



MUSIC SCHEME OF WORK

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. |
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| Week 2 ending 7 th June | 2 Periods 60 min. | SINGING AND INSTRUMENTAL WORK | Song: -I'm a pig and I stay in a sty and my young ones are piglets. -I'm a dog and I stay <u>in a</u> 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 nestlings. -I'm a lion-Den-Cubs -I'm a chimp-jungle-babies | The learner; -listens to the given song attentively. -sings the given song with enjoyment. -names 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 INSTRUMENTAL 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 <u>Naming percussion instruments</u> -coloring pictures | The learner; -sings the given song with enjoyment. -plays 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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| Week 4 ending 21 st June | 2 Periods 60 min. | SINGING AND DANCING | <p><u>Song:</u> 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.</p> <p><u>Owaro dance</u> Some songs to accompany the dancing; “Tule lwanyitula lwanyi Awuma”</p> | <p>The learner;</p> <p>-sings the given song in correct tune.</p> <p>-responds in chorus to some Owaro dance songs.</p> <p>-performs some two basic motifs of Owaro dance.</p> | <p>Rote</p> <p>Demonstration</p> <p>Group work</p> | <p>Listening</p> <p>Singing</p> <p>Dancing</p> | <p>Piano keyboard</p> <p>Rhythm tins.</p> <p>Bottle top shakers.</p> | Teachers’ own repertoire and TRB pg 49 | |
| Week 5 ending 28 th June | 2 Periods 60 min. | SINGING AND DANCING | <p>Song; A tisket, a tasket, a green and yellow basket, I wrote a letter to my love, and on way I dropped it. I dropped it, I dropped it, and on the way I dropped it, a little girl, came a long and put it in her pocket.</p> <p><u>Owaro dance (Continuation)</u> Some songs to accompany the dancing; “Tule lwanyitula lwanyi Awuma”</p> | <p>The learner;</p> <p>-sings the given song in correct tune.</p> <p>-responds in chorus to some Owaro dance songs.</p> <p>-performs some three basic motifs of Owaro dance.</p> <p>-applies some basic Linear formations</p> | <p>Rote</p> <p>Demonstration</p> <p>Group work</p> | <p>Listening</p> <p>Singing</p> <p>Dancing</p> | <p>Piano keyboard</p> <p>Rhythm tins.</p> <p>Bottle top shakers.</p> | Teachers’ own repertoire and TRB pg 54 | |

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| Week 6 ending 5 th July | 2 Periods 60 min. | DRAMA | <u>Skit (Last Supper)</u> Narration, Luke:22:1-2 (plot against Jesus) Luke:22:3-6 (Judas agrees to betray Jesus) Luke:22:7-8 (Jesus prepares to eat the Passover meal) -Luke:22:8-20 <u>Songs:</u> -give me joy in my heart -read your bible Costumes for Satan, disciples and Jesus | The learner; -acts as a disciple or as Jesus -sings the given religious songs tunefully. -narrates the given parts in the skit properly. | Rote Discussion Demonstration Group work | Listening Singing Discussing Acting Narrating | Bible Skit scripts Piano keyboard | Primary school curriculum for P.2 pg 55 | |
| Week 7 ending 12 th July | 2 Periods 60 min. | DRAMA | -do- | -do- | -do- | -do- | -do- | Primary school curriculum for P.2 pg 55 | |

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| Week 8 ending 19 th July | 2 Periods 60 min. | SINGING AND MUSIC NOTATION | <p><u>Music Notation</u> This is the writing of music. There are two types of Music notation; <u>Staff</u> and <u>Solfa</u> notation.</p> <p><u>Staff Notation</u> The Treble clef sign The five lines and four spaces The special line for Middle C. The Musical alphabet; A,B,C,D,E,F and G</p> | <p><u>The learner:</u> -states the meaning of music notation correctly -states the two types of music notation -writes the Treble clef sign on the staff correctly -identifies the lines and spaces on the Treble stave up to the second line (G)</p> | Discussion Question and answer Observation | Discussing Answering oral questions Observing teacher's formation of the Treble clef sign Writing the Treble clef Identifying notes on the Treble stave | -Piano keyboard -Music scripts | Me and my piano book 1 by Sheila Stanton (Faber Music Ltd) | |
| Week 9 ending 26 th July | 2 Periods 60 min. | SINGING AND MUSIC NOTATION | <p>-do-</p> <p><u>Song:</u> (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,</p> | <p>-do-</p> <p>The learner; -Does more tasks on identifying notes on the Treble stave. -Writes more Treble clef signs on the staff. -sings the given song tunelessly with enjoyment.</p> | Rote Discussion Question and answer Observation | -do- | -do- | -do- | |

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| Week 10 ending 2 nd Aug | 2 Periods 60 min. | SINGING AND INSTRUMENTAL 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---/rrrrrmf- /mmmmmf-/smm-frr- /dmssm--- | The learner; -Sings the given song tunelessly, 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 | Singing 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 <u>see my</u> little friend John. Standing <u>by the</u> railway side, people wave to us, the engine moves well Tch Tch Oof Oof Creative dancing; "SAMINAMINA" | The learner; -Sings the given song tunelessly, 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 rhythm. -Making free rhythmical movements to the learnt tune. -dancing to the CD music | -chalkboard -Piano keyboard Chalkboard -CD and CD player | Teachers' own repertoire and TRB pg 58 | |

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| Week 12 ending 16 th Aug | 2 Periods 60 min. | SINGING AND DANCING | <p>Song: Away the night comes down, all children should be sensitive, (should be aware of common accidents x2)</p> <p>(My dear children never play on the roads) x2 It's deadly deadly Deadly deadly deadly <u>You can</u> lose your life <u>You can</u> lose your life</p> <p>My children learn to use road signs x 2 It's good good Good good good You can be safe You can be safe</p> <p>My dear children never play <u>with electric</u> wires x 2 It's deadly deadly Deadly deadly deadly <u>You can</u> lose your life <u>You can</u> lose your life</p> <p>Creative dancing; "SAMINAMINA" "Continuation"</p> | <p>The learner;</p> <p>-Sings the chorus and verse one of the given song tunefully, with enjoyment</p> <p>-makes free expressions to the learnt song.</p> <p>-Performs more rhythmical movements to the song "SAMINAMINA".</p> | <p>Rote</p> <p>Discussion</p> <p>Question and answer</p> <p>Demonstra tion</p> | <p>Singing</p> <p>Playing instruments</p> <p>Answering oral questions.</p> | <p>-Percussion instruments</p> <p>-Piano keyboard Chalkboard</p> <p>-pins</p> <p>-electric wall sockets</p> <p>-a chart showing road signs</p> <p>-CD and CD player</p> | Teachers' own repertoire and TRB pg27 for book 1 and 63 for book 2 | |
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