**MUSIC SCHEMES OF WORK**

**FORM THREE 2016**

**TERM I**

**REFERENCES:**

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

Compiled by Schools Net Kenya (SNK) in partnership with Jospa Publishers | P.O. Box 3029 – 00200 Nairobi |

Coordinated by KENPRO, Macjo Arcade, 4th Floor, Suite 15E, Off Magadi Road, Ongata Rongai |Tel: +254202319748 |

E-mail: infosnkenya@gmail.com | Website: [www.schoolsnetkenya.com/](http://www.schoolsnetkenya.com/)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 rhythms  Insert appropriate time signature to given rhythms | Note taking  Clapping rhythms  Tapping rhythms  Written exercise | Text books  Board | KIE book 3  Foundation music book 3  Rudiments 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 exercises  Sight singing  Recorder playing | Recorders  Sight singing pieces | Teacher’s repertoire  Foundation 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 instruments  Name the instrument after hearing its sound | Listening  Drawing  Note taking  Discussion | Cassette  Text books | Foundation music book 3  Music 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 books  Board | KIE book 3  Foundation 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 | Discussion  Explanation  Taking notes | Text books | Music of Africa  Folk 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 pieces  Recorders | 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 | Listening  Clapping rhythms  Writing | Drum  Text books  Cassette | KIE book 3  Foundation 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 | Explanation  Discussion  Note taking  Listening | Text books  Cassette with romantic period music | Music an appreciation  Foundation 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 exercise  Discussion | Text books | KIE book 3  Foundation music book 3 |  |
|  | 3 | History: African | Instruments; Membrano- phones | By the end of the lesson, students should be able to:  Explain how membranophones are played  Name the dances accompanied by the drum  Give the role of the instrument in an ensemble | Discussion  Note taking | Text books | KIE book 3  Foundation music book 3  Folk 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 imperfect  Describe intervals | Listening  Singing  Description | Cassette  Piano | Teacher’s repertoire  Foundation 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 making  Harmonizing melodies | Melodies for harmonizing  Text 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 | Singing  Playing recorder | Recorders  Piano | Syllabus |  |
|  | 4&5 | History: Western | Analysis | By the end of the lesson, students should be able to:  Analyze a given piece of music | Note making  Analyzing  Discussing | Text books | Music an appreciation  Teacher’s notes |  |
| 7 | 1&2 | Theory | Musical ornaments | By the end of the lesson, students should be able to:  Interpret various musical ornaments | Discussion  Note taking | Text books | Rudiments of music  Foundation 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 | Description  Note taking | Text books | Foundation music book 3  Folk music of Kenya |  |
|  | 4&5 | Practicals | Set pieces | By the end of the lesson, students should be able to:  Sing or play set pieces | Singing  Playing recorders | Recorder  Piano | 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 | Discussion  Note taking | Text books | Rudiments of music  Foundation music book 3 |  |
|  | 3 | Aurals | Melody | By the end of the lesson, students should be able to:  Write melodies and rhythms played | Listening  Writing 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 | Discussion  Note taking | Text books | Music an appreciation  Foundation music book 3 |  |
| 9 | 1&2 | Theory | Musical ornaments | By the end of the lesson, students should be able to:  Describe various musical ornaments  Perform music as required with ornaments | Discussion  Note taking  Singing | Text books  Music 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 played  Name the category of instruments that a kayamba belongs to | Discussion  Note taking | Text books | Music of Africa  Folk music of Kenya |  |
|  | 4&5 | Aurals | Minor melodies  Rhythm on monotone | By the end of the lesson, students should be able to:  Write melodies played in minor keys  Write on monotone rhythms of melodies played | Listening  Writing melodies  Writing rhythms | Cassettes | Teacher’s repertoire |  |
| 10 | 1&2 | Theory | Repeat signs  Terms for specific notes  Ornaments | By the end of the lesson, students should be able to:  Perform and express in terms indicated  Interpret ornaments correctly | Singing  Discussion | 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 up  Singing  Playing 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  Kenya  Music 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 melodies  Discussion | 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 melodies  Discussion | 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 pieces  Recorders | 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 | Discussion  Note taking | Text books  Board | Foundation music book 3  Music 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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | Discussion  Note taking | Text books | Folk music of Kenya  Music 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 pieces  Recorders | 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 melodies  Discussion | 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 | Drum  Cassette | 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 | Discussion  Note taking | Text books  Board | Foundation music book 3  Music 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 | Discussion  Note taking | Text books | Folk music of Kenya  Music of Africa |  |
|  | 4&5 | Aurals | Rhythm in compound time | By the end of the lesson, students should be able to:  Clap rhythm in compound time  Write rhythms given accurately | Listening  Clapping | Drum  Cassette | 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 melodies  Discussion | 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 | Discussion  Note 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 making  Discussion | 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 | Discussion  Note taking | Text books | Folk music of Kenya  Music 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 pieces  Recorders | 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 ornaments  Discussion | 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 | Discussion  Note taking | Text books  Board | 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 Agencies  Discussion | Cassette | Teacher’s repertoire |  |
|  | 3 | Practicals | Technical exercises | By the end of the lesson, students should be able to:  Sing or play technical exercises | Singing  Playing the recorder | Syllabus  Piano | MOEST syllabus |  |
|  | 4&5 | History: Western | Classical period | By the end of the lesson, students should be able to:  State characteristics of Classical music  Name composers during the classical period | Discussion  Note taking | Text books  Board | Foundation music book 3  Music 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 | Discussion  Note taking | Text books | Folk music of Kenya  Music 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 pieces  Recorders | 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 ornaments  Discussion | 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 | Discussion  Note taking | Text books | Folk music of Kenya  Music 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 making  Written 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 pieces  Recorders | 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 | Discussion  Note 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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 making  Written 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 | Discussion  Note taking | Text books | Folk music of Kenya  Music 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 3rd  Transpose a melody down a minor 3rd | Explanation  Note making  Written 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 | Discussion  Note taking | Text books | Folk music of Kenya  Music 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 melodies  Discussion | 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 ornaments  Discussion | 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 | Singing  Playing recorders | Recorder  Piano | 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 | Discussion  Note taking | Text books | Folk music of Kenya  Music of Africa |  |
| **6-10** | **TOPICAL REVISIONS** | | | | | | |  |
| **11-12** | **END OF YEAR EXAMINATIONS** | | | | | | |  |