**MUSIC SCHEMES OF WORK**

**FORM THREE 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 | Time signature;Simple and compound | By the end of the lesson, students should be able to:By the end of the lesson, the learner should be able to;Insert bar lines to given rhythmsInsert appropriate time signature to given rhythms | Note takingClapping rhythmsTapping rhythmsWritten exercise | Text booksBoard | KIE book 3Foundation music book 3Rudiments and theory of music |  |
|  | 3 | Practicals | Sight singing melodies in simple time | By the end of the lesson, students should be able to:Sight sing melodies in simple time without modulation | Vocal exercisesSight singingRecorder playing | RecordersSight singing pieces | Teacher’s repertoireFoundation music book 3 |  |
|  | 4&5 | History: Western | Orchestral instruments; Brass | By the end of the lesson, students should be able to:Describe and draw the instrumentsName the instrument after hearing its sound | ListeningDrawingNote takingDiscussion | CassetteText books | Foundation music book 3Music an appreciation |  |
| 3 | 1&2 | Theory | Harmony; Chords in major and minor keys | By the end of the lesson, students should be able to:Construct chords found in major and minor keys | Constructing chords | Text booksBoard | KIE book 3Foundation music book 3 |  |
|  | 3 | History: African | Classification of African music instruments | By the end of the lesson, students should be able to:Name the different categories of instruments, describe each and give examples | DiscussionExplanationTaking notes | Text books | Music of AfricaFolk music of Kenya |  |
|  | 4&5 | Practicals | Sight singing | By the end of the lesson, students should be able to:Sight sing melodies in different keys | Singing Vocal exercises | Sight singing piecesRecorders | Teacher’s repertoire |  |
| 4 | 1&2 | Theory | Melody writing; 12 bar melodies | By the end of the lesson, students should be able to:Write a 12 bar melody | Writing melodies | Text book | Foundation music book 3 |  |
|  | 3 | Aurals | Rhythmic dictation | By the end of the lesson, students should be able to:Listen and write down rhythms | ListeningClapping rhythmsWriting | DrumText booksCassette | KIE book 3Foundation music book 3 |  |
|  | 4&5 | History: Western | Romantic period | By the end of the lesson, students should be able to:Describe the characteristics of music during the Romantic period | ExplanationDiscussionNote takingListening | Text booksCassette with romantic period music | Music an appreciationFoundation music book 3 |  |
| 5 | 1&2 | Theory | Four-part harmony | By the end of the lesson, students should be able to:Harmonize simple melodies using I, IV and V chords | Written exerciseDiscussion | Text books | KIE book 3Foundation music book 3 |  |
|  | 3 | History: African | Instruments; Membrano- phones | By the end of the lesson, students should be able to:Explain how membranophones are playedName the dances accompanied by the drumGive the role of the instrument in an ensemble | DiscussionNote taking | Text books | KIE book 3Foundation music book 3Folk music of Kenya |  |
|  | 4&5 | Aurals | Cadences and Intervals | By the end of the lesson, students should be able to:Describe cadences as perfect, imperfect, plagal and imperfectDescribe intervals | ListeningSingingDescription | CassettePiano | Teacher’s repertoireFoundation music book 3 |  |
| 6 | 1&2 | Theory | Harmony; Use of I, IV, and V in root position | By the end of the lesson, students should be able to:Harmonize melodies using chords I, IV and V in root position | Note makingHarmonizing melodies | Melodies for harmonizingText books | Foundation music book 3 |  |
|  | 3 | Practicals | Technical exercises | By the end of the lesson, students should be able to:Sing or play technical exercises | SingingPlaying recorder | RecordersPiano | Syllabus |  |
|  | 4&5 | History: Western | Analysis | By the end of the lesson, students should be able to:Analyze a given piece of music | Note makingAnalyzingDiscussing | Text books | Music an appreciationTeacher’s notes |  |
| 7 | 1&2 | Theory | Musical ornaments  | By the end of the lesson, students should be able to:Interpret various musical ornaments | DiscussionNote taking | Text books | Rudiments of musicFoundation music book 3 |  |
|  | 3 | History: African | Idiophones | By the end of the lesson, students should be able to:Describe idiophones and explain how they are played | DescriptionNote taking | Text books | Foundation music book 3Folk music of Kenya |  |
|  | 4&5 | Practicals | Set pieces | By the end of the lesson, students should be able to:Sing or play set pieces | SingingPlaying recorders | RecorderPiano | Set pieces |  |
| 8 | 1&2 | Theory | Musical signs | By the end of the lesson, students should be able to:Explain the meaning and use of various musical signs | DiscussionNote taking | Text books | Rudiments of musicFoundation music book 3 |  |
|  | 3 | Aurals | Melody | By the end of the lesson, students should be able to:Write melodies and rhythms played | ListeningWriting melodies | Cassettes | Teacher’s repertoire |  |
|  | 4&5 | History: Western | Romantic period | By the end of the lesson, students should be able to:Name composers during this period and their works | DiscussionNote taking | Text books | Music an appreciationFoundation music book 3 |  |
| 9 | 1&2 | Theory | Musical ornaments  | By the end of the lesson, students should be able to:Describe various musical ornamentsPerform music as required with ornaments | DiscussionNote takingSinging | Text booksMusic scores | Foundation music book 3 |  |
|  | 3 | History: African | Kayamba | By the end of the lesson, students should be able to:Describe and explain how a kayamba is playedName the category of instruments that a kayamba belongs to | DiscussionNote taking | Text books | Music of AfricaFolk music of Kenya |  |
|  | 4&5 | Aurals | Minor melodiesRhythm on monotone | By the end of the lesson, students should be able to:Write melodies played in minor keysWrite on monotone rhythms of melodies played | ListeningWriting melodiesWriting rhythms | Cassettes | Teacher’s repertoire |  |
| 10 | 1&2 | Theory | Repeat signsTerms for specific notesOrnaments | By the end of the lesson, students should be able to:Perform and express in terms indicatedInterpret ornaments correctly | SingingDiscussion | Music scores | Teacher’s repertoire |  |
|  | 3 | Practicals | Sight singing | By the end of the lesson, students should be able to:Sight sing melodies with modulation | Vocal warm upSingingPlaying the recorder | Recorders | Teacher’s repertoire |  |
|  | 4&5 | Aurals | Melodic dictation | By the end of the lesson, students should be able to:Differentiate between major and minor keys | Listening | Cassettes | Teacher’s repertoire |  |
| 11 | 1&2 | Theory | Harmony | By the end of the lesson, students should be able to:Harmonize a melody using chords I, IV, V and VI | Answering questions | Short melodies | Teacher’s repertoire |  |
|  | 3 | History: African | Instruments | By the end of the lesson, students should be able to:Classify African instruments into different categories | Discussion | Text books | Folk music of KenyaMusic of Africa |  |
|  | 4&5 | Practicals | African folk song | By the end of the lesson, students should be able to:Sing a folk song from any African community | Singing | Teacher’s collection | Students’ folksongs |  |
| 12 | 1&2 | Theory | Melody writing | By the end of the lesson, students should be able to:Write a melody of 16 bars | Writing melodiesDiscussion | Text books | Foundation music book 3 |  |
|  | 3 | History: Western | Wood winds | By the end of the lesson, students should be able to:Give examples of wood winds | Discussion | Text book | Music an appreciation |  |
|  | 4&5 | Aurals | Melodic dictation | By the end of the lesson, students should be able to:Listen to melodies in a minor key and write them | Listening | Cassettes | Teacher’s repertoire |  |
| 13 | 1&2 | Theory | Translation | By the end of the lesson, the learner should be able to:Translate melodies from staff to sol-fa notation | Translation of melodiesDiscussion | Text book | Foundation music book 3 |  |
|  | 3 | Practicals | Sight singing | By the end of the lesson, students should be able to:Sing/play at sight | Singing Vocal exercises | Sight singing piecesRecorders | Teacher’s repertoire |  |
|  | 4&5 | History: Western | Classical period | By the end of the lesson, students should be able to:Describe the characteristics of classical period | DiscussionNote taking | Text booksBoard | Foundation music book 3Music an appreciation |  |
| 14-15 |  | **END OF TERM ONE EXAMINATIONS** |  |

**MUSIC SCHEMES OF WORK**

**FORM THREE 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 | Harmony: Supertonic chord | By the end of the lesson, students should be able to:Use the supertonic chord in harmonizing a melody | Harmonizing melodies | Text book | Foundation music book 3 |  |
|  | 3 | History: African | Membrano-phones | By the end of the lesson, students should be able to:Describe different membranophones | DiscussionNote taking | Text books | Folk music of KenyaMusic of Africa |  |
|  | 4&5 | Practicals | Sight singing | By the end of the lesson, students should be able to:Sing/play on sight | Singing Vocal exercises | Sight singing piecesRecorders | Teacher’s repertoire |  |
| 3 | 1&2 | Theory | Transposition; Use of clefs | By the end of the lesson, students should be able to:Transpose melodies from one clef to another | Translation of melodiesDiscussion | Text book | Foundation music book 3 |  |
|  | 3 | Aurals | Drum Rhythm | By the end of the lesson, students should be able to:Write rhythms played on the drum | Listening | DrumCassette | Teacher’s repertoire |  |
|  | 4&5 | History: Western | Sonata, canonn fugue | By the end of the lesson, students should be able to:Describe different types of form | DiscussionNote taking | Text booksBoard | Foundation music book 3Music an appreciation |  |
| 4 | 1&2 | Theory | Harmony; Submediant chord | By the end of the lesson, students should be able to:Harmonize using submediant chord | Harmonizing melodies | Text book | Foundation music book 3 |  |
|  | 3 | History: African | Membrano- phones | By the end of the lesson, students should be able to:March instruments with communities in which they are found | DiscussionNote taking | Text books | Folk music of KenyaMusic of Africa |  |
|  | 4&5 | Aurals | Rhythm in compound time | By the end of the lesson, students should be able to:Clap rhythm in compound timeWrite rhythms given accurately | ListeningClapping | DrumCassette | Teacher’s repertoire |  |
| 5 | 1&2 | Theory | Melody writing | By the end of the lesson, students should be able to:Write a melody and modulate to the relative minor | Writing melodiesDiscussion | Text books | Foundation music book 3 |  |
|  | 3 | History | Prescribed composers | By the end of the lesson, students should be able to:Explain the history of the prescribed composers, their works and their contribution to music | DiscussionNote making | Text book | Music an appreciation |  |
|  | 4&5 | History: Western | Analysis | By the end of the lesson, students should be able to:Analyze melodies harmonically | Note makingDiscussion | Text book | Melody writing and analysis |  |
| 6 | 1&2 | Theory | Harmony: Supertonic | By the end of the lesson, students should be able to:Use supertonic chord in harmony  | Harmonizing melodies | Text book | Foundation music book 3 |  |
|  | 3 | History: African | Songs and dances | By the end of the lesson, students should be able to:Describe dances from the coast | DiscussionNote taking | Text books | Folk music of KenyaMusic of Africa |  |
|  | 4&5 | Practicals | Melodies in minor keys | By the end of the lesson, students should be able to:Sight sing melodies in minor keys | Singing Vocal exercises | Sight singing piecesRecorders | Teacher’s repertoire |  |
| 7 | 1&2 | Theory | Ornaments; Turn, appogiatura | By the end of the lesson, students should be able to:Write ornaments and interpret different ornaments | Writing ornamentsDiscussion | Text book | Foundation music book 3 |  |
|  | 3 | Aurals | Melody | By the end of the lesson, students should be able to:Write melodies played in minor keys | Listening | Cassettes | Teacher’s repertoire |  |
|  | 4&5 | History: Western | Form; Sonata, Canon, Fugue | By the end of the lesson, students should be able to:Describe different types of form | DiscussionNote taking | Text booksBoard | Foundation music book 3 |  |
| 8 | 1&2 | Theory | Harmony; first inversion | By the end of the lesson, students should be able to:Harmonize using 1st inversion | Harmonizing melodies | Text book | Foundation music book 3 |  |
|  | 3 | Aurals | Melodies in minor keys | By the end of the lesson, students should be able to:Sing and write melodies in minor keys | Listening | Cassettes | Teacher’s repertoire |  |
|  | 4&5 | Aurals | Cadences | By the end of the lesson, students should be able to:Identify cadences played | Listening | Cassettes | Teacher’s repertoire |  |
| 9 | 1&2 | Aurals | Modulation | By the end of the lesson, students should be able to:Identify the key in which a melody has modulated to | Listening© Education Plus AgenciesDiscussion | Cassette | Teacher’s repertoire |  |
|  | 3 | Practicals | Technical exercises | By the end of the lesson, students should be able to:Sing or play technical exercises | SingingPlaying the recorder | SyllabusPiano | MOEST syllabus |  |
|  | 4&5 | History: Western | Classical period | By the end of the lesson, students should be able to:State characteristics of Classical musicName composers during the classical period | DiscussionNote taking | Text booksBoard | Foundation music book 3Music an appreciation |  |
| 10 | 1&2 | Theory | Harmony: 2nd inversion | By the end of the lesson, students should be able to:Use chords in 2nd inversion for harmony | Harmonizing melodies | Text book | Foundation music book 3 |  |
|  | 3 | History: African | Dances | By the end of the lesson, students should be able to:Classify dances according to the ethnic group performed  | DiscussionNote taking | Text books | Folk music of KenyaMusic of Africa |  |
|  | 4&5 | Practicals | Sight singing | By the end of the lesson, students should be able to:Sight sing/play melodies given | Singing Vocal exercises | Sight singing piecesRecorders | Teacher’s repertoire |  |
| 11 | 1&2 | Theory | Ornaments | By the end of the lesson, students should be able to:Write and interpret various ornaments | Writing ornamentsDiscussion | Text book | Foundation music book 3 |  |
|  | 3 | Aurals | Intervals | By the end of the lesson, students should be able to:Identify harmonic intervals played | Listening | Cassettes | Teacher’s repertoire |  |
|  | 4&5 | History: African | Songs and dances | By the end of the lesson, students should be able to:Classify songs and dances according to ethnic group | DiscussionNote taking | Text books | Folk music of KenyaMusic of Africa |  |
| 12 | 1&2 | Theory | Harmony; 1st interval | By the end of the lesson, students should be able to:By the end of the lesson, the learner should be able to:Harmonize melodies using first intervals | Note makingWritten exercise | Text book | Foundation music book 3 |  |
|  | 3 | Practicals | Sight singing | By the end of the lesson, students should be able to:Sing at sight given melodies | Singing Vocal exercises | Sight singing piecesRecorders | Teacher’s repertoire |  |
|  | 4&5 | History: Western | Prescribed composers | By the end of the lesson, students should be able to:Discuss and analyze prescribed composers and their works | DiscussionNote making | Text book | Music an appreciation |  |
| 13-14 | **END OF TERM TWO EXAMINATIONS** |  |

**MUSIC SCHEMES OF WORK**

**FORM THREE 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 | Harmony: 2nd inversion | By the end of the lesson, students should be able to:Harmonize melodies using 2nd inversion | Note makingWritten exercise | Text book | Foundation music book 3 |  |
|  | 3 | History: African | Dances | By the end of the lesson, students should be able to:Describe dances from various communities in Kenya | DiscussionNote taking | Text books | Folk music of KenyaMusic of Africa |  |
|  | 4&5 | Practicals | Folk song | By the end of the lesson, students should be able to:Sing a song from an African community | Singing | Teacher’s collection | Students’ folksongs |  |
| 3 | 1&2 | Theory | Transposition: up a minor 3rd  | By the end of the lesson, students should be able to:Transpose a melody up a minor 3rdTranspose a melody down a minor 3rd | ExplanationNote makingWritten exercise | Text book | Foundation music book 3 |  |
|  | 3 | Aurals | Cadences | By the end of the lesson, students should be able to:Identify cadences played | Listening | Cassette | Teacher’s repertoire |  |
|  | 4&5 | History: African | Vocal music; solo, lullabies, work songs | By the end of the lesson, students should be able to:Describe the types of African vocal music | DiscussionNote taking | Text books | Folk music of KenyaMusic of Africa |  |
| 4 | 1&2 | Theory | Melody writing | By the end of the lesson, students should be able to:Write a 16 bar melody with one modulation | Writing melodiesDiscussion | Text books | Foundation music book 3 |  |
|  | 3 | History: African | Dances | By the end of the lesson, students should be able to:Perform some African dances | Performing dances | Teacher’s collection | Teacher’s repertoire |  |
|  | 4&5 | Aurals | Aural tests | By the end of the lesson, students should be able to:Answer aural questions given | Listening | Cassette | Teacher’s repertoire |  |
| 5 | 1&2 | Theory | Acciacatura and trill | By the end of the lesson, students should be able to:Write the given ornament i.e. acciaccatura and trill in full | Writing ornamentsDiscussion | Text book | Foundation music book 3 |  |
|  | 3 | Practicals | Set pieces | By the end of the lesson, students should be able to:Perform the set piece for KCSE | SingingPlaying recorders | RecorderPiano | Set pieces |  |
|  | 4&5 | History: African | Basic characteristics of folk song | By the end of the lesson, students should be able to:Explain the basic characteristics of folk song | DiscussionNote taking | Text books | Folk music of KenyaMusic of Africa |  |
| **6-10** | **TOPICAL REVISIONS** |  |
| **11-12** | **END OF YEAR EXAMINATIONS** |  |