
|  | 4&5 | Aurals | Melodic intervals | By the end of the lesson, the learner should be able to: Describe intervals heard from ear | Identifying and describing intervals | PianoCassette | Teacher’s repertoire |  |
| 6 | 1&2 | Theory | Construction of scales | By the end of the lesson, the learner should be able to: Construct scales with and without key signature | Construction of scales | Text booksBoard | Foundation music book1KIE book 1 |  |
|  | 3 | Aurals | Melodic intervals | By the end of the lesson, the learner should be able to: Describe intervals heard by ear | Describe intervals | Cassette | Teacher’s repertoire |  |
|  | 4&5 | History: Western | Medieval and renaissance | By the end of the lesson, the learner should be able to: Compare and contrast medieval music and renaissance music | DiscussionNote taking | Text booksBoard | Foundation music book1Music an appreciation |  |
| 7 | 1&2 | Theory: Rhythm | Note valuesRests | By the end of the lesson, the learner should be able to: Identify note values and their correspondent rests | ClappingDiscussion | Text bookBoard | Foundation music book1 |  |
|  | 3 | History: African | Dances | By the end of the lesson, the learner should be able to: Perform dances from different communities in Kenya | SingingDancing | Teacher’s collection | Teacher’s repertoire |  |
|  | 4&5 | Theory | Major scale | By the end of the lesson, the learner should be able to:Construct the scales of C and G major | Construct scalesDiscussionNote making | Text booksBoard | Foundation music book1KIE book 1 |  |
| 8 | 1&2 | Theory | Scales of D and A major | By the end of the lesson, the learner should be able to: Construct the scales of D and A major | Construct scalesDiscussionNote making | Text booksBoard | Foundation music book1KIE book 1 |  |
|  | 3 | History: African | Dances | By the end of the lesson, the learner should be able to: Perform dances from different communities in Kenya | SingingDancing | Teacher’s collection | Teacher’s repertoire |  |
|  | 4&5 | Theory | Scales | By the end of the lesson, the learner should be able to: Construct the scales F, B*b* and E*b* with key signature | Construct scalesNote taking | Text booksBoard | Foundation music book1KIE book 1 |  |
| 9 |  | **TOPICAL REVISION** |  |
| 10 |  | **END OF YEAR EXAMS** |  |
| 11 |  | **END OF YEAR EXAMS** |  |
| 12 |  | **REPORT MAKING AND CLOSURE** |  |