



INDIAN SCHOOL AL WADI AL KABIR

**KG II**

**MUSIC SYLLABUS**





# APRIL - MYSELF

<u>DATE</u>	<u>NAME OF ACTIVITY</u>	<u>NAME OF ACTIVITY DONE (25-26)</u>	<u>TEACHING STRATEGY</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING OUTCOME</u>	<u>CG</u>	<u>TEACHING AIDS</u>
04/07/2026	Mary had a little lamb, twinkle twinkle, row row row your boat.	I am Special	<p>Start the class with teaching and ice breaker song line by line.</p> <p>Lyrics :</p> <p>I have eyes to see, I have ears to hear, I have a nose to smell, And a mouth to cheer!</p> <p>Action Integration:</p> <p>Point to each body part while singing</p> <p>Encourage children to mimic the teacher</p> <p>Repeat the song 2–3 times</p> <p>Use instruments to tap along with the rhythm</p>	<p>Self-Identification:</p> <p>Children will recognize and name themselves.</p> <p>Children will identify basic body parts (eyes, ears, hands, feet, mouth, nose).</p> <p>Musical Engagement:</p> <p>Children will sing simple songs about themselves with correct rhythm and melody.</p> <p>Children will use body movements (clapping, tapping, pointing) to accompany the song.</p>	<p>Cognitive/Language Outcomes:</p> <p>Will name at least 3–5 body parts.</p> <p>State their name and something about themselves (e.g., “I have two eyes”).</p> <p>Musical Outcomes:</p> <p>Will Sing a short “About Myself” song with guidance.</p>	C1.2 Creates and practices songs and rhythms in a variety of musical arrangements.	Flashcards- Of different body parts, instruments like the Tamborines and bottle shakes to tap to the beat.

14/4/26	This is me	Head shoulders, knees and toes.					
21/4/26	Whats you name?	Mary had a little lamb, twinkle twinkle.					
28/4/26	Revision of all songs.						
<b>CALENDER ACTIVITIES</b>	April 30 – RED DAY ASSEMBLY						



## MAY – MY FAMILY

<u>DATE</u>	<u>NAME OF ACTIVITY</u>	<u>NAME OF ACTIVITY DONE (25-26)</u>	<u>TEACHING STRATEGY</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING OUTCOME</u>	<u>CG</u>	<u>TEACHING AIDS</u>
05/05/2026	Im a little teapot , Mothers day song Mommy	People in my family	<p>Warm-Up (3–4 minutes)</p> <p>Greeting Song: Sing hello to each child by name. Example: “Hello [Child’s Name], how are you today? Clap your hands and say hooray!”</p> <p>Movement Activity: March, clap, or stomp to get children ready to sing.</p> <p>Introduction to Topic (2–3 minutes)</p> <p>Show flashcards or pictures of a home and ask: “What is this?” → “It’s a home!”</p> <p>“What rooms or things do you see in your home?”</p> <p>Introduce the song: “We are going to sing a song about our home!”</p>	<p>Recognition &amp; Identification: Children will identify family members (mom, dad, brother, sister, grandparents) and describe their home.</p> <p>Musical Engagement: Children will sing simple songs about family and home.</p> <p>Children will perform accompanying actions (clap, stomp, point, hug).</p> <p>Social-Emotional Development: Children will express love, pride, and</p>	<p>By the end of the lesson, children will be able to:</p> <p>Name at least 3–5 family members.</p> <p>Describe one thing about their home (e.g., house, room, garden).</p> <p>Sing a simple “My Family” or “My Home” song with rhythm and actions.</p> <p>Perform movements (clap, point, hug, wave) in sync with the song.</p> <p>Participate confidently in group singing and movement activities.</p>	C3.1 Makes choices while working with voices , instruments and arrangements used in music.	Flashcards or pictures of different parts of a home (bedroom, kitchen, garden, bathroom).

				<p>happiness about their family and home.</p> <p>Children will interact positively with peers during group singing and activities.</p>			
05/12/2026	Daddy finger family.	We are a happy family .					
19/5/26	My home song .	M is for mama and D is for daddy.					
26/5/26							
<b>CALENDER ACTIVITIES</b>	MAY 21 - BLUE DAY ASSEMBLY						



## July/Aug – MY CLASSROOM

<u>DATE</u>	<u>NAME OF ACTIVITY</u>	<u>NAME OF ACTIVITY DONE (25-26)</u>	<u>TEACHING STRATEGY</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING OUTCOME</u>	<u>CG</u>	<u>TEACHING AIDS</u>

08/04/2026	This is my classroom	My school is a place to learn.	<p>Warm-Up (3–4 min)</p> <p>Greeting Song: “Hello [Child’s Name], how are you today? Clap your hands and wave hooray!”</p> <p>Movement Activity: March, clap, or tap feet to music to get children ready to sing.</p> <p>Introduction (2–3 min)</p> <p>Show flashcards of classroom objects.</p> <p>Ask questions:</p> <p>“What do you see in our classroom?”</p> <p>“Where do we sit? Where do we play?”</p> <p>Introduce the song: “We are going to sing a song about our classroom!”</p>		<p>By the end of the lesson, children will be able to:</p> <p>Name at least 3–5 parts of the classroom.</p> <p>Sing a short “My Classroom” song with rhythm and actions.</p> <p>Perform movements like pointing, clapping, or marching along with the song.</p> <p>Show interest and confidence in participating in group activities.</p>	<p>C1.1 Expresses enthusiasm to create and perform a variety of music that is familiar to them</p>	<p>Classroom flashcards/props: table, chair, board, teacher, classmates, shelves, toys</p>
08/11/2026	Clean clean clean the room.	This is the way we go to school.					

18/8/26	Here we go around the mulberry bush						
25/8/26	Revision of songs.						
<b>CALENDER ACTIVITIES</b>	AUGUST 24- YELLOW DAY ASSEMBLY						



# Sept - FRUITS

<u>DATE</u>	<u>NAME OF ACTIVITY</u>	<u>NAME OF ACTIVITY DONE (25-26)</u>	<u>TEACHING STRATEGY</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING OUTCOME</u>	<u>CG</u>	<u>TEACHING AIDS</u>
09/01/2026	Wash the fruit song	Apples and bananas, sweet love of fruits.	<p>Introduction (2–3 min)</p> <p>Show fruit flashcards /drawing on board or real fruits.</p> <p>Ask children:</p> <p>“What fruits do you know?”</p> <p>“Which fruit is your favorite?”</p> <p>Introduce the topic: “We are going to sing songs about fruits today!”</p> <p>Core Activity: Singing Songs (8–10 min)</p>	<p>Lesson Objectives</p> <p>Recognition &amp; Identification:</p> <p>Children will identify and name common fruits (apple, banana, orange, grapes, mango, etc.).</p> <p>Musical Engagement:</p> <p>Children will sing simple fruit songs with rhythm and melody.</p> <p>Children will perform accompanying actions (clap, stomp, shake, pretend to eat).</p> <p>Cognitive &amp; Language Development:</p>	<p>By the end of the lesson, children will be able to:</p> <p>Name at least 4–5 common fruits.</p> <p>Sing a short “Fruit Song” with rhythm and actions.</p> <p>Perform movements corresponding to fruits (pretend to pick, wash, or eat).</p>	C1.1 Expresses enthusiasm to create and perform a variety of music that is familiar to them	Fruit flashcards with pictures (apple, banana, grapes, orange, mango).

				Children will describe fruits by color, taste, or size.			
8/9/26 , 15/9/26	Cut cut cut the fruit.	Apples oranges , grapes and pears,					
22/9/26	Humty dumty sat on a wall						
29/9/26	Revision of all songs						
<b>CALENDER ACTIVITIES</b>							



# Oct - VEGETABLES

<u>DATE</u>	<u>NAME OF ACTIVITY</u>	<u>NAME OF ACTIVITY DONE (25-26)</u>	<u>TEACHING STRATEGY</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING OUTCOME</u>	<u>CG</u>	<u>TEACHING AIDS</u>
10/06/2026	One two three four five rhyme.	I like vegetables .	<p>Introduction (2–3 min)</p> <p>Show vegetable flashcards or real vegetables.</p> <p>Ask children:</p> <p>“What vegetables do you know?”</p> <p>“Which vegetable do you like to eat?”</p> <p>Introduce the topic: “We are going to sing songs about vegetables today!”</p> <p>Core Activity: Singing Songs (8–10 min)</p>	<p>Recognition &amp; Identification:</p> <p>Children will identify and name common vegetables (carrot, tomato, cucumber, peas, spinach, etc.).</p> <p>Musical Engagement:</p> <p>Children will sing simple vegetable songs with rhythm and melody.</p> <p>Children will perform actions like clapping, tapping, pointing, and pretending to pick or eat vegetables.</p>	<p>By the end of the lesson, children will be able to:</p> <p>Name at least 4–5 common vegetables.</p> <p>Sing a short “Vegetable Song” with rhythm and actions.</p> <p>Perform movements corresponding to vegetables (pretend to pick, wash, or eat).</p>	C1.1 Expresses enthusiasm to create and perform a variety of music that is familiar to them	Vegetable flashcards /board drawings of (carrot, tomato, cucumber, peas, spinach, broccoli).
13/10/26	Vegetable colour song.	Brocholli rock .					

20/10/26	Wash the vegetables.						
27/10/26	Revision of songs						
<b>CALENDER ACTIVITIES</b>	OCTOBER 1- ORANGE DAY ASSEMBLY						



# Nov/Dec – FOOD WE EAT

<u>DATE</u>	<u>NAME OF ACTIVITY</u>	<u>NAME OF ACTIVITY DONE (25-26)</u>	<u>TEACHING STRATEGY</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING OUTCOME</u>	<u>CG</u>	<u>TEACHING AIDS</u>
17/11/26	We eat fruits yum yum yum	Bread , rice and milk so white.	<p>Warm-Up (5 minutes)</p> <p>Body Movement Song: “Clap your hands, stomp your feet, wiggle to the beat.”</p> <p>Helps children get ready to move and sing.</p> <p>Introduction to Food (5 minutes)</p> <p>Show pictures or real food items.</p> <p>Ask simple questions:</p> <p>“Who likes apples?”</p> <p>“Which food is green?”</p> <p>Keep it interactive and playful.</p> <p>Music Activity (10–15 minutes)</p>	<p>Children will recognize different types of food (fruits, vegetables, grains, proteins, and dairy).</p> <p>Children will develop rhythm, singing, and motor coordination.</p> <p>Children will link music and movement to everyday concepts like healthy eating.</p>	<p>After the lesson, children will be able to:</p> <p>Name at least 3–5 foods they eat regularly.</p> <p>Perform corresponding actions or gestures for each food while singing a song.</p> <p>Play simple rhythm patterns on classroom instruments linked to food types.</p>	C4.1 Recognises musical elements in nature and describes their artistic qualities	<p>Toy or real food items (plastic fruits/vegetables, cups, or pictures).</p> <p>Musical instruments (shakers, tambourines, drums).</p> <p>Visuals/board drawings or flashcards with food images.</p>
24/11/26	Come and eat together	Fruits, a healthy snack to eat.					

1/12/26, 8/12/26	Fruits and veges clap your hands.	Broccoli, carrots good for me.					
15/12/26	Im a little star/ Jingle bells						
<b>CALENDER ACTIVITIES</b>	NOVEMBER 30- PURPLE DAY ASSEMBLY						



## Jan - INDIA

<u>DATE</u>	<u>NAME OF ACTIVITY</u>	<u>NAME OF ACTIVITY DONE (25-26)</u>	<u>TEACHING STRATEGY</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING OUTCOME</u>	<u>CG</u>	<u>TEACHING AIDS</u>
01/05/2027	Colours of India	I love my country India .	<p>Use a simple beat (like a drum rhythm).</p> <p>Encourage children to copy rhythms and movements.</p> <p>Introduction to India (5 min)</p> <p>Show pictures of India: Taj Mahal, elephants, festivals, fruits, and clothing.</p> <p>Ask simple questions:</p> <p>“Who can show me how an elephant walks?”</p> <p>“What colors do you see in this picture?”</p> <p>Keep it visual and interactive.</p> <p>Music Activities (10–15 min)</p> <p>Indian Song / Songs on India with Actions</p>	<p>Recognize basic cultural elements of India</p> <p>Identify symbols, animals, foods, or festivals through songs and visuals.</p> <p>Express concepts through music and movement</p> <p>Use gestures, body movements, and simple instruments to represent elements of India.</p> <p>Develop listening and rhythm skills</p> <p>Respond to musical cues with appropriate</p>	<p>Name at least 2–3 things related to India (e.g., elephant, mango, drum, dance).</p> <p>Perform simple gestures or movements that correspond to Indian cultural symbols while singing a song.</p> <p>Play basic rhythm patterns on classroom instruments representing elements of India.</p>	C1.1 Expresses enthusiasm to create and perform a variety of music that is familiar to them	<p>Visuals or drawing on board: pictures of India, traditional clothing, Indian festivals, animals, or landscapes.</p> <p>Simple Indian songs or rhymes (in English or Hindi, with repetitive lines).</p> <p>Scarves or props for movement activities.</p>

				actions or sounds.			
01/12/2027	Hello India.	India , I love you.					
19/1/27	India is my country clap clap clap.						
26/1/27	Revision of songs						
<b>CALENDER ACTIVITIES</b>	JANUARY 27- PINK DAY ASSEMBLY						



# Feb/March - WATER

<u>DATE</u>	<u>NAME OF ACTIVITY</u>	<u>NAME OF ACTIVITY DONE (25-26)</u>	<u>TEACHING STRATEGY</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING OUTCOME</u>	<u>CG</u>	<u>TEACHING AIDS</u>
02/02/2027	Drink Drink drink your water.	Water is life , water is pure.	<p>Warm-Up (5 minutes)</p> <p>Body Movement to Sound:</p> <p>Clap hands, stomp feet, sway, and mimic dripping or flowing water.</p> <p>Example: “Tip-tap, drip-drop, flow, flow, flow!”</p> <p>. Introduction to Water (5 minutes)</p> <p>Show pictures or props: rain, river, sea, ocean, cup of water.</p> <p>Ask simple questions:</p> <p>“Where do we see water?”</p> <p>“What sounds does water make?”</p> <p>Encourage children to make water sounds with their hands or voices (drip, splash, whoosh).</p> <p>Music Activities (10–15 minutes)</p> <p>Water Song with Action</p>	<p>Recognize different forms of water</p> <p>Identify rain, rivers, oceans, waterfalls, and other water-related elements through songs, visuals, and sounds.</p> <p>Express water concepts through music and movement</p> <p>Use gestures, body movements, and musical instruments to represent the sounds and flow of water.</p> <p>Develop listening and rhythm skills</p>	<p>Name at least 2–3 forms of water (e.g., rain, river, ocean).</p> <p>Perform simple gestures or movements that correspond to water types while singing a song.</p> <p>Play basic rhythm patterns or sounds on classroom instruments representing water (drip, splash, wave).</p> <p>Follow musical instructions (start, stop, freeze, or move) during water-themed music activities.</p>	C1.1 Expresses enthusiasm to create and perform a variety of music that is familiar to them	<p>Simple percussion instruments (drums, shakers, tambourines, or water xylophones if available).</p> <p>Pictures or props representing water: rivers, rain, oceans, cups of water.</p> <p>Scarves, ribbons, or blue cloth to represent flowing water.</p>

				Respond to musical cues with appropriate actions or instrument sounds representing water.			
9/2/27, 16/2/27	Wash wash wash your hands.	Water , water , everywhere.					
23/2/27, 2/3/27	Rain rain come today.	If your happy and you know it splash some water.					
9/3/27, 16/3/27	Revision of all songs.						
<b>CALENDER ACTIVITIES</b>							