

GRADE 9 RATIONALIZED CREATIVE ARTS AND SPORTS SCHEME OF WORK TERM 1

Week	Lesson	Strand	Sub-strand	Lesson Learning Outcome	Learning Experiences	Key Inquiry Question	Learning Resources	Assessment	Reflection
1	1	Foundation of Creative Arts and Sports.	Careers in Creative Arts and Sports.	By the end of the lesson, the learner should be able to: a) Identify the careers in Creative Arts and Sports. b) Discuss the careers in Creative Arts and Sports. c) Search the internet for information on careers in Creative Arts and Sports. d) Appreciate the careers in Creative Arts and Sports.	In groups or pairs, learners are guided to: brainstorm and present the meaning of career. use digital devices or print materials to search for careers in Creative Arts and Sports. identify and discuss the different careers in Creative Arts and Sports. prepare flashcards showing the different careers in Creative Arts and Sports and display in class.	What are the career opportunities related to Creative Arts and Sports?	Creative Arts and Sports Learner's Textbook. Digital resources. Lesson notes. Flashcards.	Assessment rubrics. Written questions. Checklists. Oral questions.	
	2	Foundation of Creative Arts and Sports.	Careers in Creative Arts and Sports.	By the end of the lesson, the learner should be able to: a) Identify the roles performed by	In groups or pairs, learners are guided to: explain the term Creative Arts Spaces.	What is a Creative Art Space?	Lesson notes. Digital devices. Creative Arts and Sports Learner's Textbook.	Oral discussion. Assessment rubrics.	

			y the personnel in Creative Arts Spaces . b) Discuss the roles performed by different personnel in Creative Arts Spaces. c) Interact with a actual or virtual Creative Arts Spaces and observe roles performed by the personnel. c) Appreciate the roles of different personnel in Creative Arts Spaces.	give examples of creative arts spaces. interact with actual or virtual Creative Arts Spaces to observe the roles performed by the personnel. identify and discuss the roles of the performed by personnel in the atre, recording studio, festivals, galleries, fine arts studios, workshop exhibitions and cultural and sports centres.		ner's Textbook. Actual or Virtual Creative Arts Spaces.	Oral questions.	
3	Foundation of Creative Arts and Sports.	Careers in Creative Arts and Sports.	By the end of the lesson, the learner should be able to: a) Identify the entrepreneurial opportunities in Creative Arts. b) Discuss the entrepreneurial opportunities in Creative Arts.	In groups or pairs, learners are guided : explain the term entrepreneurial opportunities in creative arts and sports. use digital devices or print resources to search for information on entrepreneurial opportunities in Creative Arts.	What are the entrepreneurial opportunities in Creative Arts?	Creative Arts and Sports Learner's Textbook. Lesson notes. Digital resources. video clips.	Observation schedule. Written questions. Oral questions. Assessment rubrics. Checklists.	

			c) Illustrate entrepreneurial opportunities in Creative Arts. c) Acknowledge the entrepreneurial opportunities in Creative Arts.	identify and discuss the entrepreneurial opportunities in Creative Arts. watch videos of entrepreneurial opportunities in creative arts. illustrate entrepreneurial opportunities in creative arts by acting or performing a song and sharing online.			Oral presentation.	
4	Foundation of Creative Arts and Sports.	Careers in Creative Arts and Sports.	By the end of the lesson, the learner should be able to: a) Identify the entrepreneurial opportunities in sports. b) Discuss the entrepreneurial opportunities in sports. c) Illustrate entrepreneurial opportunities in sports. c) Acknowledge the entrepreneurial opportunities in sports.	In groups or pairs, learners are guided to: collaborate in searching the digital or print resources for information on entrepreneurial opportunities in sports. identify and discuss the entrepreneurial opportunities in sports. watch videos on entrepreneurial opportunities in sports. illustrate entrepreneurial opportunities in sports (role playing as referees, coaches or team first aider)	What are the entrepreneurial opportunities in sports?	Creative Arts and Sports Learner's Textbook. Lesson notes. Digital resources. Video clips.	Observation. Oral questions. Checklists. Assessment rubrics. Written questions. Role playing.	

5	Foundation of Creative Arts and Sports.	Careers in Creative Arts and Sports.	By the end of the lesson, the learner should be able to:	a) Identify own talents and areas of career interest in creative arts and sports. b) Analyse own talents and areas of career interest in Creative Arts and Sports. c) Acknowledge own and others talents and areas of career interest in Creative Arts and Sports.	In groups, learners to individually identify own talents and areas of career interest in Creative Arts and Sports. guide learners in analysing their talents and areas of career interest in Creative Arts and Sports. prepare personal journals on their talents and areas of career interest in Creative Arts and sports. share their journals with peers for assessment.	What are your talents and areas of interest in creative arts and sports?	Digital resources. Notebooks. Creative Arts and Sports Learners Textbook.	Observation. Activity journals. Peer Assessment. Portfolios.	
2	1	Foundation of Creative Arts and Sports.	Components of Creative Arts and Sports.	By the end of the lesson, the learner should be able to: a) Identify the elements of play as a component of Creative Arts and Sports. b) Describe the elements of a Play.	In groups or pairs, learners are guided to: brainstorm and present the meaning of Play. use digital or print resources for information on the elements of a Play. discuss the basic elements	What is a Play? What are the basic elements of a Play?	Digital resources. Lesson notes. Recorded Play. Creative Arts and Sports Learner's Textbook.	observation. Oral Questions and answers. Written questions. Assessment rubrics.	

			c) Search for information on the elements of a play c) Appreciate the elements of a Play	ments of a Play and present. watch a recorded play performance to identify the elements of a Play.				
2	Foundation of Creative Arts and Sports.	Components of Creative Arts and Sports.	By the end of the lesson, the learner should be able to: a) Perform a short Play and incorporate its basic elements. c) Enjoy performing a short play.	In groups ,learners are guided to: collaborate and share responsibilities on the roles in the Play. perform the Play and use digital devices to record. collaborate in examining the elements of a play from the performance.	What is the importance of the basic elements of a Play?	Digital resources. Costumes. Open space or class.	Dramatization. Checklists. Observation schedule. Oral questions.	
3	Foundation of Creative Arts and Sports.	Components of Creative Arts and Sports.	By the end of the lesson, the learner should be able to: a) Define the term Physical Fitness. c) Discuss power and reaction time as components of physical fitness.	In groups or pairs, learners are guided to: brainstorm and present the meaning of physical fitness. search the internet or print resources for information on the power and reaction time as components of physical	What is physical fitness? Which activities can you perform to demonstrate power and reaction time?	. Creative Arts and Sports Learner's Textbook lesson notes.. Video clips. Digital resources. Pictures.	Observation. Oral questions Assessment rubrics. Checklists. Written questions..	

			c) use digital devices to search and watch clips on power and reaction physical activities. c) Acknowledge the need for physical fitness in our bodies.	fitness. explain the components of physical fitness: Power and reaction time and give examples of activities to demonstrate reaction time and power. use digital devices to search and watch clips on the power and reaction time physical activities.				
4	Foundation of Creative Arts and Sports.	Components of Creative Arts and Sports.	By the end of the lesson, the learner should be able to: a). Perform activities demonstrating power and reaction time as components of physical fitness. b). Enjoy performing the activities demonstrating the components of physical fitness.	In groups or individually, learners are guided to: demonstrate fitness exercises that enhance power and reaction time. practice activities that enhance power and reaction time using music.	Why should athletes avoid performance enhancers to develop physical fitness?	School environment. Sport attires. Creative Arts and Sports Learner's Textbook. Digital resources.	. Practical Activities. Demonstrations. Checklists. Portfolios.	
5	Foundation of Creative Arts and Sports.	Components of Creative Arts and Sports.	By the end of the lesson, the learner should be able to: a) Define the term rhythm. c) Explain dotted	In groups or pairs, learners are guided to: brainstorm and present the meaning of rhythm.	How can you demonstrate the dotted minim, dotted crotchet, quaver and their rests?	Creative Arts and Sports Learner's Textbook. Digital resources	Assessment rubrics. Checklists. Demonstration.	

				minim, dotted crotchet, quaver and their rests as components of rhythm. c) Carry out activities to demonstrate the dotted minim, dotted crotchet, quaver and their rests. c) Enjoy demonstrating the dotted minim, dotted crotchet, quaver and their rests.	use digital or print resources to search for information on dotted minim, dotted crotchet, quaver and their rests as components of rhythm. discuss the dotted minim, dotted crotchet, quaver and their rests. using body movement, instruments and clapping exercise to demonstrate the dotted minim, dotted crotchet, quaver and their rests.		Lesson notes. Descant recorder. Video clips.	Oral questions. Written questions.	
3	1	Foundation of Creative Arts and Sports.	Components of Creative Arts and Sports.	By the end of the lesson, the learner should be able to: a) Define the term Note extension. b) Discuss dots and ties as components of note extension. c) Group music notes in 4/4 time incorporating note extension.	In groups, learners are guided to: use digital or print resources to search for information on note extension and its components (ties and dots) explain dots and ties as components of note extension. write signs for tied and dotted notes on a staff.	Why is note extension important in music notation?	Creative Arts and Sports Learner's Textbook Lesson notes. Charts. Digital resources.	Assessment rubrics. Checklists. Demonstration. Oral questions. Written questions.	

				c) Acknowledge the importance of dots and ties in music as components of note extension.	collaborate in grouping music notes in 4/4 time incorporating note extension.				
2	Foundation of Creative Arts and Sports.	Components of Creative Arts and Sports.	By the end of the lesson, the learner should be able to:	a) Identify the pitches on the grand staff. b) Discuss the pitches on the grand staff. c) Draw the grand staff and name the lines and spaces. d) Acknowledge the key pitches on the grand staff.	In groups or pairs, learners are guided to: State the meaning of pitch and grand staff. use digital or print resource to research for information on pitches on the grand staff. explain the different pitches on the grand staff. draw the grand staff and name lines and spaces. draw the piano keyboard and relate to the grand staff.	Which are the pitches on the grand staff?	Creative Arts and Sports Learner's Textbook. Piano. Lesson notes. Digital resources.	Assessment rubrics. Checklists. Oral questions. Written questions. Drawing.	
3	Foundation of Creative Arts and Sports.	Components of Creative Arts and Sports.	By the end of the lesson, the learner should be able to:	a) Construct the scale of F major on a staff. b) Play scales F	In groups, pairs or individually, learners are guided to: construct the scale of F major on both treble and bass staff ascending and descending with	How can you construct the scale of F major on both treble and bass staff?	Creative Arts and Sports Learner's Textbook. Music instruments. Lesson notes.	Assessment rubrics. Checklists. Observation schedule. Oral presentation	

			major ascending and descending and their tonic arpeggios. c) Have fun playing scales F major ascending and descending.	th and without key signatures. play or sing scales F major ascending and descending and their tonic arpeggios. sight read simple melodies in C, G and F major for aural recognition of basic element of pitch.		Digital resources.	ation. oral questions.	
4	Creating and Performing.	Drawing and Painting.	By the end of the lesson, the learner should be able to: a) State the meaning of harmony/unity in a picture. b) Discuss harmony/unity in a picture. c) Illustrate harmony/unity in pictures and drawings. d) Acknowledge the benefits of harmony/unity in pictures.	In groups or pairs, learners are guided to: observe pictures to review texture and colour. use digital or print resources to search for information on unity/harmony in drawings. discuss what entails unity/harmony in pictures. make drawings to illustrate harmony/unity.	How is harmony/unity achieved in drawing?	Creative Arts and Sports Learner's Textbook. Drawings and pictures. Drawing books, Pencils and Erasers. Digital resources.	Assessment rubrics. Checklists. Oral questions. Observation. Peer Assessment. Drawing.	
5	Creating and Performing.	Drawing and Painting.	By the end of the lesson, the learner should be able to:	In groups or pairs, learners are guided to:	How does the colour affect?	Creative Arts and Sports Learner's Textbook.	Assessment rubrics.	

		g.		a) Define the term Painting. b) Discuss colour harmony, colour mood and texture of forms. c) Illustrate colour harmony, mood and texture of forms in painting and drawing. d) Appreciate colour harmony, mood and texture of forms in painting and drawing.	state the meaning of meaning. discuss colour harmony, colour mood and texture of forms (dabbing). study pictures or drawing to identify colour harmony, mood and texture of forms.	he mood?	ner's Textbook. Lesson notes. Digital resources. Drawings and Pictures.	Checklists. Observation. Written questions. Oral discussion. Oral questions.	
4	1	Creating and Performing.	Drawing and Painting.	By the end of the lesson, the learner should be able to: a) Define the term Analogous colours in painting. b) Identify analogous colours in colour wheels. c) Classify analogous colours on a colour wheel.	In groups or pairs, learners are guided to: state the meaning of analogous colours in painting. identify analogous colours in colour wheel. paint a colour wheel to classify the analogous colours. discuss the uses of the different analogous	Why colour classification is important in painting?	Creative Arts and Sports Learner's Textbook. Colour wheels. Analogous colours. Charts or manillas. lesson notes. Digital resources.	Assessment rubrics. Checklists. Oral discussion. Illustration. Written questions. oral questions.	

			el for painting. c) Appreciate analogous colours in painting.	colours in painting.				
2	Creating and Performing.	Drawing and Painting.	By the end of the lesson, the learner should be able to: a) State the meaning of colour gradation strip in drawing and painting. c) Illustrate a colour gradation strip for colour harmony. c) Enjoying painting line strips using analogous colours to study harmony.	In groups or pairs, individually learners are guided to: explain the meaning of colour gradation strip in drawing and painting. creatively paint line strip using a pair of analogous colours to study colour harmony.	How can you illustrate colour gradation strip for colour harmony?	Creative Arts and Sports Learner's Textbook. Drawing books or papers. Pencils. Colours.	Illustration. Checklists. Assessment rubrics. Peer Assessment. Observation.	
3	Creating and Performing.	Drawing and Painting.	By the end of the lesson, the learner should be able to: a) Explain the meaning of brush stroke technique in painting. c) Paint a thin wash using the brush stroke technique to create	In groups or pairs, learners are guided to: discuss the brush stroke technique in painting. collaborate in painting a thin wash using the brush stroke technique to create a background.	What is the brush stroke technique in painting?	Creative Arts and Sports Learner's Textbook. Painting Surfaces. Paints and Painting Brushes.	Class project. Portfolios. Assessment rubrics. Observation. Checklists.	

			e a background. c) Enjoy painting a thin wash using the brush stroke technique.					
4	Creating and Performing.	Drawing and Painting.	By the end of the lesson, the learner should be able to: a) Identify a scenery composition inspired by surrounding to paint. b) Paint a scenery composition to express harmony/unity. c) Appreciate own and other's scenery composition painting.	In groups, pairs or individually, learners are guided to: research to sketch a composition inspired by the surrounding: a sea scape or landscape. paint the scenery composition to express texture and colour harmony/unity.	What should you consider before and during drawing and painting a scenery composition?	Drawing and painting surfaces. Sketches. Colours and paints. Painting brushes.	Portfolios. project. Assessment rubrics. Checklists. peer assessment.	
5	Creating and Performing.	Drawing and Painting.	By the end of the lesson, the learner should be able to: a) Prepare working portfolios of their painted scenery composition. b) Appreciate own	In groups or individually, learners are guided to: prepare or create working portfolios of their painted scenery composition. collaboratively display	What should you consider when preparing a working portfolio of painted scenery composition?	Paintings and Drawing. Digital resources.	Portfolios. Checklists. Observation. Peer assessment.	

				n and others pictures.	scenery composition in a working portfolio. peers to assess the portfolios and give feedback.				
5	1	Creating and Performing.	Rhythm.	By the end of the lesson, the learner should be able to: a) Outline the effects of note extension in rhythmic patterns. b) Describe the effect of note extension in rhythmic patterns. c) Acknowledge the effects of note extension in rhythmic patterns.	In groups or pairs, learners are guided to: listen to, sing or play tunes involving dotted notes. outline the effects of note extension in the rhythmic patterns. use digital or print resources to search for information on effects of note extension in rhythmic patterns. discuss how extending notes changes the feel of a rhythm using demonstration.	What are the effects of note extension in the rhythmic patterns?	Digital resources. Tunes involving dotted notes. Creative Arts and Sports Learner's Textbook. Lesson notes.	Oral questions. Checklists. Assessment rubrics. Oral discussion.	
	2	Creating and Performing.	Rhythm.	By the end of the lesson, the learner should be able to: a) Describe the different note values. b) Illustrate the different note values.	In groups or pairs, learners are guided to: explain the different Note values and their rests; (dotted minim, dotted crotchet and quaver). discuss how extending notes changes the feel of a rhythm using demonstration.	How can you illustrate the different note values and their rests? How can various note combinations be used?	Creative Arts and Sports Learner's Textbook. Lesson notes. Simple rhythm. Digital devices.	Assessment rubrics. Checklists. Illustrations.. Peer assessment.	

			ues and their durations by clapping and use of simple rhythm.	c) Enjoy practicing the different note values.	practice clapping the different note values and their duration. collaborate in playing simple rhythm using the dotted minim, quaver and dotted crotchet note values.	ed to form rhythms in simple time?		Oral presentations.	
3	Creating and Performing.	Rhythm.	By the end of the lesson, the learner should be able to:	a) Explain the concept of a 4/4 time signature. b) Illustrate the 4/4 time signature using various rhythmic patterns. c) Appreciate the rhythmic patterns in 4/4 time signature.	In groups or pairs, learners are guided and led in; explaining the concept of 4/4 time signature and its components. demonstrate how to count four in music emphasizing weak and strong beats. beat time to familiar tunes in 4/4 time considering the crotchet as principle beat, weak and accented beats. play two-part and imitative rhythmic patterns in 4/4 time using body and instrument percussions.	How can you illustrate the 4/4 time signature using rhythmic patterns?	Lesson notes. Creative Arts and Sports Learner's Textbook. Songs. Digital devices.	Demonstration. Illustration. Oral presentation. Checklists. Observation.	
4	Creating and Performing	Rhythm.	By the end of the lesson, the learner should be able to:		In groups or pairs, learners are guided and led	What steps do you follow in	Creative Arts and Sports Lear	Assessment rubrics.	

	g.		a) Outline the steps to follow in composing a four-bar rhythmic pattern in 4/4 time. b) Compose a four-bar rhythmic pattern in 4/4 time. c) Appreciate rhythmic patterns as a means of creating interest in Creative Arts and Sports.	d in: outlining the steps to follow in composing a four-bar rhythmic pattern in 4/4 time. demonstrate how to compose a four-bar rhythmic pattern in 4/4 time. collaborate in composing a four-bar rhythmic pattern in 4/4 time. orally compose 4 bar rhythmic patterns involving dotted notes and their corresponding rests in 4/4 time and write on monotone.	n composing a four-bar rhythmic pattern in 4/4 time?	ner's Textbook. Digital resources Exercise books.	Checklists. Illustration. Observation.	
5	Creating and Performing.	Rhythm.	By the end of the lesson, the learner should be able to: a) Notate four-bar rhythms in 4/4 time from dictation. b) Enjoy notating four-bar rhythms in 4/4 time from dictation.	In groups or pairs, learners are guided to: review the basic note values and their duration in 4/4 time signature. use digital resources to play one bar and two bar rhythm and notate it on paper. listen carefully as the teacher plays a simple	What factors should you consider when notating rhythms?	Four-bar rhythms in 4/4 time. Digital resources. Creative Arts and Sports Learner's Textbook.	Assessment rubrics. Checklists. Peer Assessment Portfolios. Oral questions. Observation schedule.	

					four bar rhythm and breaks it bar by bar write down the rhythmic patterns from the dictation and share with peers for review				
6	1-2	Creating and Performing.	Rhythm.	By the end of the lesson, the learner should be able to: a) Explain the term sight reading in music. b) Sight read two-bar rhythms involving dotted notes in 4/4 time using French rhythm names. c) Enjoy sight reading different rhythms.	In groups or pairs, learners are guided to: state the meaning of sight reading in music. lead learners in clapping and counting Short rhythms that include dotted values. listen to teacher as he/she claps a two-bar rhythm pattern that includes dotted values and echo back using French rhythm syllables. present a two-bar rhythm pattern with dotted notes in 4/4 and learners to sight read aloud using French syllables.	What are the benefits of sight reading in music?	Digital resources. Two-bar rhythms. Creative Arts and Sports Learner's Textbook. French syllables.	Assessment rubrics. Checklists. Oral presentation. Portfolios.	
	3	Creating and Performing.	Rhythm.	By the end of the lesson, the learner should be able to: a) Group notes of given two-bar rhythmic pattern	In groups or pairs, learners are guided to: explain what grouping rhythmic patterns involves.	Why is grouping of rhythmic patterns important?	Notated two-bar rhythmic patterns. Digital resources.	Assessment rubrics. Peer Assessment.	

				ns involving dotted notes in 4/4 time. 3) Enjoy grouping notes of given two-bar rhythmic patterns involving dotted notes in 4/4 time.	study the given notated two-bar rhythms then identify and highlight groupings within each measure.		Lesson notes. Creative Arts and Sports Learner's Textbook.	Checklists. Portfolios.	
4	Creating and Performing.	Rhythm.	By the end of the lesson, the learner should be able to: a) Improvise rhythmic patterns to given tunes with rhythms involving dotted notes in 4/4 time. 3) Value each other effort in improvising rhythmic patterns to given tunes.	In groups or pairs, learners are guided to: clap or tap various rhythms involving dotted notes. play short musical excerpts containing dotted rhythms in 4/4 time and identify where dotted notes occur. listen to simple tunes, track or melody being played and then improvise rhythms that fit using dotted notes. present their improvised rhythmic patterns in class for assessment.	How can one improvise accompaniment patterns for sports?	Digital devices. Tunes. Creative Arts and Sports Learner's Textbook	Oral presentation. Checklists. Assessment rubrics. Peer Assessment.		
5	Creating and Performing.	Rhythm.	By the end of the lesson, the learner should be able to: a) Make portfolio	In groups, pairs or individually learners are guided to:	Why are portfolios important?	Created Rhythmic patterns. Digital resource	Peer Assessment. Checklists.		

				s of all rhythmic patterns explored. 3) Appreciate rhythmic patterns as a means of creating interest in Creative Arts and Sports.	write down all the rhythmic patterns they have learnt and created. categorize their rhythmic patterns in groups. create digital portfolios using PowerPoint presentation to showcase their rhythmic patterns. present their portfolios in class for assessment and feedback.		es.	Portfolios. Assessment rubrics.	
7	1	Creating and Performing.	Athletics and Mosaic.	By the end of the lesson, the learner should be able to: a) Identify the phases in Triple jump. 3) Describe the phases in the Triple jump. c) Search the internet for clips illustrating the phases in Triple jump. c) Acknowledge the phases involved in Triple jump.	In groups or pairs, learners are guided to: brainstorm and present the meaning of triple jump. use digital devices to search and watch a clips on Triple jump events. identify the phases of Triple jump from the clips watched. discuss the phases of Triple jump and how to perform them.	Which phases are involved in Triple jump?	Creative Arts and Sports Learner's Textbook. Video clips. Digital devices. Pictures. Lesson notes.	Assessment rubrics. Checklists. Oral questions. Written questions. Oral discussion.	

2 & 3	Creating and Performing.	Athletics and Mosaic.	By the end of the lesson, the learner should be able to; - Perform the Triple jump for skill acquisition. - Acknowledge own and other's effort in performing Triple jump.	In groups or individually, learners are guided to: outline the rules of Triple jump. demonstrate the approach, take off, flight and landing phases in Triple jump. practice triple jump skills in athletics. record themselves using digital devices as they perform the triple jump. observe other's performance in triple jump and give feedback.	Why is it important to follow the phases of jumping in triple jump? What are the rules of Triple jump?	School Environment. Triple jump field. Digital devices.	Demonstration. Checklists. Assessment rubrics. Observation schedule.	
4	Creating and Performing.	Athletics and Mosaic.	By the end of the lesson, the learner should be able to: - Identify long distance races in athletics. - Discuss the different long d	In groups or pairs, learners are guided to: explain what are long distance races. identify the long distance races in athletics. use digital devices to	Which long distance races in athletics do you know?	Creative Arts and Sports Learner's Textbook Lesson notes. Digital resources. Video clips.	Assessment rubrics. Checklists. Oral questions. Oral discussion.	

				distance races in a thletics. c) Use digital de vices to sens e and watch clips on differ ent long dista nce races in a thletics. d) Acknowledge the different l ong distance races in athle tics.	search and watch cli ps on the different lo ng distance races in athletics. discuss the different long distance races i n athletics.			Written que stions.	
5	Creating a nd Perform ing.	Athletics and Mosaic.	By the end of the lesson,t he learner should be able to: a) Identify the te chniques for l ong distance running. b) Discuss the t echniques for long distance running. c) Perform tech niques for lon g distance ru	In groups or pairs or individually,learners are guided to: interview a resource person or watch clip s on the techniques for long distance run ning. identify and discuss the techniques for lo ng distance running. practice techniques used in long distanc e running while obse	What are the techniques u sed in Long distance run ning?	Creative Arts and Sports Le arner's Textbo ok Digital resour ces. Resource per son. School field.	Assessmen t rubrics. Checklist s. Demonstrat ion. Oral discus sion.		

				ning. d) Acknowledge the techniques used in long distance running.	ring safety.					
8	MID-TERM BREAK									
9	1 & 2	Creating and Performing.	Athletics and Mosaic.	By the end of the lesson, the learner should be able to: a) Perform the different long distance races in athletics. b) Acknowledge own and other's efforts in performing the long distance skills.	As a class and individually, learners are guided to: engage in athletic events where techniques in long distance running are involved. (3000m, 5000m, 10,000m & half marathon) observe other's performance in long distance running skills and give feedback.	How has Long distance running benefited Kenya?	School Field. Digital resources.	Observation Schedule. Checklists. Peer Assessment.		
	3	Creating and Performing.	Athletics and Mosaic.	By the end of the lesson, the learner should be able to: a) State the meaning of Mosaic.	In groups or pairs, learners are guided to: explain the meaning of Mosaic and its characteristics. source for actual an	What are the characteristics of Mosaic art?	Creative Arts and Sports Learner's Textbook Lesson Notes.	Assessment rubrics. Oral questions. Observation.		

				b) Identify the characteristics of mosaic in sample pictures. c) Discuss the characteristics of Mosaic in sample pictures. d) Acknowledge the characteristics of Mosaic in sample pictures.	d virtual samples of mosaic work. analyse the characteristics with focus on mono media and spacing of materials. discuss the mono media and spacing of materials as techniques used in Mosaic art.		Samples of Mosaic art. Digital resources.	Written questions. Oral discussion.	
4	Creating and Performing.	Athletics and Mosaic.	By the end of the lesson, the learner should be able to: a) Identify the locally available materials and tools to use in creating mosaic arts. b) Collect and prepare materials and tools for creating a mosaic	In groups,pairs,learners are guided to: identify and list the locally available materials and tools to use in creating mosaic arts. collect and prepare materials and tools for creating a mosaic focusing on material, support and adhesive.	Which locally available materials and tools can one use to create mosaic?	Environment Carton boxes.	Portfolios. Assessment rubrics.		

				c) Appreciate the locally available materials and tools used in creating mosaic.	place their collected materials and tools in safe boxes and place.				
	5	Creating and Performing.	Athletics and Mosaic.	By the end of the lesson, the learner should be able to: a) Create a preliminary sketch based on the theme of athletics on a chosen support. b) Enjoy creating sketches based on the theme of athletics on a chosen support.	In groups or individually, learners are guided to: select a suitable support and then create a sketch based on the theme of athletics. share their sketches with peers for assessment.	Why is sketching important before creating mosaic arts?	Appropriate support e.g cardboard, cartons, manillas Sketches. Pictures of Athletics.	Peer Assessment. Checklists. Observation.	
10	1	Creating and Performing.	Athletics and Mosaic.	By the end of the lesson, the learner should be able to: a) Create Mosaic pictorial composition inspired by an art	in groups or pairs or individually, learners are guided to: collaboratively make the Mosaic composition based on athletic theme with emphasis	How can mosaic pictorial composition be used to improve the environment?	Working space. Sketches based on athletic theme. Appropriate	Assessment rubric. Class project. Portfolios. Checklists.	

			hletic event. b) Acknowledge own and other's efforts in creating mosaic pictorial composition.	sis on spacing of materials and colour contrast (material vs support)		materials and tools for mosaic creation.		
2	Creating and Performing.	Athletics and Mosaic.	By the end of the lesson, the learner should be able to: a) Present their created mosaic composition for assessment. b) Acknowledge own and other's effort in creation of mosaic pictorial composition.	In groups or pairs, learners are guided to; display their created mosaic composition based on the athletic theme. peers to talk about own and other's mosaic composition.	What are the characteristics of a good pictorial mosaic composition?	Created pictorial Mosaic composition. Digital resources.	Checklists. Portfolios. Assessment rubrics. Self and Peer Assessment.	
3	Creating and Performing.	Melody.	By the end of the lesson, the learner should be able to: a) Identify the types of musical variation. b) Describe the t	In groups or pairs, learners are guided to: explain the meaning of variation and melody. identify the types of musical variations in	How can melody be made interesting?	Creative Arts and Sports Learner's Textbook. Lesson notes. Digital resources.	Assessment rubrics. Checklists. Oral discussion. Oral questions.	

			types of musical variation. c) Search for information on the different types of musical variations. d) Acknowledge the use of types of musical variation in melody.	tunes. use digital resources to search for information on rhythmic, melodic and dynamic variations. discuss the rhythmic, melodic and dynamic variations in melodies. watch clips illustrating the different variations (rhythmic, melodic and dynamic)		Melodies.	ns. Written questions.	
4	Creating and Performing.	Melody .	By the end of the lesson, the learner should be able to: a) Describe the use of variation in composing a melody. b) Sing familiar tunes incorporating variations. c) Acknowledge the significance of variation	In groups or pairs, learners are guided to: explaining the concept of variation in music. discuss the importance of variation in music. sing familiar tunes and discuss how variation has been achieved in the different p	What is the importance of variation in music?	Creative Arts and Sports Learner's Textbook. Tunes. Digital resources. Lesson notes.	Assessment rubrics. Checklists. Oral presentation. Oral questions.	

				n in composition of Melody.	phrases of the melody.				
5		Creating and Performing.	Melody.	By the end of the lesson, the learner should be able to: a) Describe the structure and characteristics of melodies in the key of F major and 4/4 time. b) Use digital devices to search for melodies in the F major and 4/4 time. c) Acknowledge the structure and features of melodies in the F major and 4/4 time.	In groups or pairs, learners are guided to: - use digital resources to search for melodies or songs in the F major and 4/4 time. - identify and discuss the structure and characteristics of melodies in the key of F major and 4/4 time. - perform the scale of F major and its tonic arpeggio.	What is the structure and features of the melody in F major?	Creative Arts and Sports Learner's Textbook Melodies in F major. Digital resources. Lesson notes.	Assessment rubrics. Checklists. Oral discussion. Oral questions.	
11	1 & 2	Creating and Performing.	Melody.	By the end of the lesson, the learner should be able to: a) Compose a f	In groups or pairs, learners are guided to: collaborate in creating a four-bar melody	How do you create a four-bar melody in F major?	Creative Arts and Sports Learner's Textbook.	Assessment rubrics. Checklists. Portfolios.	

				our-bar melody in F major and 4/4 time. b) Value the use of melody in Creative Arts and Sports.	y in F major and in 4/4 time with varied phrases observing integrity. add phrase marks to the four-bar composed melodies indicating dynamics as loud for one phrase and soft for the other.		Digital resources.	Class project.	
	3	Creating and Performing.	Melody	By the end of the lesson, the learner should be able to: a) Notate four-bar melodies in 4/4 time. b) Enjoy notating four-bar melodies in 4/4 time.	In groups or pairs or individually, learners are guided to: discuss the note values involving the dotted minim, dotted crotchet and a quaver. illustrate note values involving the dotted minim, dotted crotchet and a quaver in melodies. write a 2 bar answering phrase in F major which is a variation of the given opening phrase in 4/4 time. notate four-bar melo	Why is it important to notate melodies?	Melodies. Digital resources. Creative Arts and Sports Learner's Textbook. Exercise books.	Assessment rubrics. Oral presentation. Checklists.	

					dies in 4/4 time and share their work with peers for assessment.				
4 & 5	Creating and Performing.	Melody.	By the end of the lesson, the learner should be able to:	a) Perform melodies in F major and 4/4 time. b) Value the use of melody in Creative Arts and Sports.	In groups or pairs, learners are guided to: - sight read the melodies composed by self and others. - collaborate in performing and listening to melodies composed by self and others. - give feedback on the performance.	How can a melody be made interesting?	Digital resources. Melodies	Checklists. Assessment rubrics. Observation schedule.	
12	END OF TERM ASSESSMENT								
13	END OF TERM 1 BREAK								