

2026 RATIONALIZED CREATIVE ARTS AND SPORTS

NAME OF THE TEACHER: _____

SCHOOL: _____ **TERM:** _____ **YEAR:** _____

Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
1	1	FOUNDATIONS OF CREATIVE ARTS AND SPORTS	Introduction to Creative Arts and Sports - Roles of creative Arts and sports in society	By the end of the lesson, the learner should be able to: a. describe the roles of Creative Arts and Sports in society, b. Make a poster on the roles of creative arts and sports in society, c. appreciate the role played by Creative Arts and Sports in society.	What is the importance of Creative Arts and Sports in society?	The learner is guided to: ● brainstorm and outline the social (Cohesion, Identity, Culture preservation, health, citizenship, patriotism, entertainment) and economic (eradicating poverty, creating employment) roles of Creative Arts and Sports in society,	old newspapers/ ● magazines, ● glue, ● mounting surfaces, ● cutting tools, ● digital equipment	Question and answer Portfolio Discussion, Observation Demonstration	
	2		Roles of creative Arts and sports in society	By the end of the lesson, the learner should be able to: a. describe the roles of Creative Arts and Sports in society, b. Make a poster on the roles of creative arts and sports in society, c. appreciate the role played by Creative Arts and Sports in society.	What is the importance of Creative Arts and Sports in society?	The learner is guided to: ● brainstorm and outline the social (Cohesion, Identity, Culture preservation, health, citizenship, patriotism, entertainment) and economic (eradicating poverty, creating employment) roles of Creative Arts and Sports in society,	old newspapers/ ● magazines, ● glue, ● mounting surfaces, ● cutting tools, ● digital equipment	Question and answer Portfolio Discussion, Observation Demonstration	
	3		Preparing a surface for painting (splattering, wash)	By the end of the lesson, the learner should be able to: a. list the roles of Creative Arts and Sports in society, b. Prepare a surface for painting using splattering and wash technique, c. appreciate the role played by Creative Arts and Sports in society.	What is the importance of Creative Arts and Sports in society?	The learner is guided to: ● collect and cut the pictures of Creative Arts and Sports activities creatively, ● prepare the surface by painting (splattering, wash),	old newspapers/ ● magazines, ● glue, ● mounting surfaces, ● cutting tools, ● digital equipment	Question and answer Portfolio Discussion, Observation Demonstration	

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Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
	4		Preparing a surface for painting (splattering, wash)	By the end of the lesson, the learner should be able to: a. list the roles of Creative Arts and Sports in society, b. Prepare a surface for painting using splattering and wash technique, c. appreciate the role played by Creative Arts and Sports in society.	What is the importance of Creative Arts and Sports in society?	The learner is guided to: ● collect and cut the pictures of Creative Arts and Sports activities creatively, ● prepare the surface by painting (splattering, wash),	old newspapers/ ● magazines, ● glue, ● mounting surfaces, ● cutting tools, ● digital equipment	Question and answer Portfolio Discussion, Observation Demonstration	
	5		Creating a storyboard	By the end of the lesson, the learner should be able to: a. list the roles of Creative Arts and Sports in society, b. make a storyboard highlighting the roles of Creative Arts and Sports in society, a. appreciate the role played by Creative Arts and Sports in society.	What is the importance of Creative Arts and Sports in society?	The learner is guided to: ● use the pictures collected to make a photographic storyboard by pasting them on the painted surface,	Card making, creating paintings, puppetry and animation, photo stories. KLB Visionary Art & Craft Grd. 4 learners book Pg.40-44	Question and answer Portfolio Discussion, Observation Demonstration	
2	1		Creating a storyboard	By the end of the lesson, the learner should be able to: a. list the roles of Creative Arts and Sports in society, b. make a storyboard highlighting the roles of Creative Arts and Sports in society, c. appreciate the role played by Creative Arts and Sports in society.	What is the importance of Creative Arts and Sports in society?	The learner is guided to: ● use the pictures collected to make a photographic storyboard by pasting them on the painted surface,	Card making, creating paintings, puppetry and animation, photo stories. KLB Visionary Art & Craft Grd. 4 learners book Pg.40-44	Question and answer Portfolio Discussion, Observation Demonstration	
	2		Creating a storyboard	By the end of the lesson, the learner should be able to: a. list the roles of Creative Arts and Sports in society, b. decorate the storyboard with found beads, c. appreciate the role played by Creative Arts and Sports in society.	What is the importance of Creative Arts and Sports in society?	The learner is guided to: ● decorate the storyboard with found beads or any other creative materials, ● display the storyboard in the classroom, make observations and give each other feedback	Card making, creating paintings, puppetry and animation, photo stories. KLB Visionary Art & Craft Grd. 4 learners book Pg.40-44	Question and answer Portfolio Discussion, Observation Demonstration	

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	3		Creating a storyboard	By the end of the lesson, the learner should be able to: a. list the roles of Creative Arts and Sports in society, b. decorate the storyboard with found beads, c. appreciate the role played by Creative Arts and Sports in society.	What is the importance of Creative Arts and Sports in society?	The learner is guided to: ● decorate the storyboard with found beads or any other creative materials, ● display the storyboard in the classroom, make observations and give each other feedback	Card making, creating paintings, puppetry and animation, photo stories. KLB Visionary Art & Craft Grd. 4 learners book Pg.40-44	Question and answer Portfolio Discussion, Observation Demonstration	
	4	Component s of Creative Arts and Sports	Elements of a play	By the end of the lesson, the learner should be able to: a. describe the elements of a play, b. Sketch an illustration to demonstrate dominance and proportion. c. appreciate the basic elements of Creative Arts and Sports.	What are the components of Creative Arts and Sports?	The learner is guided to: ● watch actual or virtual displays of 2-Dimensional artworks and describe the principles of: (dominance and proportion), ● sketch illustrations to demonstrate dominance and proportion,	Short plays Online resources Portfolio Resource persons <i>Moran Preforming Arts Grd 8 T.G Pg. 110-112</i> <i>Moran Preforming Arts Grd 8 P.B Pg. 144-146</i>	Group discussion Written test Question and answer observation	
	5		Elements of a play	By the end of the lesson, the learner should be able to: a. describe the elements of a play, b. Sketch an illustration to demonstrate dominance and proportion. c. appreciate the basic elements of Creative Arts and Sports.	What are the components of Creative Arts and Sports?	The learner is guided to: ● watch actual or virtual displays of 2-Dimensional artworks and describe the principles of: (dominance and proportion), ● sketch illustrations to demonstrate dominance and proportion,	Short plays Online resources Portfolio Resource persons <i>Moran Preforming Arts Grd 8 T.G Pg. 110-112</i> <i>Moran Preforming Arts Grd 8 P.B Pg. 144-146</i>	Group discussion Written test Question and answer observation	
3	1		Elements of a play	By the end of the lesson, the learner should be able to: a. describe the elements of a play, b. Sketch an illustration to demonstrate dominance and proportion. c. appreciate the basic elements of Creative Arts and Sports.	What are the components of Creative Arts and Sports?	● watch a play performance and explore reference materials to discuss basic elements of play; theme, characters, plot, language and setting ● make a class presentation demonstrating theme, characters, plot, language and setting in a play,	Short plays Online resources Portfolio Resource persons <i>Moran Preforming Arts Grd 8 T.G Pg. 110-112</i> <i>Moran Preforming Arts Grd 8 P.B Pg. 144-146</i>	Group discussion Written test Question and answer observation	

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	2		Fitness activities that enhance endurance and agility.	By the end of the lesson, the learner should be able to: a. describe activities that enhance endurance and agility, b. perform activities that enhance endurance and agility components of fitness, c. appreciate the basic elements of Creative Arts and Sports.	What are the components of Creative Arts and Sports?	● watch an actual or virtual fitness session to perform activities showing endurance and agility, ● demonstrate fitness activities that enhance endurance and agility, ● Practise activities that enhance endurance and agility using music,	a) Open places or marked fields b) ICT devices, whistle tape measure c) Shot put Spotlight P.E & Sports Grd. 8 T.G pg.75-79 Spotlight P.E & Sports Grd. 8 P.B pg.104-113	a) Oral questions b) Practical's c) Observation checklist d) Written tests	
	3		Representation pitch on staff notation	By the end of the lesson, the learner should be able to: a. state the basic elements of Music, b. write note values on the bass staff, c. appreciate the basic elements of Creative Arts and Sports.	What are the components of Creative Arts and Sports?	The learner is guided to: • draw the bass staff and name lines and spaces including ledger lines, • draw the piano keyboard and relate to the bass staff,	Sheet music Melodic instruments Flash cards Audio recordings Songbooks Moran Preforming Arts Grd 8 T.G Pg. 24-40 Moran Preforming Arts Grd 8 P.B Pg. 31-53	Practical test Assignments Oral test Aural tests Assessment rubrics	
	4		Representation rhythm on staff notation	By the end of the lesson, the learner should be able to: a. name pitches on the bass staff, b. group music notes in ¾ time a. appreciate the basic elements of Creative Arts and Sports.	What are the components of Creative Arts and Sports?	The learner is guided to: • construct and name the pitches on the bass staff, • group music notes in ¾ time,	Sheet music Melodic instruments Flash cards Audio recordings Songbooks Moran Preforming Arts Grd 8 T.G Pg. 24-40 Moran Preforming Arts Grd 8 P.B Pg. 31-53	Practical test Assignments Oral test Aural tests Assessment rubrics	
	5		Dynamics, timbre and form	By the end of the lesson, the learner should be able to: a. state the basic elements of Music, b. construct the scale of G major on a staff, c. appreciate the basic elements of Creative Arts and Sports.	What are the components of Creative Arts and Sports?	The learner is guided to: • construct the scale of G major on a staff, • write the scale of G major on both treble and bass staff	Song books Audio recordings Visual materials Resource person Moran Preforming Arts Grd 8 T.G Pg. 198-200 Moran Preforming Arts Grd 8 P.B Pg. 244-247	Group discussion Written test Question and answer observation	

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4	1		Dynamics, timbre and form	By the end of the lesson, the learner should be able to: a. state the basic elements of Music, b. construct the scale of G major on a staff, c. appreciate the basic elements of Creative Arts and Sports.	What are the components of Creative Arts and Sports?	The learner is guided to: • construct the scale of G major on a staff, • write the scale of G major on both treble and bass staff	Song books Audio recordings Visual materials Resource person Moran Preforming Arts Grd 8 T.G Pg. 198-200 Moran Preforming Arts Grd 8 P.B Pg. 244-247	Group discussion Written test Question and answer observation	
	2	CREATING AND PERFORMING	Drawing and Painting • Drawing -forms/ shapes (at least 3) • Dominance (size variation) • Painting	By the end of the lesson, the learner should be able to: a. discuss dominance in a picture, b. Observe various pictures and discuss the dominance. c. appreciate own and others pictures,	1. What are complimentary colours? 2. How is dominance created using in a picture?	The learner is guided to: • observe pictures to review on shape and colour; and discuss dominance,	• Art supplies: drawing paper, pencils, colored pencils, paints, etc. • Art tutorials and demonstrations • Examples of famous paintings and artists • Classroom exhibitions of students' artwork	Group discussion Written test Question and answer observation	
	3		Drawing and Painting • Drawing -forms/ shapes (at least 3) • Dominance (size variation) • Painting	By the end of the lesson, the learner should be able to: a. discuss dominance in a picture, b. Observe various pictures and discuss the dominance. c. appreciate own and others pictures,	1. What are complimentary colours? 2. How is dominance created using in a picture?	The learner is guided to: • observe pictures to review on shape and colour; and discuss dominance,	• Art supplies: drawing paper, pencils, colored pencils, paints, etc. • Art tutorials and demonstrations • Examples of famous paintings and artists • Classroom exhibitions of students' artwork	Group discussion Written test Question and answer observation	

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	4		Drawing and Painting • Drawing -forms/ shapes (at least 3) • Dominance (size variation) • Painting	By the end of the lesson, the learner should be able to: - identify the three sets of complimentary colours. - classify complementary colours on a colour wheel, - appreciate own and others pictures,	1. What are complimentary colours? 2. How is dominance created using in a picture?	The learner is guided to: • paint a colour wheel to represent the three sets of complementary colours,	• Art supplies: drawing paper, pencils, colored pencils, paints, etc. • Art tutorials and demonstrations • Examples of famous paintings and artists • Classroom exhibitions of students' artwork	Group discussion Written test Question and answer observation	
	5		Drawing and Painting • Drawing -forms/ shapes (at least 3) • Dominance (size variation) • Painting	By the end of the lesson, the learner should be able to: - identify the three sets of complimentary colours. - classify complementary colours on a colour wheel, - appreciate own and others pictures,	1. What are complimentary colours? 2. How is dominance created using in a picture?	The learner is guided to: • paint a colour wheel to represent the three sets of complementary colours,	• Art supplies: drawing paper, pencils, colored pencils, paints, etc. • Art tutorials and demonstrations • Examples of famous paintings and artists • Classroom exhibitions of students' artwork	Group discussion Written test Question and answer observation	
5	1		Drawing and Painting • Drawing -forms/ shapes (at least 3) • Dominance (size variation) • Painting	By the end of the lesson, the learner should be able to: - Identify a line strip using complimentary colours. - illustrate a colour gradation strip to show colour contrast, - appreciate own and others pictures,	1. What are complimentary colours? 2. How is dominance created using in a picture?	The learner is guided to: • illustrate line strip using a pair of complimentary colours to study colour contrast,	• Art supplies: drawing paper, pencils, colored pencils, paints, etc. • Art tutorials and demonstrations • Examples of famous paintings and artists • Classroom exhibitions of students' artwork	Group discussion Written test Question and answer observation	

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	2		Drawing and Painting • Drawing -forms/ shapes (at least 3) • Dominance (size variation) • Painting	By the end of the lesson, the learner should be able to: a. Identify a line strip using complimentary colours. b. illustrate a colour gradation strip to show colour contrast, c. appreciate own and others pictures,	1. What are complimentary colours? 2. How is dominance created using in a picture?	The learner is guided to: • illustrate line strip using a pair of complimentary colours to study colour contrast,	• Art supplies: drawing paper, pencils, colored pencils, paints, etc. • Art tutorials and demonstrations • Examples of famous paintings and artists • Classroom exhibitions of students' artwork	Group discussion Written test Question and answer observation	
	3		• Painting	By the end of the lesson, the learner should be able to: a. discuss dominance in a picture, b. Draw a set of forms/shapes to create dominance, c. appreciate own and others pictures,	1. What are complimentary colours? 2. How is dominance created using in a picture?	The learner is guided to: • draw a setup of forms/shapes to create dominance,	• Art supplies: drawing paper, pencils, colored pencils, paints, etc. • Art tutorials and demonstrations • Examples of famous paintings and artists • Classroom exhibitions of students' artwork	Group discussion Written test Question and answer observation	
	4		• Painting	By the end of the lesson, the learner should be able to: a. discuss dominance in a picture, b. Draw a set of forms/shapes to create dominance, c. appreciate own and others pictures,	1. What are complimentary colours? 2. How is dominance created using in a picture?	The learner is guided to: • draw a setup of forms/shapes to create dominance,	• Art supplies: drawing paper, pencils, colored pencils, paints, etc. • Art tutorials and demonstrations • Examples of famous paintings and artists • Classroom exhibitions of students' artwork	Group discussion Written test Question and answer observation	

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	5		• Painting	By the end of the lesson, the learner should be able to: a. Identify a painting for still life composition b. paint a still life composition to express dominance, c. appreciate own and others pictures,	1. What are complimentary colours? 2. How is dominance created using in a picture?	The learner is guided to: • paint the drawn set of forms picture using wash technique,	• Art supplies: drawing paper, pencils, colored pencils, paints, etc. • Art tutorials and demonstrations • Examples of famous paintings and artists • Classroom exhibitions of students' artwork	Group discussion Written test Question and answer observation	
6	1		• Painting	By the end of the lesson, the learner should be able to: a. Identify a painting for still life composition b. paint a still life composition to express dominance, c. appreciate own and others pictures,	1. What are complimentary colours? 2. How is dominance created using in a picture?	The learner is guided to: • paint the forms using complimentary colours to contrast and enhance dominance, • display and talk about own and others'	• Art supplies: drawing paper, pencils, colored pencils, paints, etc. • Art tutorials and demonstrations • Examples of famous paintings and artists • Classroom exhibitions of students' artwork	Group discussion Written test Question and answer observation	
	2		Composing a four-bar rhythmic pattern	By the end of the lesson, the learner should be able to: a. compose a four-bar rhythmic patterns in 3-4 time, b. sing a familiar tune in 3 4 time c. appreciate composing rhythmic patterns.	1. How does one acquire the skill of composing rhythm in music?	Learner is guided to: • listen to, sing or play familiar tunes in 3 4 time to describe these time pattern,	Song excerpts ICT devices Audio recordings Percussion instruments Moran Preforming Arts Grd 8 T.G Pg. 69-79 Moran Preforming Arts Grd 8 P.B Pg. 100-108	Written tests Assignments Practical Oral questions	

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	3		Composing a four-bar rhythmic pattern	By the end of the lesson, the learner should be able to: a. compose a four-bar rhythmic patterns in 3-4 time, b. sing a familiar tune in 3 4 time c. appreciate composing rhythmic patterns.	1. How does one acquire the skill of composing rhythm in music? 2. What is the role of music in day to day life?	Learner is guided to: ● listen to rhythmic patterns in 3 4 time and identify the main beat,	Song excerpts ICT devices Audio recordings Percussion instruments Moran Preforming Arts Grd 8 T.G Pg. 69-79 Moran Preforming Arts Grd 8 P.B Pg. 100-108	Written tests Assignments Practical Oral questions	
	4		Composing a four-bar rhythmic pattern	By the end of the lesson, the learner should be able to: a. compose a four-bar rhythmic patterns in 3-4 time, b. sing a familiar tune in 3 4 time c. appreciate composing rhythmic patterns..	1. How does one acquire the skill of composing rhythm in music? 2. What is the role of music in day to day life?	Learner is guided to: ● explore rhythm games to recognize rhythms in 3 4 time,	Song excerpts ICT devices Audio recordings Percussion instruments Moran Preforming Arts Grd 8 T.G Pg. 69-79 Moran Preforming Arts Grd 8 P.B Pg. 100-108	Written tests Assignments Practical Oral questions	
	5		Composing a four-bar rhythmic pattern	By the end of the lesson, the learner should be able to: a. compose a four-bar rhythmic patterns in 3-4 time, b. sing a familiar tune in 3 4 time c. appreciate composing rhythmic patterns..	1. How does one acquire the skill of composing rhythm in music? 2. What is the role of music in day to day life?	Learner is guided to: ● group notes equivalent to three crotchet beats using different colours to make rhythmic patterns in 3 4 time,	Song excerpts ICT devices Audio recordings Percussion instruments Moran Preforming Arts Grd 8 T.G Pg. 69-79 Moran Preforming Arts Grd 8 P.B Pg. 100-108	Written tests Assignments Practical Oral questions	

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7	1		Writing rhythmic pattern	By the end of the lesson, the learner should be able to: a. state ways of writing a rhythmic pattern, b. write rhythmic patterns in 3-4 time c. appreciate composing rhythmic patterns.	1. How does one acquire the skill of composing rhythm in music?	● write rhythmic patterns on monotone from dictation, ● compose and write rhythmic patterns on monotone using the staff, single line and free space), inserting bar lines,	Song excerpts ICT devices Audio recordings Percussion instruments Moran Preforming Arts Grd 8 T.G Pg. 69-79 Moran Preforming Arts Grd 8 P.B Pg. 100-108	Written tests Assignments Practical Oral questions	
	2		Writing rhythmic pattern	By the end of the lesson, the learner should be able to: a. state ways of writing a rhythmic pattern, b. write rhythmic patterns in 3-4 time c. appreciate composing rhythmic patterns.	1. How does one acquire the skill of composing rhythm in music?	● write rhythmic patterns on monotone from dictation, ● compose and write rhythmic patterns on monotone using the staff, single line and free space), inserting bar lines,	Song excerpts ICT devices Audio recordings Percussion instruments Moran Preforming Arts Grd 8 T.G Pg. 69-79 Moran Preforming Arts Grd 8 P.B Pg. 100-108	Written tests Assignments Practical Oral questions	
	3		Playing four-bar rhythmic pattern	By the end of the lesson, the learner should be able to: a. state ways of writing a rhythmic pattern, b. play four-bar rhythmic patterns in 3 4 time c. appreciate composing rhythmic patterns.	1. How does one acquire the skill of composing rhythm in music?	● tap or clap four-bar rhythmic patterns in 3-4 time as they recite the corresponding French rhythm names,	Song excerpts ICT devices Audio recordings Percussion instruments Moran Preforming Arts Grd 8 T.G Pg. 69-79 Moran Preforming Arts Grd 8 P.B Pg. 100-108	Written tests Assignments Practical Oral questions	

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	4		Improvising rhythmic patterns in 3-4 time	By the end of the lesson, the learner should be able to: a. state ways of writing a rhythmic pattern, b. improvise rhythmic patterns in 3 4 time c. appreciate composing rhythmic patterns.	1. How does one acquire the skill of composing rhythm in music?	● improvise rhythmic patterns in 3-4 time to accompany movements (clapping, tapping, marching to rhythm, swaying and swinging) in a warm-up routine for long distance races,	Song excerpts ICT devices Audio recordings Percussion instruments <i>Moran Preforming Arts Grd 8 T.G Pg. 69-79</i> <i>Moran Preforming Arts Grd 8 P.B Pg. 100-108</i>	Written tests Assignments Practical Oral questions	
	5		Improvising rhythmic patterns in 3-4 time	By the end of the lesson, the learner should be able to: a. state ways of writing a rhythmic pattern, b. improvise rhythmic patterns in 3 4 time c. appreciate composing rhythmic patterns.	1. How does one acquire the skill of composing rhythm in music?	● improvise rhythmic patterns in 3-4 time to accompany movements (clapping, tapping, marching to rhythm, swaying and swinging) in a warm-up routine for long distance races,	Song excerpts ICT devices Audio recordings Percussion instruments <i>Moran Preforming Arts Grd 8 T.G Pg. 69-79</i> <i>Moran Preforming Arts Grd 8 P.B Pg. 100-108</i>	Written tests Assignments Practical Oral questions	
8	HALF TERM								
9	1		Improvising rhythmic patterns in 3-4 time	By the end of the lesson, the learner should be able to: a. state ways of writing a rhythmic pattern, b. improvise rhythmic patterns in 3 4 time c. appreciate rhythm as a means of coordination of movements in performances.	1. How does one acquire the skill of composing rhythm in music?	● perform the warm-up routine while reciting French rhythm names (Taa-aa-aa-aa, Taa-aa, Taa, Ta-te, Tafa-te and Tatefe) of the accompanying rhythmic patterns in 3-4 time, ● appreciate rhythm as a means of coordination of movements.	Song excerpts ICT devices Audio recordings Percussion instruments <i>Moran Preforming Arts Grd 8 T.G Pg. 69-79</i> <i>Moran Preforming Arts Grd 8 P.B Pg. 100-108</i>	Written tests Assignments Practical Oral questions	

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	2	Middle Distance Races and Montage	Start and running skills in middle distance races	By the end of the lesson, the learner should be able to: a. Describe start and running skills in middle distance races, b. perform middle distance skills for mastery, c. Develop curiosity in creating a photomontage.	How do running techniques affect performance in middle distance races?	The learner is guided to: ● demonstrate start and running skills in middle distance races, ● use drills to safely Practise the skills of middle-distance races, ● share experiences of running middle distance races.	a) Open places or marked fields b) ICT devices, whistle tape measure c) Shot put Spotlight P.E & Sports Grd. 8 T.G pg.61-64 Spotlight P.E & Sports Grd. 8 P.B pg.80-86	a) Oral questions b) Practical's c) Observation checklist d) Written tests	
	3		Start and running skills in middle distance races	By the end of the lesson, the learner should be able to: a. Describe start and running skills in middle distance races, b. perform middle distance skills for mastery, c. Develop curiosity in creating a photomontage.	How do running techniques affect performance in middle distance races?	The learner is guided to: ● demonstrate start and running skills in middle distance races, ● use drills to safely Practise the skills of middle-distance races, ● share experiences of running middle distance races.	a) Open places or marked fields b) ICT devices, whistle tape measure c) Shot put Spotlight P.E & Sports Grd. 8 T.G pg.61-64 Spotlight P.E & Sports Grd. 8 P.B pg.80-86	a) Oral questions b) Practical's c) Observation checklist d) Written tests	
	4		Start and running skills in middle distance races	By the end of the lesson, the learner should be able to: a. Describe start and running skills in middle distance races, b. perform middle distance skills for mastery, c. Develop curiosity in creating a photomontage.	How do running techniques affect performance in middle distance races?	The learner is guided to: ● demonstrate start and running skills in middle distance races, ● use drills to safely Practise the skills of middle-distance races, ● share experiences of running middle distance races.	a) Open places or marked fields b) ICT devices, whistle tape measure c) Shot put Spotlight P.E & Sports Grd. 8 T.G pg.61-64 Spotlight P.E & Sports Grd. 8 P.B pg.80-86	a) Oral questions b) Practical's c) Observation checklist d) Written tests	

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	5		Characteristic of photomontage technique	By the end of the lesson, the learner should be able to: a. describe the characteristics of photomontage technique, b. Watch virtual samples of photomontage c. Develop curiosity in creating a photomontage.	1. What are the uses of photomontage ?	The learner is guided to: ● explore actual or virtual samples of photomontage to take note of the characteristics (use of pictures, superimposition, emphasis on shape),	Card making, creating paintings, puppetry and animation, photo stories. KLB Visionary Art & Craft Grd. 4 learners book Pg.40-44	Question and answer Portfolio Discussion, Observation Demonstration	
10	1		Characteristic of photomontage technique	By the end of the lesson, the learner should be able to: a. describe the characteristics of photomontage technique, b. Watch virtual samples of photomontage c. Develop curiosity in creating a photomontage.	1. What are the uses of photomontage ?	The learner is guided to: ● explore actual or virtual samples of photomontage to take note of the characteristics (use of pictures, superimposition, emphasis on shape),	Card making, creating paintings, puppetry and animation, photo stories. KLB Visionary Art & Craft Grd. 4 learners book Pg.40-44	Question and answer Portfolio Discussion, Observation Demonstration	
	2		Characteristic of photomontage technique	By the end of the lesson, the learner should be able to: a. describe the characteristics of photomontage technique, b. Watch virtual samples of photomontage c. Develop curiosity in creating a photomontage.	1. What are the uses of photomontage ?	The learner is guided to: ● explore actual or virtual samples of photomontage to take note of the characteristics (use of pictures, superimposition, emphasis on shape),	Card making, creating paintings, puppetry and animation, photo stories. KLB Visionary Art & Craft Grd. 4 learners book Pg.40-44	Question and answer Portfolio Discussion, Observation Demonstration	
	3		Materials and tools for Creating a photomontage of athletes	By the end of the lesson, the learner should be able to: a. describe a photomontage, b. assemble materials for creating a photomontage, c. Develop curiosity in creating a photomontage.	2. How do running techniques affect performance in middle distance races?	The learner is guided to: ● observe actual or virtual images of middle-distance running focusing on curved or staggered start, stride length, pacing and recovery, ● collect an assortment of photos	Card making, creating paintings, puppetry and animation, photo stories. KLB Visionary Art & Craft Grd. 4 learners book Pg.40-44	Question and answer Portfolio Discussion, Observation Demonstration	

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	4		Materials and tools for Creating a photomontage of athletes	By the end of the lesson, the learner should be able to: a. describe a photomontage, b. assemble materials for creating a photomontage, c. Develop curiosity in creating a photomontage.	2. How do running techniques affect performance in middle distance races?	The learner is guided to: ● observe actual or virtual images of middle-distance running focusing on curved or staggered start, stride length, pacing and recovery, ● collect an assortment of photos	Card making, creating paintings, puppetry and animation, photo stories. KLB Visionary Art & Craft Grd. 4 learners book Pg.40-44	Question and answer Portfolio Discussion, Observation Demonstration	
	5		Creating a photomontage of athletes	By the end of the lesson, the learner should be able to: a. Explain the uses of a photomontage, b. create a photomontage of athletes running, c. Develop curiosity in creating a photomontage.	1. What are the uses of photomontage ?	The learner is guided to: ● create a photomontage of a runner with focus on the subject, posture and center of interest, by - creatively trimming the photos, - preparing the support/surface, - pasting the photos on the support, - finishing and presenting creatively, ● display and critique own and others' photomontage.	Card making, creating paintings, puppetry and animation, photo stories. KLB Visionary Art & Craft Grd. 4 learners book Pg.40-44	Question and answer Portfolio Discussion, Observation Demonstration	
11	1		Creating a photomontage of athletes	By the end of the lesson, the learner should be able to: a. Explain the uses of a photomontage, b. create a photomontage of athletes running, c. Develop curiosity in creating a photomontage.	1. What are the uses of photomontage ?	The learner is guided to: ● create a photomontage of a runner with focus on the subject, posture and center of interest, by - creatively trimming the photos, - preparing the support/surface, - pasting the photos on the support, - finishing and presenting creatively, ● display and critique own and others' photomontage.	Card making, creating paintings, puppetry and animation, photo stories. KLB Visionary Art & Craft Grd. 4 learners book Pg.40-44	Question and answer Portfolio Discussion, Observation Demonstration	
	2		Creating a photomontage of athletes	By the end of the lesson, the learner should be able to: a. Explain the uses of a photomontage, b. create a photomontage of athletes running, c. Develop curiosity in creating a photomontage.	1. What are the uses of photomontage ?	The learner is guided to: ● create a photomontage of a runner with focus on the subject, posture and center of interest, by - creatively trimming the photos, - preparing the support/surface, - pasting the photos on the support, - finishing and presenting creatively, ● display and critique own and others' photomontage.	Card making, creating paintings, puppetry and animation, photo stories. KLB Visionary Art & Craft Grd. 4 learners book Pg.40-44	Question and answer Portfolio Discussion, Observation Demonstration	

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	3		Creating a photomontage of athletes	By the end of the lesson, the learner should be able to: a. Explain the uses of a photomontage, b. create a photomontage of athletes running, c. Develop curiosity in creating a photomontage.	1. What are the uses of photomontage ?	The learner is guided to: ● create a photomontage of a runner with focus on the subject, posture and center of interest, by - creatively trimming the photos, - preparing the support/surface, - pasting the photos on the support, - finishing and presenting creatively,	Card making, creating paintings, puppetry and animation, photo stories. KLB Visionary Art & Craft Grd. 4 learners book Pg.40-44	Question and answer Portfolio Discussion, Observation Demonstration	
	4	Composing melody	Methods of extending a melody	By the end of the lesson, the learner should be able to: a. describe methods of varying a melody, b. sing a familiar tune using tonic sofla c. value the use of melody in Creative Arts and Sports.	1. How can melody be made interesting?2. How is melody used in day-today life?	Learner is guided to: ● sing familiar tunes using tonic solfa to describe methods of extending a melody (exact repetition, and varied repetition),	Song excerpts Digital devices Audio recordings Percussion instruments <i>Moran Preforming Arts Grd 8 T.G Pg. 80-87</i> <i>Moran Preforming Arts Grd 8 P.B Pg. 109-118</i>	Question and answer Observation Group discussion Demonstration	
	5		Methods of extending a melody	By the end of the lesson, the learner should be able to: a. describe methods of varying a melody, b. sing a familiar tune using tonic sofla c. value the use of melody in Creative Arts and Sports.	1. How can melody be made interesting?2. How is melody used in day-today life?	Learner is guided to: ● listen to or sing familiar tunes in time to tap the main beat,	Song excerpts Digital devices Audio recordings Percussion instruments <i>Moran Preforming Arts Grd 8 T.G Pg. 80-87</i> <i>Moran Preforming Arts Grd 8 P.B Pg. 109-118</i>	Question and answer Observation Group discussion Demonstration	
13	END OF TERM ONE ASSESSMENT/CLOSING								