**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 timeGroup notes according to the time signatures | Clapping rhythmsDiscussion | Pieces with rhythms | Teacher’s repertoireFoundation 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 | ListeningDiscussion | Text bookBoard | 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 | DiscussionConstruction of scales | Text booksBoard | KIE book 2Foundation music book 2 |  |
|  | 3 | History: African | African music instruments | By the end of the lesson, students should be able to:Define membranophonesExplain how drums are tunedName the function of drums in an ensemble | ListeningDiscussion | Text booksBoard | Folk music of KenyaMusic 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 | SingingPlaying the recorder | RecordersPiano | 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 timeGroup notes according to time signatures | DiscussionClapping rhythms | Text bookBoard | Foundation music book 2Teacher’s repertoire |  |
|  | 3 | Aurals | Major intervals | By the end of the lesson, students should be able to:Major 2nd ,3rd and 6th  | ListeningIdentifying intervals | SyllabusText 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 scalesDiscussion | Text booksBoard | KIE book 2Foundation 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 scalesDiscussion | Text booksBoard | KIE book 2Foundation music book 2 |  |
|  | 3 | History: African | Harp and Lyre | By the end of the lesson, students should be able to:Describe lyre and harpExplain parts of the instrumentsName examples of harps and lyres | DiscussionReading | Text booksBoard | Music of AfricaFolk music of KenyaInstruments 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 | ListeningIdentifying intervals | Text booksSyllabus | KIE book 2Foundation 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 booksBoard | KIE book 2Foundation 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 | SingingPlaying of recorder | PianoRecorders | 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 | BoardText books | KIE book 2Foundation music book 2 |  |
| 7 | 1&2 | Theory | Harmonic triads | By the end of the lesson, students should be able to:Write triads as requiredIdentify triads in the various position and to describe triads | Naming triadsSpelling out notes of a triad | Text booksBoardPiano | Foundation music book 2KIE 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 | DiscussionExplanation | Text booksBoard | Music of AfricaInstruments of KenyaFolk 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 positionName them using roman numerals and indicate the scale in which they are found. | Recognizing triadsDescription of triads | Text booksBoardPiano | Foundation music book 2KIE book 2 |  |
|  | 3 | Aurals | Intervals | By the end of the lesson, students should be able to:Describe intervals played harmonically | ListeningDiscussion | 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 | DiscussionExplanationNote taking | Text bookBoard | 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 AgenciesNote taking | Text booksBoard | Foundation music book 2KIE 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 | DiscussionExplanationNote taking | Text bookBoard | 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 | ListeningDiscussion | PianoCassettes | 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 booksBoard | Foundation music book 2KIE 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 aerophonesExplain sound production in aerophones | DiscussionNote taking | Text booksBoard | Foundation music book 2Music of AfricaInstruments 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 melodiesDiscussion | Text booksBoard | Melody writing by Annie WarburtonFoundation music book 1 |  |
|  | 3 | History: African | Idiophones | By the end of the lesson, students should be able to:Name examples of idiophonesExplain sound production in idiophones | DiscussionNote taking | Text booksBoard | Music of AfricaInstruments 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 melodiesDiscussion | Text booksBoard | Melody writing by Annie WarburtonFoundation music book 2 |  |
|  | 3 | Aurals | Perfect intervals | By the end of the lesson, students should be able to:Identify perfect 4th and 5th | ListeningDiscussion | CassettesPiano | 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 periodName composers during renaissance period | Discussion | Students’ notes | Music an appreciation |  |
| 13 | 1&2 | Theory | Major scalesC, 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 scalesDiscussion | 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 baroqueName some characteristics of baroque music | DiscussionNote taking | Text booksBoard | Foundation music book 2Music 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 scalesDiscussion | 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 | DiscussionNote taking | Text books | Folk music of KenyaMusic 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 | PianoRecorders | 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 melodiesDiscussion | Text book | Foundation music book 2 |  |
|  | 3 | Aurals | Rhythm | By the end of the lesson, students should be able to:Clap rhythmsReproduce played rhythms | ListeningClapping | 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 | DiscussionNote taking | Text booksBoard | Foundation music book 2Music an appreciation |  |
|  |  |  |  |  |  |  |  |  |
| 3 | 1&2 | Theory | Triads | By the end of the lesson, students should be able to:Describe triadsWrite primary triads and their inversions in major keys | Constructing triadsDiscussionNote making | Text booksBoard | Foundation music book2KIE book 2 |  |
|  | 3 | History: African | Aerophones | By the end of the lesson, students should be able to:Give examples of aerophonesExplain sound production in aerophones | DiscussionNote taking | Text books | Folk music of KenyaMusic of Africa |  |
|  | 4&5 | Aurals | Harmonic intervals | By the end of the lesson, students should be able to:Recognize harmonic intervals | Identifying intervalsListening | CassettePiano | Teacher’s repertoire |  |
| 4 | 1&2 | Theory | Intervals | By the end of the lesson, students should be able to:Describe and write given intervals | DiscussionListening | 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, cantataDifferentiate between opera and oratorio | DiscussionNote taking | Text booksBoard | Foundation music book2Music 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 melodiesDiscussion | 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 | DiscussionNote taking | Text books | Folk music of KenyaMusic 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 descendingSing major and minor arpeggios ascending and descendingSing the scales and arpeggios to vowel sound | SingingPlaying the recorder | RecordersPiano | 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 | DrumCassette | 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 | ListeningWriting 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 | DiscussionNote taking | Text books | Folk music of KenyaMusic of Africa |  |
|  | 4&5 | Aurals | Melodic dictation | By the end of the lesson, students should be able to:Reproduce sol-fa pitches as played | ListeningWriting 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 melodiesDiscussion | Text book | Foundation music book2 |  |
|  | 3 | Practicals | Technical exercises | By the end of the lesson, students should be able to:Sing technical exercises | SingingPlaying the recorder | RecordersPiano | Syllabus |  |
|  | 4&5 | Aurals | Melodic dictation | By the end of the lesson, students should be able to:Write melodies played in minor keys | ListeningWriting 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 scalesDiscussion | 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 triadsDiscussionNote making | Text booksBoard | Foundation music book2KIE book 2 |  |
|  | 3 | Aurals | Melodic dictation | By the end of the lesson, students should be able to:Sing orally the pitches to sol-faWrite the music on a staff | ListeningWriting 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 | DiscussionNote taking | Text booksBoard | Foundation music book2Music 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 scalesDiscussion | Text book | Foundation music book2 |  |
|  | 3 | Practicals | Sight singing | Sing/play short pieces of music in major keys on sight | SingingPlaying the recorder | RecordersSight 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 | DiscussionNote taking | Text booksBoard | Foundation music book2Music 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 melodiesDiscussion | 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  | DiscussionNote taking | Text books | Folk music of KenyaMusic 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 | SingingPlaying the recorder | RecordersPiano | 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 melodiesDiscussion | 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 repertoireFoundation 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 | DiscussionNote taking | Text booksBoard | 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 melodiesDiscussion | 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 repertoireFoundation 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 melodiesDiscussion | 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 | SingingPlaying the recorder | RecordersPiano | 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 | DiscussionNote taking | Text booksBoard | 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 melodiesDiscussion | 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 | DiscussionNote taking | Text books | Folk music of KenyaMusic 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 | SingingPlaying the recorder | RecordersPiano | Syllabus |  |
| 5 | 1&2 | Theory | Intervals | By the end of the lesson, students should be able to:Describe intervals written on the staff fully | DiscussionNote 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 | ListeningDiscussion | PianoCassette | 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 triadsDiscussionNote making | Text booksBoard | Foundation music book2KIE 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 | DiscussionNote taking | Text books | Folk music of KenyaMusic of Africa |  |
|  | 4&5 | Theory | Triads | By the end of the lesson, students should be able to:Construct triads in 1st inversion | Constructing triadsDiscussionNote making | Text booksBoard | Foundation music book2KIE book 2 |  |
| 7 | 1&2 | Theory | Triads | By the end of the lesson, students should be able to:Construct 2nd inversion triads | Constructing triadsDiscussionNote making | Text booksBoard | Foundation music book2KIE 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 scalesDiscussion | Text booksBoard | 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 | BoardText 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 | SingingPlaying the recorder | RecordersPiano | Syllabus |  |
| 9 |  | **TOPICAL REVISION** |  |
| 10 |  | **END OF YEAR EXAMINATIONS** |  |
| 11 |  | **END OF YEAR EXAMINATIONS** |  |
| 12 |  | **CLOSURE** |  |