**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 writingDiscussion | 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 makingDiscussion | 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 | DiscussionNote making | Text book | KIE book 4Foundation music book4 |  |
|  | 3 | Aurals | Intervals | By the end of the lesson, the learner should be able to:Identify concords and discords in intervals played | ListeningDiscussion | 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 | SingingPlaying 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 viibIdentify 1st inversionsAdd ATB to melodies given | DiscussionNote making | Text book | KIE book 4Foundation 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 | ListeningWritingDiscussion | 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 | DiscussionNote 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 makingDiscussion | Text book | Foundation music book4KIE 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 | SingingPlaying 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 | ListeningDiscussion | CassettePiano | 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 melodiesDiscussion | 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 | SingingPlaying recorder | RecordersPiano | KCSE set pieces |  |
|  | 4&5 | History: African | Prescribed work | By the end of the lesson, the learner should be able to:Analyze prescribed African musicAnswer questions orally | ListeningDiscussionNote 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 | DiscussionNote 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 groupsIdentify various ethnic groups dances | DiscussionNote 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 rhythmReproduce rhythms on dictation | Clapping rhythmsDiscussion | 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 | ListeningDiscussion | CassettePiano | 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 | ListeningDiscussionNote 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 AgenciesNote making | Student’s notesText 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 groupsIdentify various ethnic groups dances | DiscussionNote 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 | ListeningDiscussion | 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 | DiscussionNote 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 | ListeningDiscussion | 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 melodiesDiscussion | Text book | Foundation music book4 |  |
|  | 3 | Aurals | Intervals | By the end of the lesson, the learner should be able to:Recognize intervals played | ListeningAnswering questions | PianoCassette | 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 | ReadingDiscussion | 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 exerciseDiscussion | Text books | KIE book 4Foundation 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 orallyAnalyze prescribed African music | ListeningDiscussionExplanation | 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 | DiscussionNote making | Text book | KIE book 4Foundation 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 | DiscussionNote 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 | DiscussionNote making | Text booksStudents’ 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 singingTechnical exercises | By the end of the lesson, the learner should be able to:Sight sing/play different melodiesSing/play technical exercises | SingingVocal exercises | Sight singing piecesRecorders | 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 | DiscussionNote making | Text book | KIE book 4Foundation 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 | ListeningClapping rhythmsWriting | DrumText booksCassette | 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 | DiscussionNote making | Text bookTeacher’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 melodiesDiscussionNote making | Text book | KIE book 4Foundation 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 | DiscussionNote making | Text book | KIE book 4Foundation music book4 |  |
|  | 3 | Practicals | Set pieces | By the end of the lesson, the learner should be able to:Perform the set piece for KCSE | SingingPlaying recorders | RecorderPiano | 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 | ListeningDiscussionNote 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 | DiscussionNote making | Text book | KIE book 4Foundation 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 | DiscussionExplanationTaking notes | Text books | Music of AfricaFolk 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 | DiscussionNote making | Text book | KIE book 4Foundation 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 | ListeningSingingDescription | CassettePiano | Teacher’s repertoireFoundation music book4B |  |
|  | 4&5 | History: Western | Prescribed work | By the end of the lesson, the learner should be able to:Analyze prescribed KCSE work | ListeningDiscussionNote 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 | DiscussionWriting melodies | Text book | KIE book 4Foundation music book4B |  |
|  | 3 | History | Dances | By the end of the lesson, the learner should be able to:Discuss various dances from different ethnic groups | DiscussionNote 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 | SingingPlaying recorders | RecorderPiano | Set pieces |  |
|  | 3 | Practicals | Technical exercises | By the end of the lesson, the learner should be able to:Sing/play the technical exercises appropriately | SingingVocal 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 dancePerform folksongs and folk dances | DiscussionSinging | 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 melodiesDiscussionNote making | Text book | KIE book 4Foundation 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 | ListeningClapping rhythmsWriting | DrumText booksCassettePiano | KIE book 3Foundation 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 | SingingVocal exercises | Sight singing piecesRecorders | 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 | DiscussionWriting melodies | Text book | KIE book 4Foundation 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 | DiscussionNote making | Text bookTeacher’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 makingDiscussion | Text book | Foundation music book4KIE book 4 |  |
|  | 3 | Practicals | Technical exercises | By the end of the lesson, the learner should be able to:Sing/play the technical exercises appropriately | SingingVocal exercises | Recorders | MOEST syllabus |  |
|  | 4&5 | Aurals | Melody | By the end of the lesson, the learner should be able to:Write melodies played | ListeningDiscussion | 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**