

Curriculum Design

Music Grade Three

Strand	Sub -Strand	Specific Learning Outcomes Question(s)	Suggested Learning Experiences	Key Inquiry
1.0 PERFORMING	1.1 Songs (7 lessons)	<p>By the end of the of the sub-strand the learner should be able to:</p> <ul style="list-style-type: none"> a) identify and name different types of songs performed for different purposes in the community for awareness, b) sing a variety of age appropriate songs in unison paying attention to accuracy in pitch and rhythm for enjoyment and self-expression, e) sing all verses of the Kenya national anthem in English and/or Kiswahili with proper etiquette for patriotism, cohesion and peaceful coexistence, d) sing 3-part rounds, keeping to the respective parts for enjoyment e) execute the elements of music while singing for effective communication, n use vocal techniques in singing a variety of songs for effective communication, g) express ideas, feelings and emotions through singing for self-expression, 	<ul style="list-style-type: none"> s Learners are guided to listen and watch a variety of live or recorded songs and be probed to identify occasions when the songs were performed. • Learners sing various types of songs: Kenyan folk songs, lullabies, patriotic songs, action songs, sacred songs and topical songs on pertinent and contemporary issues in unison paying attention to accuracy in pitch, rhythm and words « Learners are guided in watching/listening to live or recorded performance of the three verses of the Kenyan national Anthem with keen interest in posture and text » Learners are guided in singing all the verses of the Kenya National Anthem in English and or Kiswahili paying attention to posture and appropriate etiquette • Learners are guided in groups and individually to sing 3-part rounds paying attention to entries and keeping to their respective parts 	<ol style="list-style-type: none"> 1. During which occasions do you sing? 2. When is the national anthem sung'? 3. How should we behave when singing the national anthem? 4. What are the messages in the songs you sing? 5. What variations can one make as they sing to the song interesting?

While singing learners are guided in applying tools and techniques of musicianship such as good posture, breathe control, diction and voice projection.

		<p>h) perform songs individually and in groups for enjoyment</p> <p>i) sing songs with co-ordinated body movements for self-expression,</p> <p>j) appreciate the importance of singing songs from diverse cultures and time,</p> <p>k) record own and others performances using electronic devices for appreciation and digital literacy.</p>	<ul style="list-style-type: none"> • In groups and individually, learners are guided in singing a variety of songs paying attention to the elements of music such as beat, rhythm and pitch • In pairs, groups or as a class, learners discuss the importance of singing songs from diverse sources. • Learners are guided to perform familiar songs in pairs or in groups employing the expressive elements of music • Learners sing songs with coordinated body movement. • In groups and individually, learners are guided to record own and others performances using electronic devices 	
<p>Core Competences to be developed:</p>				
<p>Communication and Collaboration, Creativity and Imagination, Critical thinking and Problem solving, Self efficacy · Digital literacy</p> <p>Link to PCIs: Education for Sustainable Development- songs on types of waste, Life-skills-skills of knowing and living with oneself and skills of living and knowing others-self-esteem, self-awareness, coping with emotions, effective communication interpersonal relationships, assertiveness</p>		<p>Communication and Collaboration, Creativity and Imagination, Critical thinking and Problem solving, Self efficacy · Digital literacy</p> <ul style="list-style-type: none"> • Visits to music and cultural centres • Visiting the elderly to learn different types of songs 		
<p>enhanced through singing types of songs</p>				
<p>Service learning and parental involvement-Community involvement-songs depicting different cultures.</p> <p>Citizenship-Patriotism-The Kenya National Anthem</p> <p>Links to other activity areas : Environmental studies, Language activities, Health and nutrition, Religious activities</p>				

Suggested Non formal Activity to support learning:

- Performing during various school events, Kenya music festivals

Link to Values: Respect, Responsibility, Unity, Patriotism, Peace, Social Justice and Integrity

Suggested Community Service Learning activities:

- Performing on topical issues during different activities in the community
- Suggested assessment:** Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric

Suggested Resources

- Audio-visual excerpts of relevant music
- Musical instruments
- Print music material- Music scores, song books
- Resource persons
- Recording devices

Assessment Rubrics	Meeting expectations	Approaching expectations	Below expectations
<p>Exceeding expectations Appropriately identifies different types of songs and describes their purposes</p> <p>Exemplarily sings a variety of age appropriate songs in unison paying attention to accuracy in pitch and rhythm and effectively uses vocal techniques</p> <p>Accurately sings all verses of the Kenya National Anthem in English and/or Kiswahili with appropriate posture</p>	<p>Meeting expectations Identifies different types of songs and states their purposes</p> <p>Sings a variety of age appropriate songs in unison paying attention to accuracy in pitch and rhythm and uses vocal techniques</p> <p>Sings the verses of the Kenya National Anthem in English and/or Kiswahili with appropriate posture</p>	<p>Approaching expectations Identifies some types of songs but may not state their purposes</p> <p>Sings a variety of age appropriate songs in unison with inaccuracies in pitch and rhythm and uses vocal techniques</p> <p>Sings at least one verse of the Kenya national anthem in English and/or Kiswahili</p>	<p>Below expectations Exhibits difficulty identifying different types of songs and their purposes</p> <p>Sings age appropriate songs with inaccuracies in pitch and rhythm rarely using vocal techniques</p> <p>Exhibits difficulty singing the Kenya National Anthem in English and/or Kiswahili</p>

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	1.2 Singing games (5 lessons)	<p>By the end of the of the sub-strand the learner should be able to:</p> <p>a) perform various singing games drawn from local and other cultures for enjoyment,</p> <p>b) apply the aspects of singing, movement, game, props and costumes in performing singing games for enjoyment,</p> <p>c) performs singing games with coordinated body movements for aesthetic effect,</p> <p>d) perform singing games while observing own and</p>	<p>« Learners are guided to watch a variety of live or recorded singing games from the locality and from other cultures</p> <p>« Learners perform age-appropriate singing games with game aspects, movements and proper use of props used and costumes observing own and others safety</p> <p>« Learners practice singing games with coordinated body movements</p> <p>« Practice and performance could be done in pairs and in groups to encourage team work and responsibility</p> <p>« Learners are guided to observe safety</p>	<p>1. What songs do you sing during play?</p> <p>2. What roles do you like taking when performing singing games?</p> <p>3. What are some of the materials or objects while playing and singing?</p> <p>4. Which games can we play as we sing?</p> <p>5. Why do we need others while performing singing games?</p>

Core Competences to be developed:

Class	Skill / Skill	Expected Learning Outcomes	Suggested Learning Activities	Key Learning Experiences
<p>others safety, while performing singing games</p> <p>e) practice game etiquette for</p>		<p>0) integrity</p> <p>1) share available resources during the performance of singing games for equity,</p> <p>2) appreciate and enjoy performing singing games from diverse cultures.</p>	<p>Individually and in groups, learners observe game etiquette and share available resources equitably while performing singing games</p> <p>« Learners are encouraged to take up leadership roles in turns in singing games</p> <p>« Learners search for diverse singing games online</p> <p>« Learners are guided in performing singing games drawn from diverse cultures</p>	<ol style="list-style-type: none"> 1. When using singing games... 2. When using the game... 3. When not using... 4. When using... 5. When using...
<p>Communication and Collaboration, Creativity and Imagination, Critical thinking and Problem solving</p>				

<p>Link to PCIs: Education for Sustainable Development- singing games touching on waste management Service learning and parental involvement-Community involvement-songs depicting different cultures, Citizenship: Patriotism-performing singing games from diverse cultures in Kenya</p>	<p>Link to Values: Respect, Responsibility, Integrity and Love</p>
<p>Education for sustainable Development: Disaster risk reduction-topical singing games Links to other Activity areas: Language activities, Environmental activities, Mathematical activities</p>	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> • Performing during different community activities with parental guidance
<p>Suggested Non formal Activity to support learning:</p> <ul style="list-style-type: none"> • Performing during various school events, Kenya music festivals • Interacting with other during play in the community • Visiting local communities and learning singing games from other children in the community 	<ul style="list-style-type: none"> • Performing and entertaining in a children's/elderly home <p>Suggested assessment: Oral/aural questions, portfolio, observation, check lists. adjudication using performance rubric</p>
<p>Suggested Resources</p> <ul style="list-style-type: none"> • Costumes and props • Audio-visual excerpts of relevant music • Resource persons • ICT resources • Internet 	

Assessment Rubrics

Assessment Rubrics	Meeting expectations	Approaching expectations	Below expectations
Exceeding expectations Confidently and effectively performs various singing games drawn from diverse cultures applying the aspects of singing, movement, props and costumes and coordinated body movements	Meeting expectations Performs various singing games drawn from diverse cultures applying the aspects of singing, movement, props and costumes	Approaching expectations Performs some singing games drawn from some cultures applying some aspects of singing, movement, props and costumes	Below expectations Lacks the skills of performing singing games drawn for diverse cultures

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
	1.3 Musical Instruments (4 lessons)	By the end of the of the sub-strand the learner should be able to: a) identify and name different music making, b) identify string instruments preparation for improvisation, demonstrate the skills of playing string instruments to improve performance, d) use locally available materials to make improvised string instruments to enhance creativity, e) use improvised string instruments to accompany song for enjoyment, f) use improvised percussion, wind and string instruments in	« Learners listen to and watch audio-visual recordings/pictures of instruments and are guided in identifying the instruments visually and aurally « playing of different string instruments holding, plucking/striking, bowing and strumming « In groups and individually learners are guided to improvise different string instruments (mouth bows, ground bows and fiddles) while observing own and others safety « Learners are guided in proper maintenance, care and storage of string instruments « Learners accompany familiar songs using improvised string instruments such as mouth bows, ground bows and fiddles « Learners play improvised percussion, wind and string instruments in an ensemble each trying out different string instruments	1. Which methods are used in playing string instruments? 2. Which instruments are played by bowing/string/pluck 3. Which parts of the body do you use when playing string instruments? 4. Which locally available materials can you use to improvise string instruments!

an ensemble for enjoyment,

Learners use digital devices to play and take

		<p>g) use digital devices to record and play virtual string instruments for enjoyment and digital literacy.</p>	<p>pictures/videos of the string instruments.</p> <ul style="list-style-type: none"> Learners use internet resources for further research on string instruments 	
<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Digital literacy, Critical thinking and Problem solving, Self-efficacy</p> <p>Link to PCIs: Education for Sustainable Development- waste management, environmental awareness as they identify locally available materials to improvise instruments</p> <p>Life skills: Skills of knowing and living with oneself- Self-awareness and self-esteem, skills of knowing and living with others- friendship formation- as they play musical instruments</p> <p>Links to other Activity areas : Environmental activities, Language activities, Mathematical activities</p>		<p>Link to Values: Respec, Responsibility, Integrity and Love</p>		
<p>Suggested Non formal Activity to support learning:</p> <ul style="list-style-type: none"> Performing during various school events (assembly, parents day), Kenya music festivals Visits to music and cultural centres to experience real percussion, wind and string musical instruments Holding talent shows in school inviting parents to participate <p>Suggested Resources</p> <ul style="list-style-type: none"> Audio-visual excerpts of Music featuring instruments Audio-visual equipment Musical instruments Charts/pictures Locally available materials for improvising instruments Resource persons 		<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> Collection of materials from the local environment for use in improvising instruments Learners should be encouraged to use improvised musical instruments to accompany singing in places of worship or other performances in the community <p>Suggested assessment: Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric</p>		
<p>Suggested Non formal Activity to support learning:</p> <ul style="list-style-type: none"> Performing during various school events (assembly, parents day), Kenya music festivals Visits to music and cultural centres to experience real percussion, wind and string musical instruments Holding talent shows in school inviting parents to participate <p>Suggested Resources</p> <ul style="list-style-type: none"> Audio-visual excerpts of Music featuring instruments Audio-visual equipment Musical instruments Charts/pictures Locally available materials for improvising instruments Resource persons 				

Assessment Rubrics	Meeting expectations	Approaching expectations	Below expectations
<p>Exceeding expectations Accurately identifies and names different string instruments used to accompany singing and dancing through observation and listening to the sounds produced by the instrument</p> <p>Imaginatively and creatively improvises accompaniment to songs and dances using string instruments</p>	<p>Meeting expectations Identifies and names different string instruments used to accompany singing and dancing through observation and listening to the sounds produced by the instrument</p> <p>Improvises accompaniment to songs and dances using string instruments</p>	<p>Approaching expectations Identifies and names a few string instruments used to accompany singing and dancing through observation and listening to the sounds produced by the instrument</p> <p>Improvises accompaniment to some songs and dances using string instruments</p>	<p>Below expectations Inaccurately names string instruments used to accompany singing and dancing</p> <p>Has difficulty improvising accompaniment to songs and dances using string instruments</p>

Strand	Sub-strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	1.4 Dance (5 lessons)	<p>By the end of the of the sub-strand the learner should be able to:</p> <p>a) use body movements that are part of daily experience in a variety of ways in dance for enjoyment,</p> <p>b) use dance to express ideas, feelings, and emotions for self-involving expression, movements can be</p> <p>c) use body zones and body parts appropriately in response to music.</p> <p>d) apply locomotor and non-locomotor movements when</p>	<p>« Learners are exposed to various relevant live performances and recordings of dances from ICT devices for experience and appreciation occasions</p> <p>« Learners are guided to identify and use day-to-day activities related to dance movements such as waving, swaying, hand-shaking and digging in executing dance movements</p> <p>• Learners are guided on the use of different</p>	<p>1. Which dances are performed by the communities around you?</p> <p>2. During which occasions are these dances performed?</p> <p>3. What activities of the body are commonly used in dance?</p> <p>4. Which parts of the body are commonly used in dance?</p>

locomotor/axial movements
imaginatively to create own dance,

body zones and body parts to express
ideas, feelings, and emotions in dance

dancing?

		<p>e) observe basic elements of dance in a dance performance for effective execution of dance,</p> <p>f) practice etiquette during dance performance for integrity,</p> <p>g) perform appropriate simple dances from diverse cultures for appreciation and enjoyment,</p> <p>h) appreciate and enjoy performing different cultural dances for cultural preservation,</p> <p>i) use digital devices to learn and record various dances for digital literacy and enjoyment.</p>	<ul style="list-style-type: none"> • Learners are guided in using locomotor and non locomotor/axial movements in creating own dance movements • Learners are guided in the use of dance elements such as space, time, energy and relationship with others in dance. • Learners practice dance while observing own and others safety • Pair and group dance sessions could be used to enhance cooperation, teamwork and dance etiquette • Learners perform dances from diverse cultures for enjoyment 	
<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Critical thinking and Problem solving, Digital Literacy, self-efficacy</p> <p>Link to PCIs: Service learning and parental involvement-Community Unity involvement-dances from different cultures. Life skills-skills of knowing and living with oneself- self-awareness, self-esteem through dance performance</p>		<p>Link to Values: Respect, Responsibility, Patriotism, Peace and</p>		
<p>Citizenship: Patriotism, social cohesion- performing dances</p> <p>Links to other Activity areas: Movement, Environmental studies, Language activities, Mathematical activities</p>		<p>Suggested Community Service Learning activities: Participate in dance events in the community such as places of worship and family functions.</p>		
<p>Suggested Non formal Activity to support learning:</p> <ul style="list-style-type: none"> • Performing during various school events, Kenya music festivals 2. Visits to music and cultural centres 3. Interaction with performing artists in the community (if available) 		<p>Suggested assessment: Oral/aural questions, portfolio, observation, check liss. adjudication using performance rubric</p>		

Suggested Resources

1. Excerpts of dance from ICT devices
2. Musical instruments
3. Costumes and decor
4. Resource persons
5. Locally available materials for improvising instruments
6. ICT devices

Assessment Rubrics	Approaching expectations	Approaching expectations	Approaching expectations
<p>Exceeding expectations Demonstrates exemplary use of body movements that are part of daily experience, expresses ideas, feelings and emotions with a high degree of effectiveness in a variety of ways in dance</p> <p>Creatively applies locomotor and non-locomotor/axial movements with effective use of dance elements in performance of traditional dances from the locality</p>	<p>Meeting expectations Uses body movements that are part of daily experience, expressing ideas, feelings and emotions with a considerable degree of effectiveness in a variety of ways in dance</p> <p>Applies locomotor and non-locomotor/axial movements with considerable effective use of dance elements in performance of traditional dances from the locality</p>	<p>Approaching expectations Demonstrates limited use of body movements that are part of daily experience in a variety of ways in dance</p> <p>Applies some locomotor and non-locomotor/axial movements with limited effectiveness in the use of dance elements in performance of traditional dances from the locality</p>	<p>Below expectations Has difficulty using body movements that are part of daily experience with inaccurate expression of ideas, feelings and emotions in a variety of ways in dance</p> <p>Applies some locomotor and non-locomotor/axial movements with difficulty in a relatively uncoordinated manner in the performance of dances from the locality</p>

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 CREATING/ COMPOSING MUSIC	2.1 Rhythm (4 lessons)	<p>By the end of the of the sub-strand the learner should be able to:</p> <p>a) improvise rhythmic accompaniment to familiar songs using body percussion and other instruments for enjoyment,</p> <p>b) create own simple rhythmic patterns using body percussion and other improvised percussions for creativity and imagination,</p> <p>e) use digital devices for creating rhythmic accompaniment to familiar songs for enjoyment.</p>	<ul style="list-style-type: none"> « Learners are guided to express pulse of familiar songs by tapping/clapping/stamping. « Learners clap/tap/ rhythms to familiar songs. « Learners are guided to clap/ap rhythms with short and long sounds and silences « A learner plays a short rhythm on a drum or objects around and the others imitate. • In pairs or in groups, learners create own repetitive rhythmic patterns using body percussions or other percussion instruments. « Learners are guided in using digital devices to create, record and playback own created accompaniment to familiar songs. 	<ol style="list-style-type: none"> 1. What is a beat? 2. How can you create your own rhythms using your body? 3. How can familiar rhythmic patterns be made more interesting'! 4. How can you vary the rhythm of a familiar song'?
<p>Core Competences to be developed:</p> <p>Communication and Collaboration, Creativity and Imagination, Critical thinking and Problem solving, Digital literacy</p> <p>Link to PCIs: Education for Sustainable Development – waste management use of locally available materials</p> <p>Life Skills Education: Skills of knowing and living with oneself-self-esteem,</p>			<p>Link to Values: Respect, Responsibility, Unity and Patriotism of</p>	

Decision making-creative thinking as they record and review own compositions

<p>Links to other Activity areas: Environmental activities, Mathematics activities, Language activities</p>	<p>Suggested Community Service Learning activities:</p> <ul style="list-style-type: none"> « Participating in religious and other community activities by playing percussion instruments
<p>Suggested Non formal Activity to support learning:</p> <ul style="list-style-type: none"> • Providing rhythmic accompaniment to singing during various school events <p>Suggested Resources</p> <ul style="list-style-type: none"> « Percussion instruments « ICT tools such computers, audio/video recorders « Sounds from the environment (animals, machines etc) • Existing rhythmic work « Resource persons 	<p>Suggested assessment: Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric</p>

Assessment Rubrics	Meeting expectations	Approaching expectations	Below expectations
<p>Exceeding expectations Creatively and imaginatively improvises and creates rhythmic accompaniment to simple songs combining short and long sounds and silences</p>	<p>Meeting expectations Improvises and creates rhythmic accompaniment to simple songs combining short and long sounds and silences</p>	<p>Approaching expectations Improvises and creates rhythmic accompaniment to simple songs with some inaccuracies</p>	<p>Below expectations Exhibits difficulty in creating rhythmic accompaniment to songs</p>

Strand	Sub -Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	<p>2.2 Melody (4 lessons)</p>	<p>By the end of the of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> identify melodic variations in familiar simple tunes demonstrating an awareness of pitch and rhythm, create melodic variations to familiar tunes in preparation for composition, apply variations of tempo and dynamics to familiar songs for enjoyment, use new words to a familiar tune for effective communication, create own melodic patterns from differently pitched objects to enhance creativity, use digital devices and recording own created melodic patterns for digital literacy and presentation to other for discussions. 	<ul style="list-style-type: none"> • Familiar tunes are played/sang with some melodic variations and learners guided to identify the variations • Learners should be guided to sing familiar tunes (4 to 8 bars long), introducing melodic variations <ul style="list-style-type: none"> « In groups learners are guided to sing familiar songs, introducing tempo and dynamic variations « Learners are guided to create and use new appropriate text to familiar tunes. • Learners are guided to create melodic patterns from differently pitched objects such as voice and tuned percussion (c.g. bottles filled with water to different levels or two-tone wood blocks) • Individually and in groups learners perform their compositions to the rest of the class and as a group discuss the compositions. <ul style="list-style-type: none"> « Learners use digital devices to create and record own melodic patterns and discuss giving ideas for modification. 	<ol style="list-style-type: none"> Which variations can be introduced in a song to make it more interesting? Which songs are performed loudly or softly? Why are songs performed slowly or fast? Which tunes can be performed to different words?

<p>Core Competences to be developed: Communication and Collaboration, Creativity and Imagination, Critical thinking and Problem solving · Learning to learn, Self -efficacy</p> <p>Link to PCIs: Life skills: Decision making skills-, Critical thinking Creative Integrity thinking, decision making in composing</p> <p>Link to Values: Respect, Responsibility, Unity and</p>	
<p>Links to other Activity areas : Language Activities, math activities, environmental activities</p>	<p>Suggested Community Service Learning activities:</p> <p>Performing during community events</p> <p>Suggested assessment: Oral/aural questions, portfolio, observation, check lists, adjudication using performance rubric</p>
<p>Suggested Non formal Activity to support learning:</p> <ul style="list-style-type: none"> « Performing during various school events, Kenya music festivals « Singing in church and other family/community events « Performing own compositions at home and getting feed-back from family members 	
<p>Suggested Resources</p> <ul style="list-style-type: none"> • Melodie instruments • Excerpts of short melodies « ICT devices 	

Assessment Rubrics			
Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<p>Accurately identifies melodic variations in familiar and other tunes, varies the tempo and dynamics (4 to 8 bars long) and creates new text to familiar tunes</p> <p>Creatively and imaginatively combines low and high sounds in creating melodic patterns using objects</p>	<p>Identifies melodic variations in familiar tunes</p> <p>Combines low and high sounds in creating melodic patterns using objects with considerable level of creativity</p>	<p>Identifies some melodic variations in familiar tunes</p> <p>Combines a limited range of low and high sounds in creating melodic patterns using objects</p>	<p>Shows difficulty in identifying melodic variations in familiar tunes</p> <p>Exhibits difficulty in combining low and high sounds in creating melodic patterns using objects</p>

Strand	Sub -strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 LISTENING AND RESPONDING	3.1 Elements of Music (4 lessons)	<p>By the end of the of the sub-strand the learner should be able to:</p> <ul style="list-style-type: none">a) express initial personal reactions to musical performances for self-expression,b) distinguish and categorise sounds heard for aural discrimination,e) relate selected music to personal experience/story/event for emotional expressiond) imitate short melodies with accuracy in pitch and rhythm for aural development,e) use appropriate terminology in explaining/discussing	<ul style="list-style-type: none">« Learners listen to recorded/live music and probed to give their personal reactions to the music such as sad, happy« Learners listen to sounds/music and are guided in distinguishing and categorising the sounds as speaking voice, singing voice, adult voice, and child voice, female and male voice.« Learners listen to live/recorded music and talk about it in relation to their experiences/events/stories„ Short melodies played and learners asked to imitate them paying attention to pitch and rhythm« Learners are guided to talk about	<ul style="list-style-type: none">1. What does the music make you think about?2. How does it make you feel?3. When do you feel like listening to certain types of music?4. What is the difference between the voice of an adult and of a child?5. How does the voice of a female compared to a male sound like?

Core Competences to be developed:

Week	Full school	Specific Learning Outcomes	Suggested Reading/Activities	Key Learning Questions
<p>Music</p> <p>Communicative</p> <p>Listening</p> <p>Music</p> <p>ICT</p> <p>Communication and Collaboration, Creativity and Imagination, Critical thinking and Problem solving. Digital literacy.</p>	<p>All elements of Music</p> <p>(1. hours)</p>	<p>ve music they listen to in relation to the communication, basic music elements; ranges in</p> <p>relate specific music to appropriate events in the community,</p> <p>g listen and discuss music heard from ICT devices for effective communication.</p>	<p>dynamics; repetition and their effects</p> <p>« Learners sing familiar topical songs (health, environment, peaceful coexistence etc) with appropriate expressions and movements that illustrate focused listening</p> <p>” Learners are guided to discuss music from ICT devices in terms of the message conveyed and feelings evoked</p>	<ol style="list-style-type: none"> 1. What does the music tell you about the world? 2. How does it tell you about the world? 3. What do you think the lyrics are saying? 4. What is the message of the music? 5. How does the music tell you about the world?
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