

# GRADE 10 MUSIC & DANCE SCHEMES OF WORK FOR TERM 1

NAME OF THE TEACHER:.....

SCHOOL:..... YEAR:.....

| Wee<br>k | Lesso<br>n | Strand             | Sub-strand | Specific Learning<br>Outcomes                                                                           | Key<br>Inquiry<br>Questions             | Learning<br>Experiences                                                         | Learning<br>Resources                           | Assessment       | Reflection |
|----------|------------|--------------------|------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------|------------------|------------|
| 1        | 1          | 1.0<br>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 rhythms with                      |                                         | Learner guided to compose original rhythms incorporating triplets.              | Curriculum Design (2024) pg 1; Manuscript paper | Composition      |            |

| Week | Lesson | Strand | Sub-strand                      | Specific Learning Outcomes                                                                                     | Key Inquiry Questions              | Learning Experiences                                                                | Learning Resources                              | Assessment     | Reflection |
|------|--------|--------|---------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------|----------------|------------|
|      |        |        |                                 | 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      |        | <b>1.2 Melody in Major Keys</b> | 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 scalar 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 melody with devices.                  | How can unity/variety be achieved? | Learner guided to compose melodies incorporating devices with appropriate phrasing. | Curriculum Design (2024) pg 4; Manuscript paper | Composition    |            |