

MUSIC SCHEME OF WORK

CLASS: PRIMARY ONE

TERM: TWO

DURATION: ***THIRTEEN 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.

WEEKS	PERIODS	TOPICS	CONTENT	COMPETENCES	METHODS	ACTIVITIES	INST. MATERIALS	REF.	REM.
Week 2 ending 7th June, 2013	2 Periods 60 min.	SINGING	Introductory song; "**The More We Are Together ….**." **<u>New song:</u>** Look and see the Sun right now oh!, day time has begun, Tralalala lala lala, Westwards he goes. Night will very soon show its darkness see a star up there. Then the bright moon also shining night is coming soon. Coming x 4 Night is coming soon Then to bed we go Introduction to an African traditional folk song "**AKABIRA KANO ……..**"	**The learner;** -listens to the given song attentively. -sings the given song tunefully with enjoyment. -makes rhythmical movements to the learnt song. -responds in chorus to the folk song "Akabira kano ….."	Rote Question and answer Discussion Demonstration	Listening Singing Making rhythmical movements to the learnt song.	-piano keyboard -drums -chalkboad	Teachers' own repertoire and TRB pg 26	
Week 3 ending 14th June, 2013	2 Periods 60 min.	SINGING AND INSTRUMENTAL WORK	**Previously learnt new song.** **<u>Song;</u>** **Twinkle twinkle little star**, how I wonder what you are, up above the world so high, like a diamond in the sky, twinkle twinkle little star, how I wonder what you are. **<u>Playing percussion instruments</u>** "**AKABIRA KANO-on going**"	The learner; -sings the given songs with enjoyment. -plays the percussion instruments rhythmically to the music. -responds in chorus to the folk song "Akabira kano ….."	Rote Demonstration Group work	**Singing** **Playing musical instruments**	-piano keyboard -chalkboad -percussion instruments	Teachers' own repertoire and TRB pg 26	

WEEK	PERIODS	THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	INST. MATERIALS	REF.	REM.
Week 4 ending 21st June, 2013	2 Periods 60 min.	MUSIC NOTATION	Introductory song; **-My Bonnie** lies over the ocean, My Bonnie lies over the sea, My Bonnie lies over the ocean, oh! Bring back My Bonnie to me! [(Oh!)Bring back x3 my Bonnie to me to me]x2 **I hear thunder** (Tune of baby Jesus) /d r m d/d r m d/m f s -/ m f s -/s.l:s.f:m d/ s.l:s.f:m d/r s, d -/ r s, d – "**AKABIRA KANO-on going**"	The learner; -sings the song "**I hear thunder …..**" in correct tune. -sings the solfa notes of the tune with correct note pitching. -makes rhythmical movements to the learnt tune with enjoyment.	Rote Demonstration	Discussing Answering oral questions Making rhythmical movements to the learnt tune.	-Piano keyboard -Music scripts	Teachers' own repertoire and TRB pg 26	
Week 5 ending 28th June, 2013	2 Periods 60 min.	FOLK SINGING	Song; Our house is (falling down x3) Our house is falling down, our dear teacher Build it up with (Bricks and Cement x3) Build it up with Bricks and Cement, our dear teacher. "**AKABIRA KANO-on going**" Enriching the song with clapping and drum accompaniment.	The learner; -sings the given folk song in correct tune. -sings rhythmically in response to the soloist and dramatizes appropriately. -claps rhythmically to beat of the music. -makes appropriate movements to the music.	Rote Demonstration Group work	Listening Singing clapping. dramatizing	Piano keyboard Chalkboard -Music scripts	Teachers' own repertoire and TRB pg 32	

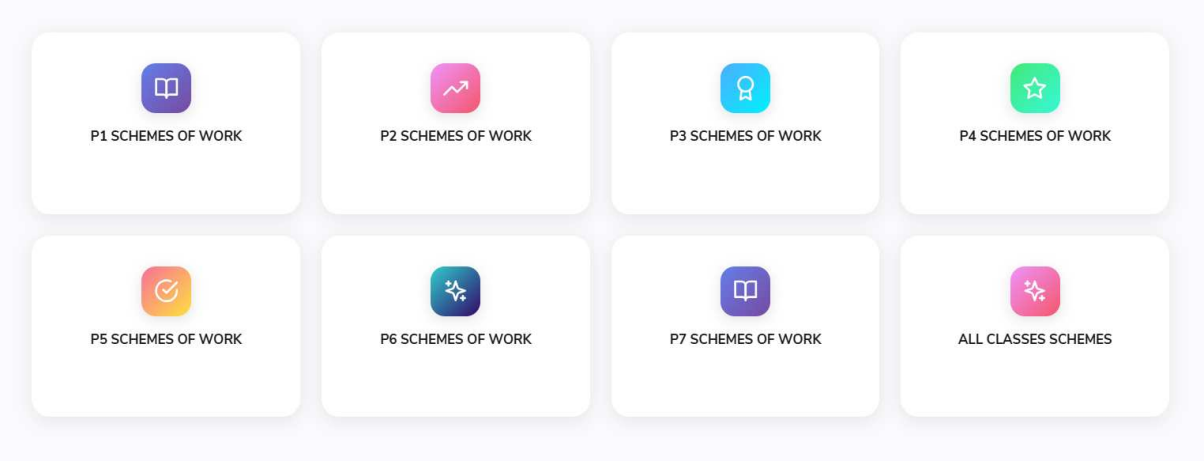
WEEK	PERIODS	THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	INST. MATERIALS	REF.	REM.
Week 6 ending 5th July, 2013	2 Periods 60 min.	SINGING AND DANCING	**Song;** Away the night comes down, all children should be sensitive, (should be aware of common accidents x2) (My dear children never play on the roads) x2 It's deadly deadly Deadly deadly deadly You can lose your life You can lose your life My children learn to use road signs x 2 It's good good Good good good You can be safe You can be safe My dear children never play with electric wires x 2 It's deadly deadly Deadly deadly deadly You can lose your life You can lose your life **AKOGO DANCE:** Akogo is a folk song by the **ITESO** people from Eastern Uganda. The Iteso live districts like; Kumi, Soroti, Paisa, Kaberamaido etc. The dance is mainly for entertainment.	The learner; -Sings the chorus and first verse of the given song tunefully, with enjoyment -performs the basic motif of Akogo dance where the feet brush the floor.	Rote Question and answer Demonstration	Singing identifying and mentioning examples of accidents. Answering oral questions.	-music manuscripts -Piano keyboard Chalkboard -pins -electric wall sockets -a chart showing road signs -CD and CD player.	Teachers' own repertoire and TRB pg 27 for book 1 and 63 for book 2	

WEEK	PERIODS	THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	INST. MATERIALS	REF.	REM.
Week 7 ending 12th July, 2013	2 Periods 60 min.	SINGING AND DANCING	**The Prodigal Son** Story telling **Song;** Home again, home again, oh! When shall I get home to see my people, father mother brother sister all at home, though East- West, North and South, home will remain the best. d-rm----/f-fm---s/d-slsmdm/f-mr----/sfmsmrdt,/l,-ff---m/lsmdrfmr/d-t,d----// **AKOGO DANCE:** Akogo dance on going.	The learner; -acts as a family member -contributes through question and answer to the story of the prodigal -sings the given song tunefully. -performs the jumping motif of Akogo dance.	Rote Demonstration Group work Discussion	Listening Singing Discussing Acting Narrating	Bible Piano keyboard -CD and CD player.	Teacher' s own repertoire, Bible	
Week 8 ending 19th July, 2013	2 Periods 60 min.	SINGING AND INSTRUMENTAL WORK	**Song;** The more we play (together) x3 The more we play together, the happier we'll be. For my friends are your friends and your friends are my friends, The more we play together, the happier we'll be (live, work, stay keep, laugh, learn, sing, pray e.t.c.) Playing non melodic percussion instruments to the rhythm of the music.	The learner; -Sings the given song tunefully, with enjoyment -makes free expressions to the learnt song. -plays the given percussion instruments rhythmically to the learnt tune.	Rote Role play Question and answer Demonstration	Singing Playing instruments Answering oral questions.	-Percussion instruments -Piano keyboard Chalkboard -a chart showing people at school	Teachers' own repertoire and TRB pg 36 and Old Fevorites For All Ages page 19	

WEEK	PERIODS	THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	INST. MATERIALS	REF.	REM.
Week 9 ending 26th July, 2013	2 Periods 60 min.	DRAMA	**<u>Role play;</u>** Roles of family members Song; Here is mummy, here is daddy, what a happy family we can see x2 Father dance, mother dance, ……. Brother dance, sister dance, ……. Uncle dance, aunt dance, …… Mds-mdr-/mmssff mrt,d-x2 **AKOGO DANCE:** Akogo dance on going. (For motivation)	The learner; -identifies different family members. -acts in different roles of family members with proper facial expressions. -sings the given song tunefully. -dances to the provided Akogo music rhythmically and with enjoyment.	Rote Discussion Question and answer Demonstration	Singing Answering oral questions. Acting Dancing	-Piano keyboard -Chalkboard -skit scripts -CD and CD player.	Teachers' own repertoire and TRB pg 37	
Week 10 ending 2nd Aug, 2013	2 Periods 60 min.	MUSIC NOTATION	**<u>Song;</u>** **Twinkle twinkle little star**, how I wonder what you are, up above the world so high, like a diamond in the sky, twinkle twinkle little star, how I wonder what you are.	The learner; -sings the song "**Twinkle twinkle …..**" in correct tune. -sings the solfa notes of the tune with correct note pitching. -makes rhythmical movements to the learnt tune with enjoyment.	Rote Discussion Demonstration	Discussing Reading and singing solfa notes written to the lyrics of the song. Making rhythmical movements to the learnt tune.	-Piano keyboard -Music scripts	Teachers' own repertoire and TRB pg 26	

WEEK	PERIODS	THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	INST. MATERIALS	REF.	REM.
Week 11 ending 9th Aug, 2013	2 Periods 60 min.	INSTRUMENTAL WORK	**<u>Song;</u>** Kulima x2 kulima x2 ah ah kulima Kukoma x2 Kusiga x2 Kukesa x2 Obul***o*** bukulire-kukesa Eisan***a*** olwaka-kwanika Obulo bukalire-kukona Ompung***a*** olwiza-kweya Tusye tusye obwita – twalya obwita kumira Mwebale x3 okulima iyi i! mwebale	The learner; -Sings the given song tunefully, with enjoyment -acts according to the message in the song -makes rhythmical movements to the learnt song. -plays the given percussion instruments to accompany song rhythmically.	Rote Discussion Question and answer Observation Demonstration	-Singing -clapping to the rhythm. - Acting -Making free rhythmical movements to the learnt tune. -playing percussion instruments to accompany the song	-chalkboad -Piano keyboard Chalkboard -written song -winnowers	Teachers' own repertoire and TRB pg 39	
Week 12 ending 16th Aug, 2013	2 Periods 60 min.	FOLK DANCING	**<u>Movement</u>** Traditional folk dance; (Maggunju) **Song;** Mother loves children Father loves children We all love children clap clap clap We pray together We work together Cook food and eat food clap clap clap (tune of one little finger ……)	The learner; -sings the given song in correct tune. -responds rhythmically in the chorus of the Amaggunju song. -performs one basic motif of Amaggunju dance.	Rote Story telling Demonstration	Listening Singing Dancing	Piano keyboard Drums Chalkboard	Teachers' own repertoire and TRB pg 39	

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