**MUSIC SCHEMES OF WORK**

**FORM FOUR 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 | Melody writing | By the end of the lesson, the learner should be able to:  Write a 16 bar melody | Melody writing  Discussion | Text book | Foundation music book4 |  |
|  | 3 | Practicals | Vocal | By the end of the lesson, the learner should be able to:  Sing at the correct pitch and rhythm of given songs | Singing | Piano | Teacher’s repertoire |  |
|  | 4&5 | History: Western | 20th century period | By the end of the lesson, the learner should be able to:  Explain music in the 20th century | Note making  Discussion | Text book | Foundation music book4 Music an appreciation |  |
| 3 | 1&2 | Theory | Harmony; 1st inversion | By the end of the lesson, the learner should be able to:  Use chords in 1st inversion | Discussion  Note making | Text book | KIE book 4  Foundation music book4 |  |
|  | 3 | Aurals | Intervals | By the end of the lesson, the learner should be able to:  Identify concords and discords in intervals played | Listening  Discussion | Piano | Teacher’s repertoire |  |
|  | 4&5 | Practicals | Technical exercises | By the end of the lesson, the learner should be able to:  Sing technical exercises as required for KCSE | Singing  Playing recorder | Syllabus | MOEST syllabus |  |
| 4 | 1&2 | Theory | Harmony 1st inversion | By the end of the lesson, the learner should be able to:  Use chords in 1st inversion Ib, iib, IVb, Vb and viib  Identify 1st inversions  Add ATB to melodies given | Discussion  Note making | Text book | KIE book 4  Foundation music book4 |  |
|  | 3 | Aurals | Melodies in a major key | By the end of the lesson, the learner should be able to:  Listen to melodies played and write them | Listening  Writing  Discussion | Cassette | Teacher’s repertoire |  |
|  | 4&5 | History: Western | Prescribed composers | By the end of the lesson, the learner should be able to:  Write notes on KCSE prescribed composers | Discussion  Note making | Text book | Music an appreciation |  |
| 5 | 1&2 | Theory | Transposition: C clef | By the end of the lesson, the learner should be able to:  Transpose melodies from one clef to another | Note making  Discussion | Text book | Foundation music book4  KIE book 4 |  |
|  | 3 | Practicals | Sight singing | By the end of the lesson, the learner should be able to:  Sight sing given melodies in correct pitches | Singing  Playing recorder | Sight singing pieces | Teacher’s repertoire |  |
|  | 4&5 | Aurals | Rhythm; Simple and compound time | By the end of the lesson, the learner should be able to:  Write on monotone the rhythm of melodies played | Listening  Discussion | Cassette  Piano | Teacher’s repertoire |  |
| 6 | 1&2 | Theory | Melody writing | By the end of the lesson, the learner should be able to:  Write a 16 bar melody with at least one modulation | Writing melodies  Discussion | Text book | Foundation music book4 |  |
|  | 3 | Practicals | Set pieces | By the end of the lesson, the learner should be able to:  Sing or play KCSE set pieces | Singing  Playing recorder | Recorders  Piano | KCSE set pieces |  |
|  | 4&5 | History: African | Prescribed work | By the end of the lesson, the learner should be able to:  Analyze prescribed African music  Answer questions orally | Listening  Discussion  Note making | Prescribed work cassette | Prescribed work |  |
| 7 | 1&2 | Theory | Harmony: 2nd inversion | By the end of the lesson, the learner should be able to:  Harmonize melodies with 2nd inversion | Discussion  Note making | Text book | Foundation music book4 |  |
|  | 3 | History: African | Traditional dances | By the end of the lesson, the learner should be able to:  Describe dances from various ethnic groups  Identify various ethnic groups dances | Discussion  Note making | Text book | Folk music of Kenya |  |
|  | 4&5 | Practicals | Rhythm | By the end of the lesson, the learner should be able to:  Clap various rhythm  Reproduce rhythms on dictation | Clapping rhythms  Discussion | Music scores | Teacher’s repertoire |  |
| 8 | 1&2 | Theory | Melody writing | By the end of the lesson, the learner should be able to:  Write a 16 bar melody with modulation | Writing melodies | Text book | Foundation music book4 |  |
|  | 3 | Aurals | Intervals | By the end of the lesson, the learner should be able to:  Recognize and write intervals played | Listening  Discussion | Cassette  Piano | Teacher’s repertoire |  |
|  | 4&5 | History | Prescribed Western music (Gloria by Antonio Vivaldi) | By the end of the lesson, the learner should be able to:  Listen and analyze the music critically | Listening  Discussion  Note making | Prescribed music | Prescribed work |  |
| 9 | 1&2 | Theory | General music knowledge | By the end of the lesson, the learner should be able to:  Answer questions on general music knowledge | Discussion  © Education Plus Agencies  Note making | Student’s notes  Text books | Foundation music books 1-4 |  |
|  | 3 | History: African | Traditional dances | By the end of the lesson, the learner should be able to:  Describe dances from various ethnic groups  Identify various ethnic groups dances | Discussion  Note making | Text book | Folk music of Kenya |  |
|  | 4&5 | Aurals | Melody | By the end of the lesson, the learner should be able to:  Write melodies played | Listening  Discussion | Cassette | Teacher’s repertoire |  |
| 10 | 1&2 | Theory | Rhythm | By the end of the lesson, the learner should be able to:  Add bar lines to rhythms according to the time | Discussion  Note making | Text book | Foundation music book4 |  |
|  | 3 | Practicals | Folk song | 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 | Aurals | Cadences | By the end of the lesson, the learner should be able to:  Recognize cadences played | Listening  Discussion | Cassette | Teacher’s repertoire |  |
| 11 | 1&2 | Theory | Melody writing | By the end of the lesson, the learner should be able to:  Write 16 bar melodies with at least one modulation and sequence | Writing melodies  Discussion | Text book | Foundation music book4 |  |
|  | 3 | Aurals | Intervals | By the end of the lesson, the learner should be able to:  Recognize intervals played | Listening  Answering questions | Piano  Cassette | Teacher’s repertoire |  |
|  | 4&5 | History: Western | Prescribed composers | By the end of the lesson, the learner should be able to:  Write notes on prescribed composers | Reading  Discussion | Text book | Music an appreciation |  |
| 12 | 1&2 | Theory | Four-part harmony | By the end of the lesson, the learner should be able to:  Harmonize simple melodies using I, IV and V chords | Written exercise  Discussion | Text books | KIE book 4  Foundation music book4 |  |
|  | 3 | Aurals | Modulation | By the end of the lesson, the learner should be able to:  Describe the kind of modulation in a given melody | Listening | Cassette | Teacher’s repertoire |  |
|  | 4&5 | History: African | Prescribed works | By the end of the lesson, the learner should be able to:  Listen and answer questions orally  Analyze prescribed African music | Listening  Discussion  Explanation | Cassette | Syllabus |  |
| 13 | 1&2 | Theory | Harmony: 2nd inversion | By the end of the lesson, the learner should be able to:  By the end of the lesson, the learner should be able to:  Use 2nd inversion in harmony | Discussion  Note making | Text book | KIE book 4  Foundation music book4 |  |
|  | 3 | Practicals | Folk songs | By the end of the lesson, the learner should be able to:  Perform songs from different communities | Singing | Teacher’s collection | Students’ folksongs |  |
|  | 4&5 | History: Western | Prescribed Composers | By the end of the lesson, the learner should be able to:  Explain the history of the prescribed composers, their works and their contribution to music | Discussion  Note taking | Text book | Music an appreciation |  |
| **14-15** | **END OF TERM ONE EXAMINATIONS** | | | | | | | |

**MUSIC SCHEMES OF WORK**

**FORM FOUR 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 | General music knowledge | By the end of the lesson, the learner should be able to:  Answer questions on general music knowledge | Discussion  Note making | Text books  Students’ notes | KIE book 4 Foundation music books 1-4 |  |
|  | 3 | History: African | Prescribed African music | By the end of the lesson, the learner should be able to:  Analyze the work given | Listening | Cassette | Cassette |  |
|  | 4&5 | Practicals | Sight singing  Technical exercises | By the end of the lesson, the learner should be able to:  Sight sing/play different melodies  Sing/play technical exercises | Singing  Vocal exercises | Sight singing pieces  Recorders | Teacher’s repertoire |  |
| 3 | 1&2 | Theory | Ornaments; Acciacatura, mordent | By the end of the lesson, the learner should be able to:  Write and identify various ornaments | Discussion  Note making | Text book | KIE book 4  Foundation music book4 |  |
|  | 3 | Aurals | Rhythm on monotone | By the end of the lesson, the learner should be able to:  Write rhythm of given melody inserting bar lines and time signature | Listening  Clapping rhythms  Writing | Drum  Text books  Cassette | KIE book 4 Foundation music book4 |  |
|  | 4&5 | History: Western | Prescribed composers | By the end of the lesson, the learner should be able to:  Discuss and analyze prescribed composers | Discussion  Note making | Text book  Teacher’s material | Music an appreciation |  |
| 4 | 1&2 | Theory | Modulation; relative minor | By the end of the lesson, the learner should be able to:  Write 16 bar melody with modulation to the relative minor | Writing melodies  Discussion  Note making | Text book | KIE book 4  Foundation music book4 |  |
|  | 3 | History: African | Prescribed African work | By the end of the lesson, the learner should be able to:  Analyze the work given | Listening | Cassette | Cassette |  |
|  | 4&5 | Aurals | Modulation | By the end of the lesson, the learner should be able to:  Identify the modulation in a piece of music played | Listening | Cassette | Teacher’s repertoire |  |
| 5 | 1&2 | Theory | Translation | By the end of the lesson, the learner should be able to:  Translate a melody from staff to sol-fa notation | Discussion  Note making | Text book | KIE book 4  Foundation music book4 |  |
|  | 3 | Practicals | Set pieces | By the end of the lesson, the learner should be able to:  Perform the set piece for KCSE | Singing  Playing recorders | Recorder  Piano | Set pieces |  |
|  | 4&5 | History: Western | Prescribed Western piece | By the end of the lesson, the learner should be able to:  Analyze the piece of music given | Listening  Discussion  Note making | Prescribed music | Prescribed work |  |
| 6 | 1&2 | Theory | Harmony, 2nd inversion | By the end of the lesson, the learner should be able to:  Harmonize a melody using 2nd inversion of chords | Discussion  Note making | Text book | KIE book 4  Foundation music book4 |  |
|  | 3 | History: African | Instruments | By the end of the lesson, the learner should be able to:  Classify various instruments into their correct category | Discussion  Explanation  Taking notes | Text books | Music of Africa  Folk music of Kenya |  |
|  | 4&5 | Practicals | Folk song | By the end of the lesson, the learner should be able to:  Perform folk songs from various ethnic groups | Singing | Teacher’s collection | Students’ folksongs |  |
| 7 | 1&2 | Theory | Transposition | By the end of the lesson, the learner should be able to:  Transpose a given melody a perfect 5th up or down | Discussion  Note making | Text book | KIE book 4  Foundation music book4 |  |
|  | 3 | Aurals | Intervals | By the end of the lesson, the learner should be able to:  Identify various intervals that are played and describe them fully | Listening  Singing  Description | Cassette  Piano | Teacher’s repertoire  Foundation music book4B |  |
|  | 4&5 | History: Western | Prescribed work | By the end of the lesson, the learner should be able to:  Analyze prescribed KCSE work | Listening  Discussion  Note making | Prescribed music | Prescribed work |  |
| 8 | 1&2 | Theory | Melody writing | By the end of the lesson, the learner should be able to:  Write a 16 bar melody with a modulation, a sequence and a repeat | Discussion  Writing melodies | Text book | KIE book 4  Foundation music book4B |  |
|  | 3 | History | Dances | By the end of the lesson, the learner should be able to:  Discuss various dances from different ethnic groups | Discussion  Note making | Text book | Folk music of Kenya |  |
|  | 4&5 | Aurals | Modulation | By the end of the lesson, the learner should be able to:  Identify the type of modulation used in a music passage | Listening | Cassette | Teacher’s repertoire |  |
| 9 | 1&2 | Practicals | Set pieces | By the end of the lesson, the learner should be able to:  Sing/play the KCSE set pieces, observing all dynamics | Singing  Playing recorders | Recorder  Piano | Set pieces |  |
|  | 3 | Practicals | Technical exercises | By the end of the lesson, the learner should be able to:  Sing/play the technical exercises appropriately | Singing  Vocal exercises | Recorders | MOEST syllabus |  |
|  | 4&5 | History | Folk songs and dances | By the end of the lesson, the learner should be able to:  Tell the difference between folksong and folk dance  Perform folksongs and folk dances | Discussion  Singing | Text book | Folk music of Kenya |  |
| 10 | 1&2 | Theory | Modulation | By the end of the lesson, the learner should be able to:  Write a 16 bar melody with a modulation to the dominant | Writing melodies  Discussion  Note making | Text book | KIE book 4  Foundation music book4 |  |
|  | 3 | Aurals | Rhythm | By the end of the lesson, the learner should be able to:  Write on monotone the rhythm played inserting bar lines and time signature | Listening  Clapping rhythms  Writing | Drum  Text books  Cassette  Piano | KIE book 3  Foundation music book3 |  |
|  | 4&5 | Practicals | Sight singing | By the end of the lesson, the learner should be able to:  Sight sing/play a given melody | Singing  Vocal exercises | Sight singing pieces  Recorders | Teacher’s repertoire |  |
| 11 | 1&2 | Theory | Melody writing | By the end of the lesson, the learner should be able to:  Write a 16 bar melody with a modulation, a sequence and a repeat | Discussion  Writing melodies | Text book | KIE book 4  Foundation music book4 |  |
|  | 3 | History: African | Prescribed African work | By the end of the lesson, the learner should be able to:  Analyze the work given | Listening | Cassette | Cassette |  |
|  | 4&5 | History: Western | Prescribed composers | By the end of the lesson, the learner should be able to:  Discuss and analyze prescribed composers | Discussion  Note making | Text book  Teacher’s material | Music an appreciation |  |
| 12 | 1&2 | Theory | Transposition: | By the end of the lesson, the learner should be able to:  Transpose melodies from one clef to another | Note making  Discussion | Text book | Foundation music book4  KIE book 4 |  |
|  | 3 | Practicals | Technical exercises | By the end of the lesson, the learner should be able to:  Sing/play the technical exercises appropriately | Singing  Vocal exercises | Recorders | MOEST syllabus |  |
|  | 4&5 | Aurals | Melody | By the end of the lesson, the learner should be able to:  Write melodies played | Listening  Discussion | Cassette | Teacher’s repertoire |  |
| **13-14** | **MOCK EXAMS** | | | | | | |  |

**MUSIC SCHEMES OF WORK**

**FORM FOUR 2016**

**TERM III**

**REFERENCES:**

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

**REVISION AND PREPARATION FOR KCSE EXAMINATIONS**