

GRADE 10 MUSIC & DANCE LESSON PLANS FOR TERM 1

WEEK 1: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	Grade 10	Music & Dance			

Strand: 1.0 Foundations

Sub Strand: 1.1 Rhythm

Specific Learning Outcomes:

By the end of the lesson, the learner should be able to explain the rhythmic concept of the semiquaver.

Key Inquiry Question(s):

How do triplets feature in simple time? (General inquiry for the sub-strand)

Core Competencies, Values, PCIs:

Communication and Collaboration: discussing rhythmic patterns.

Critical Thinking: analyzing note values.

Values: Unity in rhythmic performance.

Learning Resources:

Curriculum Design (2024) pg 1

Audio recordings

Sheet music examples

Organization of Learning:

Introduction (5 minutes):

Review the concept of the quaver (half beat) and the crotchet (one beat).

Play a short audio clip featuring fast-paced rhythmic passages.

Lesson Development (30 minutes):

Step 1: Introduce the semiquaver. Explain that it is half the value of a quaver, meaning four semiquavers make one crotchet beat. * **Step 2:** Guide learners to listen to selected songs or excerpts that feature semiquavers prominent.

Step 3: Guide learners to aurally recognize the sound of four semiquavers grouped together (often sounded as "ta-fa-te-fe").

Step 4: Practice clapping the rhythm of semiquavers against a steady beat.

Conclusion (5 minutes):

Review the relationship between a crotchet, quaver, and semiquaver.

Assessment: Oral questions on note values.

Extended Activities:

Learners to find a song in their playlist that uses fast semiquaver runs.

Teacher Self-Evaluation:

WEEK 1: LESSON 2