**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 | | Discussion  Making of notes | Text book  Board | KIE music syllabus  KNEC 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 | | Discussion  Making of notes | Text book  Board | KIE music book 1  Foundation 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 | | Discussion  Note taking | Text book  Board | Foundation music book1 |  |
| 6 | 1&2 | Theory: Rhythm | Note values  Rests | By the end of the lesson, the learner should be able to:  Identify note values and their correspondent rests | | Clapping  Discussion | Text book  Board | 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 | | Discussion  Note taking | Text books  Board | Foundation music book1Music of Africa by Kwabena Nketia |  |
|  | 4&5 | Theory: Rhythm | Time signature  Definition, use  Types  Bars and bar lines | By the end of the lesson, the learner should be able to:  Define time signature and its use  Name the types of time signature i.e simple and compound | | Discussion  Note taking | Text book  Board | Foundation music book1 |  |
| 7 | 1&2 | Theory:  Rhythm | Simple time: 2/4,3/4,4/4  Compound time: 6/8 | By the end of the lesson, the learner should be able to:  Tell the difference between time signatures | | Discussion  Note taking | Text book  Board | Foundation music book1 |  |
|  | 3 | History: Introduction To Western Music | Origin of Music | Explain the origin of Music | | Discussion  Note taking | Text book  Board | Foundation music book1  Music 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 rhythms  Writing given drum rhythms | Drum  Text book  Board | Foundation music book1  KIE book 1 |  |
| 8 | 1&2 | Theory: Rhythm | Simple duple, triple and quadruple time  Compound 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 book  Board | Foundation music book1  KIE 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 | | Discussion  Note taking | Text books  Board | Foundation music book1  Music of Africa  KIE 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 bar  Group notes in simple and compound time | | Clapping rhythms  Note taking | Text book  Board | Foundation music book1 |  |
|  | 3 | Practicals | Minor scale  minor 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 | | Discussion  Note taking | Text books  Board | Foundation music book1  Music an appreciation |  |
| 10 | 1&2 | Theory: Rhythm, Melody | Grouping of notes in comp- ound time  The staff and clefs | By the end of the lesson, the learner should be able to:  Group notes appropriately in compound time.  Define a staff  Explain the difference between treble and bass clef | | Discussion  Note taking | Text book  Board | 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 period  List composers during the medieval period | | Discussion  Note taking | Text books  Board | Foundation music book1  Music 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 rhythms  Writing rhythms | Piano | Foundation music book1  KIE 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 | | Discussion  Naming the staff | Text books  Board | 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 | | Discussion  Note taking | Text books  Board | Music of Africa by Kwabena Nketia  Foundation 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 | Piano  Board | Foundation music book1  KIE 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 scales  Discussion  Note making | Text books  Board | Foundation music book1  KIE 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 making  Discussion | Text books  Board | Foundation music book1  Music 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 scales  Discussion  Note making | Text books  Board | Foundation music book1  KIE 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 making  Discussion | Text books | Folk music of Kenya  Foundation 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 taking  Discussion | Text books  Board | Foundation music book1  KIE 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 scales  Discussion  Note taking | Text books  Board | Foundation music book1  KIE 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 signature  Identify rhythms played | | Clapping rhythms | Rhythms  Piano | 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 taking  Discussion | Text books  Board | Foundation music book1  Music 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 scales  Note taking  Discussion | Text books  Board | Foundation music book1  KIE 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 taking  Discussion | Text books | Folk music of Kenya  Foundation music book1 |  |
|  | 4&5 | Aurals | Drum rhythm on monotone | By the end of the lesson, the learner should be able to:  Identify rhythms played | Listening  Identifying rhythms  Discussion | Cassette  Drum | 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 scales  Note taking | Text books  Board | Foundation music book1  KIE 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 | Discussion  Note taking | Text books  Board | Foundation music book1  Music 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 scale  Sing the diatonic major scale in sol-fa | Discussion  Note taking | Text books  Board | Foundation music book1  KIE 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 taking  Discussion | 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 recorder  Play 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 melodies  Discussion  Note taking | Text books  Board | Foundation music book1  KIE 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 rhythms  Discussion | Drum  Piano | 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 taking  Discussion  © Education Plus Agencies | Text books  Board | Foundation music book1  Music 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 | Discussion  Note taking | Text books  Board | Foundation music book1  KIE 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 | Discussion  Note taking  Listening | Cassette | Teacher’s repertoire |  |
|  | 4&5 | Aurals | Rhythm | By the end of the lesson, the learner should be able to:  Clap rhythms in compound time  Write rhythms played in compound time | Clapping rhythms  Identifying rhythms | Drum  Cassette | Teacher’s repertoire  Foundation 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 | Discussion  Note taking | Text books  Board | Foundation music book1  KIE 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 | Discussion  Note taking | Text books  Board | Foundation music book1  Music an appreciation |  |
| 8 | 1&2 | Theory | Quality of intervals | By the end of the lesson, the learner should be able to:  Describe intervals | Discussion  Note taking | Text books  Board | Foundation music book1  KIE book 1 |  |
|  | 3 | History: African | Ornaments | By the end of the lesson, the learner should be able to:  Name, perform ornaments in African music | Discussion  Note taking | Text book | Folk music of Kenya |  |
|  | 4&5 | Practicals | Recorder  Voice | By the end of the lesson, the learner should be able to:  Play the recorder with correct fingering  Sing a piece of music | Playing the recorder  Singing | Recorder  Piano  Music 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 | Discussion  Note taking | Text books  Board | Foundation music book1  KIE book 1 |  |
|  | 3 | Theory | Melody | By the end of the lesson, the learner should be able to:  Write melody on staff | Writing melodies | Text books  Board | Foundation music book1  KIE 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 | Discussion  Note taking | Text books  Board | Foundation music book1  Music 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 making  Writing melodies  Discussion | Text books  Board | Foundation music book1  KIE book 1 |  |
|  | 3 | Practicals | Sight singing | By the end of the lesson, the learner should be able to:  Sight sing short melodies | Singing | Music scores  Text book | Teacher’s repertoire  Foundation 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 | Discussion  Note taking | Text books  Board | Foundation music book1  Music 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 making  Writing melodies  Discussion | Text books  Board | Foundation music book1  KIE 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 | Discussion  Note taking | Text books | Folk music of Kenya  Music of Africa |  |
|  | 4&5 | Practicals | Voice  Recorder | By the end of the lesson, the learner should be able to:  Sing music from a score  Play 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 making  Writing melodies  Discussion | Text books  Board | Foundation music book1  KIE 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 | Discussion  Note taking | Text books  Board | Foundation music book1  Music an appreciation |  |
| 13 | 1&2 | Theory | Harmonic triads | By the end of the lesson, the learner should be able to:  Define triads  Construct triads | Constructing triads  Discussion  Note making | Text books  Board | Foundation music book1  KIE book 1 |  |
|  | 3 | History: African | Ensemble | By the end of the lesson, the learner should be able to:  Describe different types of ensembles | Discussion  Note taking | Text books | Foundation music book1  Folk 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 melodies  Listening | 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 books  Board | Foundation music book1  KIE 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 | Discussion  Note taking | Text books | Foundation music book1  Folk 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 | Discussion  Taking notes | Text books  Board | Foundation music book1  KIE 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 | Discussion  Note making | Text books | Folk music of Kenya  Music 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 triads  Discussion | Text books  Board | Foundation music book1  KIE 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 signature  Insert bar lines to given rhythm | Discussion | Text books  Board | Foundation music book1  KIE 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 | Discussion  Note making | Text books | Folk music of Kenya  Music 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 | Piano  Cassette | 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 books  Board | Foundation music book1  KIE 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 | Discussion  Note taking | Text books  Board | Foundation music book1  Music an appreciation |  |
| 7 | 1&2 | Theory: Rhythm | Note values  Rests | By the end of the lesson, the learner should be able to:  Identify note values and their correspondent rests | Clapping  Discussion | Text book  Board | 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 | Singing  Dancing | 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 scales  Discussion  Note making | Text books  Board | Foundation music book1  KIE 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 scales  Discussion  Note making | Text books  Board | Foundation music book1  KIE 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 | Singing  Dancing | 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 scales  Note taking | Text books  Board | Foundation music book1  KIE book 1 |  |
| 9 |  | **TOPICAL REVISION** | | | | | |  |
| 10 |  | **END OF YEAR EXAMS** | | | | | |  |
| 11 |  | **END OF YEAR EXAMS** | | | | | |  |
| 12 |  | **REPORT MAKING AND CLOSURE** | | | | | |  |