

CLASS: PRIMARY TWO

TERM: TWO

DURATION: ELEVEN WEEKS

General objectives:

By the end of the term, the children should be able to;

- i. sing in big groups most especially before audiences, with freedom.
- ii. attempt to sing a variety of play/children songs with some simple instrumental accompaniment boosted by the teacher.
- iii. have developed their enthusiasm to continue participating in music especially with the teacher's encouragement and boosted by the costumes and props used during performances.

WEEK	PERIODS	TOPIC	CONTENT	COMPETENCES	METHODS	ACTIVITIES	INST. MATERIALS	REF.	REM.
Week 2 ending 7 th June	2 Periods 60 min.	SINGING AND INSTRUME NTAL WORK	Song: -I'm a pig and I stay in a sty and my young ones are pigletsI'm a dog and I stay in a kennel and my young ones are puppies I'm a cow and I stay in a kraal and my young ones are the calves I'm a bird and I stay in a nest and my young ones are nestlingsI'm a lion-Den-Cubs -I'm a chimp-jungle-babies	The learner; -listens to the given song attentivelysings the given song with enjoymentnames the given rhythmic percussion instruments correctly.	Rote Discussion Group work	Singing Naming musical instruments Making rhythmical movements to the learnt song.	-Rhythm sticks -Wood blocks -lambada drums -wrist bells -ankle bells -triangles -reed rattles -gourd rattles -rhythmic tins (gongs) -ordinary drums	Teachers' own repertoire and TRB pg 48	
Week 3 ending 14 th June	2 Periods 60 min.	SINGING AND INSTRUME NTAL WORK	Song; If you are happy and you know clap your hands-clap clap x2 -Slap your knees -stamp your feet -snap your fingers -say ok Naming percussion instruments -coloring pictures	The learner; -sings the given song with enjoymentplays the percussion instruments to accompany the song rhythmically -colors the named instruments.	Rote Discussion Demonstration Group work	Singing Playing musical instruments Coloring the pictures of the musical instruments	-Papers with pictures of rhythmic percussion instruments -percussion instruments -	Teachers'own repertoire and TRB pg 48	

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_			ine learner;	kote	Listening		6	
Perioas						keyboard	g 4	
	DANCING				Singing		3 р	
60 min.		, ·	correct tune.	tion		Rhythm tins.	TRI	
		paddy whack, give the dog a			Dancing		pc Pc	
		bone! This old man came	-responds in chorus to	Group		Bottle top	ar	
		rolling down.	some Owaro dance songs.	work		shakers.	oire	
							erto	
		Owaro dance	-performs some two basic				ере	
		Some songs to accompany the	motifs of Owaro dance.				n r	
		dancing;					ο	
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		"Tule Iwanyitula Iwanyi					ers,	
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1	CINICINIC	Congr	The leaves w	Data	Listanina	Diana	'	
		0,	The learner;	Rote	Listening		54	
Periods						keyboard	bg	
	DANCING	1 *			Singing			
60 min.		1	correct tune.	tion		Rhythm tins.	Ĕ	
					Dancing		nu	
		dropped it, and on the way I	-responds in chorus to	Group		Bottle top	G	
		dropped it, a little girl, came a	some Owaro dance songs.	work		shakers.	toil	
		long and put it in her pocket.					erl	
			-performs some three				rep	
		Owaro dance (Continuation)	basic motifs of Owaro				N	
		Some songs to accompany the	dance.				ó	
		dancing;					٠,٢	
		J	-applies some basic Linear				ier	
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		"Tule lwanyitula lwanyi	formations				ä	
	2 Periods 60 min. 2 Periods 60 min.	Periods AND DANCING 60 min. 2 SINGING Periods AND DANCING	Periods AND DANCING 60 min. This old man, he played one. He played knick knack on my thumb, with a knick knack paddy whack, give the dog a bone! This old man came rolling down. Owaro dance Some songs to accompany the dancing; "Tule Iwanyitula Iwanyi Awuma" 2 SINGING AND DANCING Omaro dance (I dropped it, I dropped it, all title girl, came a long and put it in her pocket. Owaro dance (Continuation) Some songs to accompany the dancing;	Periods DANCING DANCING This old man, he played one. He played knick knack on my thumb, with a knick knack paddy whack, give the dog a bone! This old man came rolling down. Owaro dance	Periods DANCING AND DANCING This old man, he played one. He played knick knack on my thumb, with a knick knack paddy whack, give the dog a bone! This old man came rolling down. Owaro dance Some songs to accompany the dancing; "Tule Iwanyitula Iwanyi" 2 SINGING Periods AND DANCING Omin. Song; A tisket, a tasket, a green and yellow basket, I wrote a letter to my love, and on way I dropped it, al ittle girl, came a long and put it in her pocket. Owaro dance (Continuation) Some songs to accompany the dancing; This old man, he played one. He played knick knack on my thumb, with a knick knack on my toom to some Owaro dance songs. This old man, he played one.	Periods AND DANCING Omin. This old man, he played one. He played knick knack on my thumb, with a knick knack paddy whack, give the dog a bone! This old man came rolling down. Owaro dance Some songs to accompany the dancing; "Tule lwanyitula lwanyi Awuma" The learner; AND DANCING Owaro dance songs. SINGING Periods Omin. Song; AND DANCING Omin. AND DANCING Omin. AND DANCING Omin. Owaro dance (Continuation) Some songs to accompany the dancing; "Tule wanyitula lwanyi" The learner; -sings the given song in correct tune. -responds in chorus to some two basic motifs of Owaro dance. The learner; -sings the given song in correct tune. -responds in chorus to some two basic motifs of Owaro dance. The learner; -sings the given song in correct tune. -sings the given song in thorus to some two basic motifs of Owaro dance songs. -sings the given song in correct tune. -sings the given song in correct tune. -sings the given song in thorus to some the given song in correct tune. -sings the given song in thorus to some the given song in correct tune. -sings the given song in thorus to some tune to some oward ance songs. -sings the given song in thorus to some two basic motifs of Oward dance songs. -responds in chorus to some two basic motifs of Oward dance songs. -performs some three basic motifs of Oward dance. -performs some three basic motifs of Oward dance.	Periods DANCING Omin. AND DANCING DANCING AND DANCING Omin. AND DANCING Omin. DANCING Omaro dance Some songs to accompany the dancing; "Tule Iwanyitula Iwanyi Awuma" Periods AND DANCING Omin. Comaro dance Some songs to accompany the dancing; "Tule Iwanyitula Iwanyi Awuma" This old man, he played one. He played knick knack on my thumb, with a knick knack on my thumb. The learner; The learner; Periods AND AND AND DANCING Song; Atisket, a tasket, a green and yellow basket, I wrote a letter to my love, and on way I dropped it,	Periods DANCING DANCING He played knick knack on my thumb, with a knick knack paddy whack, give the dog a bone! This old man came rolling down. Owaro dance Some songs to accompany the dancing; "Tule I wanyitula I wanyi Awuma" -performs some two basic motifs of Owaro dance. -sings the given song in correct tune. Dancing Bottle top shakers. Owaro dance songs. Demonstra tion Dancing Bottle top shakers. Owaro dance songs. Owaro dance songs. Owaro dance songs. The learner; Rote Listening Piano keyboard Singing Correct tune. Owaro dance songs. Owaro da

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Week 6	2	DRAMA	Skit (Last Supper)	The learner;	Rote	Listening	Bible		
ending	Periods		Narration, Luke:22:1-2 (plot	-acts as a disciple or as					
5 th July			against Jesus)	Jesus	Discussion	Singing	Skit scripts	22	
	60 min.		Luke:22:3-6 (Judas agrees to				·	gd :	
			betray Jesus)	-sings the given religious	Demonstra	Discussing	Piano	P.2	
			Luke:22:7-8 (Jesus prepares to	songs tunefully.	tion		keyboard	for	
			eat the Passover meal)			Acting		Ē	
			-Luke:22:8-20	-narrates the given parts	Group			n n	
			Songs;	in the skit properly.	work	Narrating		ri	
			-give me joy in my heart					5	
								00	
			-read your bible					Primary school curriculum for P.2	
								Σ	
			Costumes for Satan, disciples					<u>ii</u>	
			and Jesus					P.	
Week 7	2	DRAMA							
ending	Periods								
12 th			-do-	-do-	-do-	-do-	-do-	55	
July	60 min.							bg	
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Week 8	2	SINGING	Music Notation	The learner;	Discussion	Discussing	-Piano	-	
ending	Periods	AND	This is the writing of music.	-states the meaning of			keyboard	Sheila Stanton (Faber	
19 th		MUSIC	There are two types of Music	music notation correctly	Question	Answering		(F	
July	60 min.	NOTATION	notation; <u>Staff</u> and <u>Solfa</u>		and answer	oral	-Music scripts	ton	
			notation.	-states the two types of		questions		an	
				music notation	Observatio			ı St	
			Staff Notation		n	Observing		eila	
			The Treble clef sign	-writes the Treble clef sign		teacher's		Sh	
			The five lines and four spaces	on the staff correctly		formation of		λq	
			The special line for Middle C.			the Treble		11	
			The Musical alphabet;	-identifies the lines and		clef sign		yok	
			A,B,C,D,E,F and G	spaces on the Treble stave				p pc	
				up to the second line (G)		Writing the		anc	
						Treble clef		ig	
								t g	
						Identifying		nd C	
						notes on the		Me and my piano book 1 by Music Ltd)	
						Treble stave		ΣΣ	
144 1 0									
Week 9	2	SINGING	-do-	-do-	Rote	-do-	-do-		
	_	SINGING AND			Rote		-do-		
ending 26 th	2 Periods	AND	Song;	-do- The learner;			-do-		
ending 26 th	Periods	AND MUSIC	Song; (God thought of making man,	The learner;	Rote Discussion		-do-		
ending	_	AND	Song; (God thought of making man, by joining all the bones,	The learner; -Does more tasks on	Discussion		-do-		
ending 26 th	Periods	AND MUSIC	Song; (God thought of making man, by joining all the bones, thinking of the greatest one,	The learner; -Does more tasks on identifying notes on the	Discussion Question		-do-		
ending 26 th	Periods	AND MUSIC	Song; (God thought of making man, by joining all the bones, thinking of the greatest one, God thought of me,)x2	The learner; -Does more tasks on	Discussion		-do-		
ending 26 th	Periods	AND MUSIC	Song; (God thought of making man, by joining all the bones, thinking of the greatest one, God thought of me,)x2 Join together head bone to	The learner; -Does more tasks on identifying notes on the Treble stave.	Discussion Question and answer		-do-	-	
ending 26 th	Periods	AND MUSIC	Song: (God thought of making man, by joining all the bones, thinking of the greatest one, God thought of me,)x2 Join together head bone to the neck bone,	The learner; -Does more tasks on identifying notes on the Treble stave. -Writes more Treble clef	Discussion Question and answer Observatio		-do-	-op-	
ending 26 th	Periods	AND MUSIC	Song; (God thought of making man, by joining all the bones, thinking of the greatest one, God thought of me,)x2 Join together head bone to	The learner; -Does more tasks on identifying notes on the Treble stave.	Discussion Question and answer		-do-	-op-	
ending 26 th	Periods	AND MUSIC	Song: (God thought of making man, by joining all the bones, thinking of the greatest one, God thought of me,)x2 Join together head bone to the neck bone,	The learner; -Does more tasks on identifying notes on the Treble stave. -Writes more Treble clef signs on the staff.	Discussion Question and answer Observatio		-do-	-op-	
ending 26 th	Periods	AND MUSIC	Song: (God thought of making man, by joining all the bones, thinking of the greatest one, God thought of me,)x2 Join together head bone to the neck bone,	The learner; -Does more tasks on identifying notes on the Treble stave. -Writes more Treble clef signs on the staff. -sings the given song	Discussion Question and answer Observatio		-do-	-op-	
ending 26 th	Periods	AND MUSIC	Song: (God thought of making man, by joining all the bones, thinking of the greatest one, God thought of me,)x2 Join together head bone to the neck bone,	The learner; -Does more tasks on identifying notes on the Treble stave. -Writes more Treble clef signs on the staff.	Discussion Question and answer Observatio		-do-	-op-	
ending 26 th	Periods	AND MUSIC	Song: (God thought of making man, by joining all the bones, thinking of the greatest one, God thought of me,)x2 Join together head bone to the neck bone,	The learner; -Does more tasks on identifying notes on the Treble stave. -Writes more Treble clef signs on the staff. -sings the given song	Discussion Question and answer Observatio		-do-	-op-	
ending 26 th	Periods	AND MUSIC	Song: (God thought of making man, by joining all the bones, thinking of the greatest one, God thought of me,)x2 Join together head bone to the neck bone,	The learner; -Does more tasks on identifying notes on the Treble stave. -Writes more Treble clef signs on the staff. -sings the given song	Discussion Question and answer Observatio		-do-	-op-	
ending 26 th	Periods	AND MUSIC	Song: (God thought of making man, by joining all the bones, thinking of the greatest one, God thought of me,)x2 Join together head bone to the neck bone,	The learner; -Does more tasks on identifying notes on the Treble stave. -Writes more Treble clef signs on the staff. -sings the given song	Discussion Question and answer Observatio		-do-	-op-	

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Week 10 ending 2 nd Aug	2 Periods 60 min.	SINGING AND INSTRUME NTAL WORK	Song; (Spanish boat) Lightly row x 2 O'er the glassy waves we go Smoothly glide x 2 On the silent tide, Let the winds and waters be, mingled with sweet melody, Sing and float x 2 In our little boat. Smm-frr-/drmfsss-/smm-frr-/dmssm/rrrrmf- /mmmmmfs-/smm-frr-/dmssm/	The learner; -Sings the given song tunefully, with enjoyment -plays the given percussion instruments rhythmically to the learnt tune. -makes free movements to the song as boat cyclist and fisherman	Rote Discussion Question and answer Observatio n Demonstra tion	Playing instruments Making free movements to the rhythm.	-Percussion instruments -Piano keyboard Chalkboard	Teachers' own repertoire and TRB pg 54, Let us all sing page 16.	
Week 11 ending 9 th Aug	2 Periods 60 min.	SINGING AND DANCING	Song; Early in the morning, off we go to Jinja, to see my little friend John. Standing by the railway side, people wave to us, the engine moves well Tch Tch Oof Oof Creative dancing; "SAMINAMINA"	The learner; -Sings the given song tunefully, with enjoyment -makes free rhythmical movements to the song -Performs rhythmical movements to the song "SAMINAMINA".	Rote Discussion Question and answer Demonstra tion	-Singing -clapping to the rhythmMaking free rhythmical movements to the learnt tunedancing to the CD music	-chalkboad -Piano keyboard Chalkboard -CD and CD player	Teachers' own repertoire and TRB pg 58	

WEEK	PERIODS	CONTENT	COMPETENCES	METHODS	ACTIVITIES	INST. MATERIALS	REF.	REM.
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Week	2	SINGING	Song;	The learner;	Rote	Singing	-Percussion	1	
12	Periods	AND	Away the night comes down,	The leather,	Note	Jiligilig	instruments		
ending	1 Cilous	DANCING	all children should be	-Sings the chorus and	Discussion	Playing	mstruments		
16 th	60 min.	DAINCING	sensitive, (should be aware of	verse one of the given	Discussion	instruments	-Piano		
Aug	00 111111.		common accidents x2)	song tunefully, with	Question	instruments	keyboard		
Aug			common accidents x2)	enjoyment	and answer	Answering	Chalkboard		
			(My dear children never play	enjoyment	and answer	oral	Cilaikboaiu	2	
			on the roads) x2	-makes free expressions to	Demonstra		min a	63 for book 2	
			It's deadly deadly	•		questions.	-pins	oq .	
				the learnt song.	tion		المسام مام	for	
			Deadly deadly deadly	-Performs more			-electric wall	63	
			You can lose your life				sockets	1 and	
			You can lose your life	rhythmical movements to				1 a	
			Navabildasa lasaa ka wasaa a	the song "SAMINAMINA			-a chart	쏭	
			My children learn to use road	".			showing road	27 for book	
			signs x 2				signs	for	
			It's good good				60 160	27	
			Good good				-CD and CD	bg	
			You can be safe				player	TRB	
			You can be safe					E	
								anc	
			My dear children never play					ē	
			with electric wires x 2					뒫	
			It's deadly deadly					be	
			Deadly deadly					l re	
			You can lose your life					own repertoire and	
			You can lose your life						
			.					ers,	
			Creative dancing;					Teachers'	
			"SAMINAMINA"					ea	
			"Continuation"			ĺ		-	