GRADE 10 MUSIC & DANCE SCHEMES OF WORK FOR TERM 1

NAME OF THE TEACHER:……

SCHOOL:…….. YEAR:…….

Week	Lesson	Strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Questions	Learning Experiences	Learning Resources	Assessment	Reflection
1	1	**1.0 Foundations**	**1.1 Rhythm**	By the end of the lesson, the learner should be able to explain the rhythmic concept of the semiquaver.	How do triplets feature in simple time?	Learner guided to listen to songs with semiquavers and aurally recognize them.	Curriculum Design (2024) pg 1; Audio recordings	Oral questions	
	2			By the end of the lesson, the learner should be able to describe the concept of the triplet.		Learner guided to listen to songs with triplets and discuss their performance.	Curriculum Design (2024) pg 1; Virtual sources	Observation	
	3			By the end of the lesson, the learner should be able to group notes into beats in simple time.		Learner guided to practice writing rhythms with appropriate grouping.	Curriculum Design (2024) pg 1; Sheet music	Written exercise	
	4			By the end of the lesson, the learner should be able to compose 4-bar rhythms with semiquavers.	How can rhythms be created?	Learner guided to discuss factors in creating rhythmic patterns and apply them.	Curriculum Design (2024) pg 1; Manuscript paper	Composition	
	5			By the end of the lesson, the learner should be able to compose 4-bar		Learner guided to compose original rhythms	Curriculum Design (2024) pg 1; Manuscript paper	Composition	

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				rhythms with triplets.		incorporating triplets.			
	6			By the end of the lesson, the learner should be able to perform created rhythms.		Learner guided to tap and recite rhythms using French rhythm names.	Curriculum Design (2024) pg 1; Digital recorder	Performance	
2	1			By the end of the lesson, the learner should be able to appreciate rhythms composed by self and others.		Learner guided to share recorded performances with peers for critique.	Curriculum Design (2024) pg 2; Portfolio	Peer review	
	2		**1.2 Melody in Major Keys**	By the end of the lesson, the learner should be able to describe melodic devices.	How is melodic interest created?	Learner guided to listen to familiar tunes and identify scalic motion/arpeggios.	Curriculum Design (2024) pg 4; Audio clips	Oral questions	
	3			By the end of the lesson, the learner should be able to construct major scales on treble staff (D, A, Bb, Eb).		Learner guided to construct scales ascending and descending.	Curriculum Design (2024) pg 4; Manuscript paper	Written quiz	
	4			By the end of the lesson, the learner should be able to construct major scales on bass staff.		Learner guided to construct scales on the bass clef.	Curriculum Design (2024) pg 4; Manuscript paper	Written quiz	
	5			By the end of the lesson, the learner should be able to compose an 8-bar	How can unity/variety be achieved?	Learner guided to compose melodies incorporating devices with	Curriculum Design (2024) pg 4; Manuscript paper	Composition	

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				melody with devices.		appropriate phrasing.			
	6			By the end of the lesson, the learner should be able to compose an 8-bar melody with articulation.		Learner guided to add slurs and staccato marks to compositions.	Curriculum Design (2024) pg 4; Manuscript paper	Composition	
3	1			By the end of the lesson, the learner should be able to perform composed melodies.		Learner guided to sing or play composed melodies.	Curriculum Design (2024) pg 4; Instrument/Voice	Performance	
	2			By the end of the lesson, the learner should be able to critique melodies.		Learner guided to critique melodies composed by self and others.	Curriculum Design (2024) pg 4; Portfolio	Peer review	
	3		**1.3 Transposition**	By the end of the lesson, the learner should be able to describe intervals in a major scale.	How does transposition aid performance?	Learner guided to sing/play major scale and identify intervals aurally.	Curriculum Design (2024) pg 6; Instrument	Aural test	
	4			By the end of the lesson, the learner should be able to explain the concept of transposition.		Learner guided to discuss the process of transposing music.	Curriculum Design (2024) pg 6; Textbooks	Oral discussion	
	5			By the end of the lesson, the learner should be able to transpose music to a given interval (2nd/3rd).		Learner guided to transpose melodies up/down by an interval.	Curriculum Design (2024) pg 6; Manuscript paper	Written exercise	
	6			By the end of the lesson, the learner		Learner guided to transpose	Curriculum Design (2024) pg	Written exercise	

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				should be able to transpose music to a given interval (4th/5th).		melodies up/down by larger intervals.	6; Manuscript paper		
4	1			By the end of the lesson, the learner should be able to transpose music an octave up/down.		Learner guided to transpose melodies an octave apart.	Curriculum Design (2024) pg 6; Manuscript paper	Written exercise	
	2			By the end of the lesson, the learner should be able to transpose music from treble to bass staff.		Learner guided to transpose melodies between staves (maintaining pitch).	Curriculum Design (2024) pg 6; Manuscript paper	Written exercise	
	3			By the end of the lesson, the learner should be able to transpose music from bass to treble staff.		Learner guided to transpose melodies between staves.	Curriculum Design (2024) pg 6; Manuscript paper	Written exercise	
	4			By the end of the lesson, the learner should be able to transpose music to a given key.		Learner guided to transpose melodies to keys C, G, F, D, A, Bb, Eb.	Curriculum Design (2024) pg 6; Manuscript paper	Written exercise	
	5		**1.4 Setting Text to Music**	By the end of the lesson, the learner should be able to outline the process of setting Kiswahili text.	How are pitches assigned to words?	Learner guided to discuss syllabic division and accents in Kiswahili.	Curriculum Design (2024) pg 8; Kiswahili texts	Discussion	
	6			By the end of the lesson, the learner should be able to establish text-	How does text dictate composition ?	Learner guided to recite text to establish	Curriculum Design (2024) pg 8; Selected text	Practical	

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				melody relationships.		intonation and inflection.			
5	1			By the end of the lesson, the learner should be able to select text on pertinent issues.		Learner guided to select text on issues like financial literacy or health.	Curriculum Design (2024) pg 8; Resource materials	Selection	
	2			By the end of the lesson, the learner should be able to assign rhythm to text.		Learner guided to choose time signature and assign note values.	Curriculum Design (2024) pg 9; Manuscript paper	Composition	
	3			By the end of the lesson, the learner should be able to assign pitch to text (Melody).		Learner guided to add pitches paying attention to contour and range.	Curriculum Design (2024) pg 9; Manuscript paper	Composition	
	4			By the end of the lesson, the learner should be able to use word painting.		Learner guided to incorporate word painting techniques.	Curriculum Design (2024) pg 9; Manuscript paper	Composition	
	5			By the end of the lesson, the learner should be able to write music in staff notation.		Learner guided to notate the composed song.	Curriculum Design (2024) pg 9; Manuscript paper	Written task	
	6			By the end of the lesson, the learner should be able to perform the composed song.		Learner guided to perform the song before an audience.	Curriculum Design (2024) pg 9; Performance space	Performance	
6	1		**1.5 Two-Part Harmony**	By the end of the lesson, the learner should be able to outline guidelines	What do you consider when	Learner guided to listen to 2-part passages to	Curriculum Design (2024) pg 11; Audio clips	Oral questions	

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				for two-part harmony.	adding a 2nd part?	identify guidelines.			
	2			By the end of the lesson, the learner should be able to distinguish harmonic intervals.	How can intervals be utilized?	Learner guided to distinguish consonant and dissonant intervals.	Curriculum Design (2024) pg 11; Instruments	Aural test	
	3			By the end of the lesson, the learner should be able to compose a second part (Consonants).		Learner guided to add a second part using consonant intervals.	Curriculum Design (2024) pg 11; Manuscript paper	Composition	
	4			By the end of the lesson, the learner should be able to compose a second part (Motion).		Learner guided to use contrary and similar motion.	Curriculum Design (2024) pg 11; Manuscript paper	Composition	
	5			By the end of the lesson, the learner should be able to score two-part harmony.		Learner guided to score passages on the treble stave with appropriate stemming.	Curriculum Design (2024) pg 11; Manuscript paper	Written exercise	
	6			By the end of the lesson, the learner should be able to record 2-part music.		Learner guided to record the music using a digital device.	Curriculum Design (2024) pg 11; Digital recorder	Portfolio	
7	1		**1.6 Music Notation Software**	By the end of the lesson, the learner should be able to identify notation software.	How is notation software useful?	Learner guided to watch demos of software (MuseScore, Sibelius).	Curriculum Design (2024) pg 13; Computers/Internet	Identification	
	2			By the end of the lesson, the learner should be able to		Learner guided to navigate selected	Curriculum Design (2024) pg 13; Computers	Practical task	

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				navigate music software.		software to view tools.			
	3			By the end of the lesson, the learner should be able to key in music.		Learner guided to use software to key in melodies.	Curriculum Design (2024) pg 13; Computers	Practical task	
	4			By the end of the lesson, the learner should be able to edit keyed-in music.		Learner guided to edit music using the software.	Curriculum Design (2024) pg 13; Computers	Practical task	
	5			By the end of the lesson, the learner should be able to save/convert files.		Learner guided to save files in midi, print, and audio formats.	Curriculum Design (2024) pg 13; Computers	Practical task	
	6		**1.7 Dance Production**	By the end of the lesson, the learner should be able to describe elements of dance.	How are costumes used in dance?	Learner guided to watch dances and discuss elements (Body, Action, Space).	Curriculum Design (2024) pg 15; Video clips	Oral discussion	
8	**MID-TERM**	**MID-TERM BREAK**	**MID-TERM BREAK**	**MID-TERM BREAK**	**MID-TERM BREAK**	**MID-TERM BREAK**	**MID-TERM BREAK**	**MID-TERM BREAK**	**MID-TERM**
9	1			By the end of the lesson, the learner should be able to improvise props.		Learner guided to source materials to improvise props.	Curriculum Design (2024) pg 15; Local materials	Project work	
	2			By the end of the lesson, the learner should be able to design costumes.		Learner guided to choose a theme and design appropriate costume.	Curriculum Design (2024) pg 15; Sketchbook	Design	
	3			By the end of the lesson, the learner should be able to		Learner guided to discuss the	Curriculum Design (2024) pg 15; Textbooks	Oral questions	

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				describe choreography.		concept of choreography.			
	4			By the end of the lesson, the learner should be able to select multimedia effects.	How can multimedia enhance dance?	Learner guided to watch demos on lighting and sound effects.	Curriculum Design (2024) pg 15; Videos	Observation	
	5	**2.0 Performing**	**2.1 Kenyan Folk Songs**	By the end of the lesson, the learner should be able to describe characteristics of Kenyan folk songs.	Why are folk songs important?	Learner guided to listen/watch performances and discuss characteristics.	Curriculum Design (2024) pg 19; Audio/Video	Oral discussion	
	6			By the end of the lesson, the learner should be able to select a folk song.		Learner guided to source and select a song with appropriate theme.	Curriculum Design (2024) pg 19; Archive/Internet	Selection	
10	1			By the end of the lesson, the learner should be able to source instruments/costumes.		Learner guided to source for instruments and costumes for the song.	Curriculum Design (2024) pg 19; Realia	Project work	
	2			By the end of the lesson, the learner should be able to take up roles.		Learner guided to assign roles (soloist, instrumentalist, group).	Curriculum Design (2024) pg 19; Group work	Role play	
	3			By the end of the lesson, the learner should be able to rehearse the folk song.		Learner guided to carry out rehearsals observing etiquette.	Curriculum Design (2024) pg 19; Rehearsal space	Observation	
	4			By the end of the lesson, the learner		Learner guided to perform the	Curriculum Design (2024) pg	Performance	

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				should be able to perform the folk song.		song before an audience.	20; Performance space		
	5	**REVISION**	**Revision**	By the end of the lesson, the learner should be able to revise Strand 1.1-1.3 concepts.		Review of Rhythm, Melody, and Transposition.	Past papers	Written Practice	
	6	**REVISION**	**Revision**	By the end of the lesson, the learner should be able to revise Strand 1.4-1.6 concepts.		Review of Text setting, Harmony, and Software.	Past papers	Written Practice	
11	1	**REVISION**	**Revision**	By the end of the lesson, the learner should be able to revise Strand 1.7 & 2.1 concepts.		Review of Dance Production and Folk Songs.	Past papers	Written Practice	
	2	**ALL**	**END TERM**	**END TERM ONE ASSESSMENT**		**END TERM ONE ASSESSMENT**		**EXAMS**	**ASSESSMENT**