

**SCHEME OF WORK 2015
YEAR 5**

WEEK	Topic	Objectives	COTS	Moral values	Suggestions of activities	REMARKS
1 (5/1 – 9/1)	Making melodies	1.2 Listen to phrasing of the prelude, interlude and finale.	Describe music in terms of phrasing Identify sequential melodic phrases in the prelude, interlude and finale.	Appreciate local ethnic music as part of our history and cultural roots.	1. Learn the intervals of a pentatonic scale. 2. Writing their own pentatonic scale based on the given notes. 3. Sing the collage of the song ‘Birdcatcher’s Song’. 4. Sing the lyric of the song with keyboard accompaniment. 5. Identify the number of bars for the prelude, interlude and finale. 6. Pupils answer the questions based on prelude, interlude and finale. (pg 4 and 5)	6/1/2015: Swimming Class 1 7/1/2015: House meeting
2 (12/1 – 16/1)	Making melodies: Melodic Variations	1.2 Listen to sequential phrases.	Identify sequential melodic phrases in music to create variations. Identify similar rhythmic patterns	Co-operation in groups	1. Singing melodic variations through hand signs and imitation. 2. Sing the melodic variations in pg 6. 3. Group work: Use any 3 methods from pg 6 to create different melodies from the given melody. (pg 7) 4. Present their works in class. 5. Play F sharp and C sharp using different rhythmic pattern. 6. Play G major scales.	
3 (19/1 – 23/1)	Making melodies: melodic variations	1.5 Listen to musical cultures and styles of an art song in Western cultures.	Appreciate narrative and dramatic music	Enjoy listening to art song	1. Sing the collage and lyric of ‘The Trout’. 2. Sing with keyboard’s accompaniment. Identify the	14/1: Read Run Practice

1

					prelude and finale in the accompaniment. 3. Identify and describe the use of melodic variation in the song. 4. Read article about art song. (pg 9) 5. Listen to the original version of ‘The Trout’ (Duo Forcella) and answer some questions. (pg 9) 6. Play G major on the recorder. 7. Play ‘The Trout’ phrase by phrase.	
4 (26/1 – 31/1)	Making melodies: creative corner	1.5 Listen to musical cultures and styles of a English traditional song in Western cultures.	Appreciate and describe different situations and emotions depicted in music Distinguish between the following characteristics: serious/ playful	Enjoy listening to art song and English traditional song	1. Play ‘The Trout’ on the recorder and sing in groups. Group 1: Play the recorder during the interlude and finale and clap the beat on the melody. Group 2: Clap the beat when there is the interlude and finale and sing the melody of the song. 2. Play D major scale on the recorder. 3. Sing the collage of ‘Donkey Riding’ (pg10). 4. Sing the lyric of the song in three stanzas. 5. Group work: use the composing	21/1: Read Run Practice 28/1: Trial Read Run 31/1: Read Run/ Replacement 1

Gcse Exam Scheme Of Work 2015 In Nigeria

Jin-Ying Zhang



Gcse Exam Scheme Of Work 2015 In Nigeria:

The book delves into Gcse Exam Scheme Of Work 2015 In Nigeria. Gcse Exam Scheme Of Work 2015 In Nigeria is a vital topic that must be grasped by everyone, from students and scholars to the general public. The book will furnish comprehensive and in-depth insights into Gcse Exam Scheme Of Work 2015 In Nigeria, encompassing both the fundamentals and more intricate discussions.

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 - Chapter 4: Gcse Exam Scheme Of Work 2015 In Nigeria in Specific Contexts
 - Chapter 5: Conclusion
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