**MUSIC SCHEMES OF WORK**

**FORM TWO 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 | 1-5 | **REPORTING AND REVISION** | | | | | |  |
| 2 | 1&2 | Theory: Rhythm, Simple Time | Grouping of notes | By the end of the lesson, students should be able to:  Clap rhythms in simple time  Group notes according to the time signatures | Clapping rhythms  Discussion | Pieces with rhythms | Teacher’s repertoire  Foundation music book 2 |  |
|  | 3 | Practicals | Rhythm | By the end of the lesson, students should be able to:  Clap rhythms in compound time | Clapping rhythms | Pieces with rhythms | Teacher’s repertoire |  |
|  | 4&5 | History: Western | Instruments of the orchestra | By the end of the lesson, students should be able to:  Name the instruments of a family | Listening  Discussion | Text book  Board | Music an appreciation |  |
| 3 | 1&2 | Theory: Scales | Construction of major scales | By the end of the lesson, students should be able to:  Construct the scales of E and D with and without key signature | Discussion  Construction of scales | Text books  Board | KIE book 2  Foundation music book 2 |  |
|  | 3 | History: African | African music instruments | By the end of the lesson, students should be able to:  Define membranophones  Explain how drums are tuned  Name the function of drums in an ensemble | Listening  Discussion | Text books  Board | Folk music of Kenya  Music of Africa |  |
|  | 4&5 | Practicals | Technical exercises: Major, minor scales | By the end of the lesson, students should be able to:  Perform major and minor scales | Singing  Playing the recorder | Recorders  Piano | Syllabus |  |
| 4 | 1&2 | Theory: Rhythm, Compound Time | Grouping of notes | By the end of the lesson, students should be able to:  Clap rhythms in compound time  Group notes according to time signatures | Discussion  Clapping rhythms | Text book  Board | Foundation music book 2  Teacher’s repertoire |  |
|  | 3 | Aurals | Major intervals | By the end of the lesson, students should be able to:  Major 2nd ,3rd and 6th | Listening  Identifying intervals | Syllabus  Text books | MOEST syllabus |  |
|  | 4&5 | Theory: Major Scale | Construction of major scales, C,G,D,A,E,F,B*b,* E*b* and A*b* | By the end of the lesson, students should be able to:  Construct all the major scales | Construction of scales  Discussion | Text books  Board | KIE book 2  Foundation music book 2 |  |
| 5 | 1&2 | Theory: Minor Scale | Construction of minor scales | By the end of the lesson, students should be able to:  Construct melodic minor scales | Construction of scales  Discussion | Text books  Board | KIE book 2  Foundation music book 2 |  |
|  | 3 | History: African | Harp and Lyre | By the end of the lesson, students should be able to:  Describe lyre and harp  Explain parts of the instruments  Name examples of harps and lyres | Discussion  Reading | Text books  Board | Music of Africa  Folk music of Kenya  Instruments of Kenya |  |
|  | 4&5 | Aurals | Minor and perfect intervals | By the end of the lesson, students should be able to:  Identify the intervals when played | Listening  Identifying intervals | Text books  Syllabus | KIE book 2  Foundation music book 2 |  |
| 6 | 1&2 | Theory: Transposi- Tion | Transposition of melodies | By the end of the lesson, students should be able to:  Transpose melodies from one key to another at a specified interval | Transposi- tion of melodies | Text books  Board | KIE book 2  Foundation music book 2 |  |
|  | 3 | Practicals | Sequence and arpeggios | By the end of the lesson, students should be able to:  Perform the scalic sequence and arpeggios | Singing  Playing of recorder | Piano  Recorders | Syllabus |  |
|  | 4&5 | Theory: Triads | Primary, secondary and diminished triads | By the end of the lesson, students should be able to:  Write primary and secondary triads in their various positions i.e. root, 1st inversion and 2nd inversion | Construction of triads | Board  Text books | KIE book 2  Foundation music book 2 |  |
| 7 | 1&2 | Theory | Harmonic triads | By the end of the lesson, students should be able to:  Write triads as required  Identify triads in the various position and to describe triads | Naming triads  Spelling out notes of a triad | Text books  Board  Piano | Foundation music book 2  KIE book 2 |  |
|  | 3 | History: African | Musical bows | By the end of the lesson, students should be able to:  Name and explain how music is produced in the musical bows | Discussion  Explanation | Text books  Board | Music of Africa  Instruments of Kenya  Folk music of Kenya |  |
|  | 4&5 | Practicals | Major scale | By the end of the lesson, students should be able to:  Sing the major scale with sol-fa and using vowel sound | Singing | Piano | MOEST Syllabus |  |
| 8 | 1&2 | Theory | Triads | By the end of the lesson, students should be able to:  Recognize triads in the various position  Name them using roman numerals and indicate the scale in which they are found. | Recognizing triads  Description of triads | Text books  Board  Piano | Foundation music book 2  KIE book 2 |  |
|  | 3 | Aurals | Intervals | By the end of the lesson, students should be able to:  Describe intervals played harmonically | Listening  Discussion | Piano | Teacher’s repertoire |  |
|  | 4&5 | History: African | Factors affecting traditional African music | By the end of the lesson, students should be able to:  Name and explain factors affecting Traditional African music | Discussion  Explanation  Note taking | Text book  Board | Foundation music book 2 |  |
| 9 | 1&2 | Theory | Musical terms and signs | By the end of the lesson, students should be able to:  Explain the meaning of various musical terms and signs | Discussion© Education Plus Agencies  Note taking | Text books  Board | Foundation music book 2  KIE book 2 |  |
|  | 3 | History: African | Factors affecting traditional African music | By the end of the lesson, students should be able to:  Name and explain factors affecting Traditional African music | Discussion  Explanation  Note taking | Text book  Board | Foundation music book 2 |  |
|  | 4&5 | Aurals | Intervals: Minor intervals | By the end of the lesson, students should be able to:  Describe minor intervals played harmonically | Listening  Discussion | Piano  Cassettes | Teacher’s repertoire |  |
| 10 | 1&2 | Theory | Triads | By the end of the lesson, students should be able to:  Write and describe triads in their various positions | Construction and description of triads | Text books  Board | Foundation music book 2  KIE book 2 |  |
|  | 3 | Practicals | Minor scale | By the end of the lesson, students should be able to:  Sing the melodic minor scale, ascending and descending, using sol-fa then vowels | Singing | Piano | MOEST Syllabus |  |
|  | 4&5 | History: African | Aerophones | By the end of the lesson, students should be able to:  Name different types of aerophones  Explain sound production in aerophones | Discussion  Note taking | Text books  Board | Foundation music book 2  Music of Africa  Instruments of Kenya |  |
| 11 | 1&2 | Theory | Melody writing | By the end of the lesson, students should be able to:  Write a four bar melody | Writing melodies  Discussion | Text books  Board | Melody writing by Annie Warburton  Foundation music book 1 |  |
|  | 3 | History: African | Idiophones | By the end of the lesson, students should be able to:  Name examples of idiophones  Explain sound production in idiophones | Discussion  Note taking | Text books  Board | Music of Africa  Instruments of Kenya |  |
|  | 4&5 | Practicals | Minor scale | By the end of the lesson, students should be able to:  Sing the harmonic minor scale, ascending and descending, in sol-fa then using a vowel sound | Singing | Piano |  |  |
| 12 | 1&2 | Theory | Melody writing | By the end of the lesson, students should be able to:  Write an eight bar melody | Writing melodies  Discussion | Text books  Board | Melody writing by Annie Warburton  Foundation music book 2 |  |
|  | 3 | Aurals | Perfect intervals | By the end of the lesson, students should be able to:  Identify perfect 4th and 5th | Listening  Discussion | Cassettes  Piano | Teacher’s repertoire |  |
|  | 4&5 | History: Western | Renaissance period | By the end of the lesson, students should be able to:  Name characteristics of music during the renaissance period  Name composers during renaissance period | Discussion | Students’ notes | Music an appreciation |  |
| 13 | 1&2 | Theory | Major scales  C, G, D, A, E, F, B*b,* E*b, and* A*b* | By the end of the lesson, students should be able to:  By the end of the lesson, the learner should be able to:  Construct the major scales with and without key signature | Construction of scales  Discussion | Text book | Foundation music book 2 |  |
|  | 3 | Practicals | Sight singing | By the end of the lesson, students should be able to:  Sight sing or play melodies in simple time | Singing  Playing the recorder | Music scores | Teacher’s repertoire |  |
|  | 4&5 | History: Western | Baroque period | By the end of the lesson, students should be able to:  Explain the term baroque  Name some characteristics of baroque music | Discussion  Note taking | Text books  Board | Foundation music book 2  Music an appreciation |  |
| 14 | 1&2 | Theory | Minor scales | By the end of the lesson, students should be able to:  Construct minor scales using the key signatures of their relative major scales | Construction of scales  Discussion | Text book | Foundation music book 2 |  |
|  | 3 | History: African | Classification | By the end of the lesson, students should be able to:  Classify instruments as aerophones | Discussion  Note taking | Text books | Folk music of Kenya  Music of Africa |  |
|  | 4&5 | Practicals | Technical exercises | By the end of the lesson, students should be able to:  Sing the major scale and major arpeggio ascending and descending | Singing  Playing the recorder | Piano  Recorders | MOEST syllabus |  |
| 15 |  | **END OF TERM ONE EXAMINATIONS** | | | | | |  |

**MUSIC SCHEMES OF WORK**

**FORM TWO 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 | Translation from staff to sol-fa notation | By the end of the lesson, students should be able to:  Translate given melodies from staff to sol-fa notation | Translation of melodies  Discussion | Text book | Foundation music book 2 |  |
|  | 3 | Aurals | Rhythm | By the end of the lesson, students should be able to:  Clap rhythms  Reproduce played rhythms | Listening  Clapping | Drum | Teacher’s repertoire |  |
|  | 4&5 | History: Western | Baroque music | By the end of the lesson, students should be able to:  Note some baroque composers and their works | Discussion  Note taking | Text books  Board | Foundation music book 2  Music an appreciation |  |
|  |  |  |  |  |  |  |  |  |
| 3 | 1&2 | Theory | Triads | By the end of the lesson, students should be able to:  Describe triads  Write primary triads and their inversions in major keys | Constructing triads  Discussion  Note making | Text books  Board | Foundation music book2  KIE book 2 |  |
|  | 3 | History: African | Aerophones | By the end of the lesson, students should be able to:  Give examples of aerophones  Explain sound production in aerophones | Discussion  Note taking | Text books | Folk music of Kenya  Music of Africa |  |
|  | 4&5 | Aurals | Harmonic intervals | By the end of the lesson, students should be able to:  Recognize harmonic intervals | Identifying intervals  Listening | Cassette  Piano | Teacher’s repertoire |  |
| 4 | 1&2 | Theory | Intervals | By the end of the lesson, students should be able to:  Describe and write given intervals | Discussion  Listening | Piano | Foundation music book2 |  |
|  | 3 | Practicals | Sight singing | By the end of the lesson, students should be able to:  Sing given melodies | Singing  Playing the recorder | Music scores | Teacher’s repertoire |  |
|  | 4&5 | History: Western | Baroque period: forms of music | By the end of the lesson, students should be able to:  Define the terms:- concerto, mass, opera, oratorio, cantata  Differentiate between opera and oratorio | Discussion  Note taking | Text books  Board | Foundation music book2  Music an appreciation |  |
| 5 | 1&2 | Theory | Translation | By the end of the lesson, students should be able to:  Translate melodies from sol-fa to staff notation | Translation of melodies  Discussion | Text book | Foundation music book2 |  |
|  | 3 | History: African | Characteristics of African music | By the end of the lesson, students should be able to:  Write down the main features of African music | Discussion  Note taking | Text books | Folk music of Kenya  Music of Africa |  |
|  | 4&5 | Practicals | Technical exercises | By the end of the lesson, students should be able to:  Sing the major, minor scales, ascending and descending  Sing major and minor arpeggios ascending and descending  Sing the scales and arpeggios to vowel sound | Singing  Playing the recorder | Recorders  Piano | Syllabus |  |
| 6 | 1&2 | Aurals | Rhythm on monotone | By the end of the lesson, students should be able to:  Write on monotone rhythms played | Listening | Drum  Cassette | Teacher’s repertoire |  |
|  | 3 | Aurals | Melody | By the end of the lesson, students should be able to:  Write a four bar melody in simple time | Listening  Writing melodies | Cassette | Teacher’s repertoire |  |
|  | 4&5 | History | Baroque period | By the end of the lesson, students should be able to:  Appreciate some of the Baroque music | Listening | Cassette | Music an appreciation |  |
| 7 | 1&2 | Practicals | Melodies in major keys | By the end of the lesson, students should be able to:  Sight sing melodies in major keys | Singing  Playing the recorder | Music scores | Teacher’s repertoire |  |
|  | 3 | History: African | Characteristics of African music | By the end of the lesson, students should be able to:  Write down the main features of African music | Discussion  Note taking | Text books | Folk music of Kenya  Music of Africa |  |
|  | 4&5 | Aurals | Melodic dictation | By the end of the lesson, students should be able to:  Reproduce sol-fa pitches as played | Listening  Writing melodies | Cassette | Teacher’s repertoire |  |
| 8 | 1&2 | Theory | Translation | By the end of the lesson, students should be able to:  Translate melodies from sol-fa to staff notation and vice versa | Translation of melodies  Discussion | Text book | Foundation music book2 |  |
|  | 3 | Practicals | Technical exercises | By the end of the lesson, students should be able to:  Sing technical exercises | Singing  Playing the recorder | Recorders  Piano | Syllabus |  |
|  | 4&5 | Aurals | Melodic dictation | By the end of the lesson, students should be able to:  Write melodies played in minor keys | Listening  Writing melodies | Cassette | Teacher’s repertoire |  |
| 9 | 1&2 | Theory | Minor scales | By the end of the lesson, students should be able to:  Construct scales in minor keys | Construction of scales  Discussion | Text book | Foundation music book 2 |  |
|  | 3 | History: African | Singing songs | By the end of the lesson, students should be able to:  Learn some African songs and sing them | Singing | Teacher’s collection | Teacher’s repertoire |  |
|  | 4&5 | Practicals | Sight singing | By the end of the lesson, students should be able to:  Sight sing or play given melodies | Singing  Playing the recorder | Music scores | Teacher’s repertoire |  |
| 10 | 1&2 | Theory | Triads | By the end of the lesson, students should be able to:  Construct primary triads in both major and minor keys | Constructing triads  Discussion  Note making | Text books  Board | Foundation music book2  KIE book 2 |  |
|  | 3 | Aurals | Melodic dictation | By the end of the lesson, students should be able to:  Sing orally the pitches to sol-fa  Write the music on a staff | Listening  Writing melodies | Cassette | Teacher’s repertoire |  |
|  | 4&5 | History | Baroque period | By the end of the lesson, students should be able to:  State the characteristics of music in the baroque period | Discussion  Note taking | Text books  Board | Foundation music book2  Music an appreciation |  |
| 11 | 1&2 | Theory | Minor scales | By the end of the lesson, students should be able to:  Construct minor scales with and without key signature | Construction of scales  Discussion | Text book | Foundation music book2 |  |
|  | 3 | Practicals | Sight singing | Sing/play short pieces of music in major keys on sight | Singing  Playing the recorder | Recorders  Sight singing pieces | Teacher’s repertoire |  |
|  | 4&5 | History: Western | Baroque and renaissance | By the end of the lesson, students should be able to:  Compare and contrast music during the renaissance and baroque periods | Discussion  Note taking | Text books  Board | Foundation music book2  Music an appreciation |  |
| 12 | 1&2 | Theory | Translation | By the end of the lesson, students should be able to:  Translate melodies from staff to sol-fa notation | Translation of melodies  Discussion | Text book | Foundation music book2 |  |
|  | 3 | History: African | Folk song and dance | By the end of the lesson, students should be able to:  Explain the difference between a folksong and a folk dance | Discussion  Note taking | Text books | Folk music of Kenya  Music of Africa |  |
|  | 4&5 | Practicals | Technical exercises | By the end of the lesson, students should be able to:  Sing/play major scale and arpeggio ascending and descending | Singing  Playing the recorder | Recorders  Piano | Syllabus |  |
| 13 | 1&2 | Theory | Translation | By the end of the lesson, students should be able to:  Translate melodies from sol-fa to staff notation | Translation of melodies  Discussion | Text book | Foundation music book2 |  |
|  | 3 | Aurals | Rhythm on monotone | By the end of the lesson, students should be able to:  Write on monotone drum rhythm played | Listening | Drum | Teacher’s repertoire  Foundation music book2 |  |
|  | 4&5 | History: Western | Instruments; percussion | By the end of the lesson, students should be able to:  Identify percussion instruments used in an orchestra | Discussion  Note taking | Text books  Board | Music an appreciation |  |
| 14 |  | E**ND OF TERM TWO EXAMINATIONS** | | | | | |  |

**MUSIC SCHEMES OF WORK**

**FORM TWO 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 | Translation | By the end of the lesson, students should be able to:  Translate music from staff to sol-fa notation and vice versa | Translation of melodies  Discussion | Text book | Foundation music book2 |  |
|  | 3 | History: African | Folksong and dance | By the end of the lesson, students should be able to:  Learn a folksong or dance from an African community | Singing | Teacher’s collection | Teacher’s repertoire |  |
|  | 4&5 | Aurals | Rhythm on monotone | By the end of the lesson, students should be able to:  Write on monotone the rhythm of a melody in simple time adding bar lines and time signature | Listening | Drum | Teacher’s repertoire  Foundation music book2 |  |
| 3 | 1&2 | Theory | Transposition | By the end of the lesson, students should be able to:  Transpose a given melody an octave above and below | Translation of melodies  Discussion | Text book | Foundation music book2 |  |
|  | 3 | Practicals | Technical exercises | By the end of the lesson, students should be able to:  Sing/play the scalic sequence with ‘la’ sound | Singing  Playing the recorder | Recorders  Piano | Syllabus |  |
|  | 4&5 | History: Western | Double and single reed woodwinds | By the end of the lesson, students should be able to:  Give examples of double reed woodwinds and single reed woodwinds | Discussion  Note taking | Text books  Board | Music an appreciation |  |
|  |  |  |  |  |  |  |  |  |
| 4 | 1&2 | Theory | Transposition | By the end of the lesson, students should be able to:  Transpose a given melody from one key to another according to instructions given | Transposing melodies  Discussion | Text book | Foundation music book2 |  |
|  | 3 | History: African | Instruments | By the end of the lesson, students should be able to:  Classify various instruments in their different categories | Discussion  Note taking | Text books | Folk music of Kenya  Music of Africa |  |
|  | 4&5 | Practicals | Technical exercises | By the end of the lesson, students should be able to:  Sing/play minor scale and arpeggio ascending and descending | Singing  Playing the recorder | Recorders  Piano | Syllabus |  |
| 5 | 1&2 | Theory | Intervals | By the end of the lesson, students should be able to:  Describe intervals written on the staff fully | Discussion  Note making | Text book | Foundation music book2 |  |
|  | 3 | Aurals | Intervals | By the end of the lesson, students should be able to:  Identify the melodic intervals played | Listening  Discussion | Piano  Cassette | Teacher’s repertoire |  |
|  | 4&5 | Aurals | Rhythm on monotone | By the end of the lesson, students should be able to:  Write on monotone the rhythm of a melody in compound time adding time signature and bar lines | Listening | Drum | Teacher’s repertoire Foundation music book2 |  |
| 6 | 1&2 | Theory | Triads | By the end of the lesson, students should be able to:  Construct triads of both major and minor keys in root position | Constructing triads  Discussion  Note making | Text books  Board | Foundation music book2  KIE book 2 |  |
|  | 3 | History | Instruments | By the end of the lesson, students should be able to:  Explain the mode of sound production in various African instruments | Discussion  Note taking | Text books | Folk music of Kenya  Music of Africa |  |
|  | 4&5 | Theory | Triads | By the end of the lesson, students should be able to:  Construct triads in 1st inversion | Constructing triads  Discussion  Note making | Text books  Board | Foundation music book2  KIE book 2 |  |
| 7 | 1&2 | Theory | Triads | By the end of the lesson, students should be able to:  Construct 2nd inversion triads | Constructing triads  Discussion  Note making | Text books  Board | Foundation music book2  KIE book 2 |  |
|  | 3 | Practicals | Sight singing | By the end of the lesson, students should be able to:  Sight sing/play given melodies | Singing  Playing the recorder | Music scores | Teacher’s repertoire |  |
|  | 4&5 | Practicals | Set pieces | By the end of the lesson, students should be able to:  Learn the KCSE set pieces | Singing  Playing the recorder | KCSE set pieces’ scores | Set pieces’ scores |  |
| 8 | 1&2 | Theory: Minor Scale | Construction of minor scales | By the end of the lesson, students should be able to:  Construct melodic minor scales | Construction of scales  Discussion | Text books  Board | KIE book 2 Foundation music book2 |  |
|  | 3 | Theory: Triads | Primary, secondary and diminished triads | By the end of the lesson, students should be able to:  Write primary and secondary triads in their various positions i.e. root, 1st inversion and 2nd inversion | Construction of triads | Board  Text books | KIE book 2 Foundation music book2 |  |
|  | 4&5 | Practicals | Technical exercises: Major, minor scales | By the end of the lesson, students should be able to:  Perform major and minor scales | Singing  Playing the recorder | Recorders  Piano | Syllabus |  |
| 9 |  | **TOPICAL REVISION** | | | | | |  |
| 10 |  | **END OF YEAR EXAMINATIONS** | | | | | |  |
| 11 |  | **END OF YEAR EXAMINATIONS** | | | | | |  |
| 12 |  | **CLOSURE** | | | | | |  |