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**WEEK 1: LESSON 1**

**Strand:** Creating and Executing

**Sub Strand:** Jumping

**Specific Learning Outcomes**

**- By the end of the lesson, students will be able to:**

1.Identify different ways of jumping for body agility.

2.Watch a video clip on jumping activities.

3. Appreciate jumping for enjoyment while observing safety.

**Key Inquiry Questions:**

- What are different ways we can jump?

- Why is jumping important for our bodies?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

- Digital devices for video viewing

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Review Previous Lesson:

- Ask students what they remember from the last class about movement and physical activities.

- Encourage sharing of experiences related to jumping.

2. Discussion:

- Introduce the topic of jumping, guiding students to discuss what they think jumping involves.

**Lesson Development (20 minutes):**

**Step 1:** Jumping Discussion

- Guide a discussion on different types of jumps (e.g., hopping, leaping, skipping) and their purposes (e.g., agility, fun).

- Encourage students to demonstrate each type of jump.

**Step 2:** Video Clip

- Show a short, engaging video clip that features different jumping activities.

- Pause the video at key moments to highlight what is happening.

**Step 3:** Observing Jumping Techniques

- After the video, ask students what jumps they saw and which they would like to try.

- Discuss safety techniques while jumping (e.g., looking where you land, landing with soft knees).

**Step 4:** Jumping Activity

- Organize the class for a fun jumping activity in pairs or small groups where they can practice different jumps learned in Step 1.

- Ensure students observe safety while jumping.

**Conclusion (5 minutes):**

1. Summary:

- Recap the different ways to jump, the benefits of jumping for agility, and the importance of safety.

2. Interactive Activity:

- Have a quick “Jumping Challenge” where students call out different types of jumps and everyone performs them together for fun.

3. Preview:

- Introduce what they will learn in the next session, perhaps focusing on another form of movement or a new physical skill.

**Extended Activities:**

- Jumping Journal: Have students draw a picture of themselves jumping in different styles. They can label each jump and describe how it makes them feel.

- Jumping Obstacle Course: Set up a simple obstacle course outside where students can practice different jumping techniques safely. This can be done during recess or physical education time.

- Creative Arts Integration: Ask students to create a short dance or rhythm routine incorporating various jumps, which they can then perform for the class.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** Creating and Executing

**Sub Strand:** Jumping

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1.Identify different ways of jumping for body agility.

2. Watch a video clip on jumping activities.

3. Appreciate jumping for enjoyment while observing safety.

**Key Inquiry Questions:**

- What are different ways to jump for body agility?

- How can we enjoy jumping while being safe?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum

- Digital devices for a video clip

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on physical activities and why they are important.

- Guide students to discuss different jumping activities they might already know or have seen, using visuals or illustrations if possible. Emphasize the importance of jumping in keeping our bodies healthy and active.

**Lesson Development (20 minutes):**

**Step 1:** Warm-up Discussion

- Ask students if they can name any jumping activities. (e.g., hopscotch, jumping jacks, frog jumps)

- Discuss how jumping helps strengthen our legs and keeps us agile.

**Step 2:** Video Observation

- Show a short video clip that features different types of jumping (e.g., jumping over objects, jumping in place, and long jumps).

- After the video, ask students to share what they saw and the different ways people jumped in the video.

**Step 3:** Demonstration and Practice

- Demonstrate various types of jumps such as vertical jumps, bunny hops, and star jumps.

- Have students practice these jumps in an open area while ensuring they have enough space. Encourage them to jump in place and also in different directions.

**Step 4:** Safety Discussion

- Gather students and discuss how to stay safe while jumping. For example, landing softly, making sure the area is clear of obstacles, and using proper footwear.

- Reinforce the idea that jumping can be fun when done safely.

**Conclusion (5 minutes):**

- Summarize the key points: different ways to jump, the benefits of jumping, and safety tips.

- Conduct a brief interactive activity where students can demonstrate their favorite jump learned in class.

- Wrap up by previewing the next session's topic, which could involve combining jumping with other movements (like dancing).

**Extended Activities:**

- Create a "Jumping Challenge" where students can try out different jumping styles at home and share their experiences with the class.

- Encourage students to draw a picture of themselves performing a jumping activity and explain why they enjoy it. These can be displayed in the classroom for a "Jumping Gallery."

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Creating and Executing

**Sub Strand:** Jumping

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Outline different ways of jumping for body agility.

2. Observe pictures on different ways of jumping.

3. Appreciate jumping for enjoyment while observing safety.

**Key Inquiry Questions:**

- What are different ways we can jump?

- How do we jump safely?

- Why is jumping fun?

**Learning Resources:**

- Grade 1 Creative Activities curriculum design

- Digital devices for pictures (e.g., tablets)

- Chart paper for drawing

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on body movements and their importance.

- Ask students: "Can anyone tell me a way we can move our bodies?" (Encourage responses related to jumping).

- Introduce the key concept of jumping using pictures from the learning resources.

**Lesson Development (20 minutes):**

**Step 1:** What is Jumping?

- Begin with a demonstration: show a video or picture of a child jumping.

- Ask: "How does jumping make our bodies feel?" Discuss responses.

- Introduce two basic types of jumps: 'two-foot jump' and 'one-foot jump.'

**Step 2:** Exploring Different Jumps

- Show pictures of various jumping styles (e.g., jumping jacks, hopscotch).

- Have students identify the types of jumps they see and relate them to their own experiences.

- Encourage students to try mimicking the jumps in their space.

**Step 3:** Jumping for Joy

- Discuss the enjoyment of jumping: “Why do we enjoy jumping?”

- Prompt students to share times they jumped for fun (e.g., at the playground).

- Emphasize that jumping can be fun but must always be done safely.

**Step 4:** Safe Jumping Techniques

- Discuss safety tips while jumping: look where you're going, land softly, etc.

- Create a small poster together as a class listing these safety tips.

**Conclusion (5 minutes):**

- Summarize key points: different ways of jumping, the fun of jumping, and safety while jumping.

- Conduct a brief interactive activity: “Jump and Freeze.” Students jump in place, then freeze when the teacher calls "freeze." Discuss how jumping can be fun when done safely.

- Preview next session: “Next time, we will learn how to jump using rhythm and music!”

**Extended Activities:**

- Art Activity: Have students draw their favorite type of jump and explain it to the class.

- Observational Game: During recess, students can observe and note different jumping styles by their peers and share their observations later.

- Jumping Challenge: Set up a fun "jumping obstacle course" that encourages students to practice the jumps they learned while emphasizing safety.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 4**

**Strand:** Creating and Executing

**Sub Strand:** Jumping

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Outline different ways of jumping for body agility

2. Observe pictures of different ways of jumping

3.Appreciate jumping for enjoyment while observing safety

**Key Inquiry Question(s):**

- What are some fun ways to jump?

- Why is jumping important for our bodies?

- How can we jump safely to have fun?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

- Digital devices (for images and videos)

- Chart with different jumping styles (e.g., hop, skip, jump, leap)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing what was learned in the previous session about moving our bodies safely.

- Introduce the topic of jumping. Show images of different jumping techniques from the learning resource and ask students to share what they see and think about jumping.

**Lesson Development (20 minutes):**

**Step 1:** Talking About Jumping

- Discuss the concept of jumping and its purpose (e.g., for fun, exercise).

- Ask students to describe how their bodies feel when they jump.

**Step 2:** Jumping in Action

- Have students demonstrate two types of jumps: the "bunny hop" (two feet together) and the "frog jump" (hands on the ground).

- Encourage them to notice how their bodies move and the muscles they use.

**Step 3:** Observation and Discussion

- Show students a chart with various jumping methods (e.g., jump rope, hopscotch jumps, broad jumps).

- Ask students to identify and name the jumps they see. Discuss the differences in these jumps.

**Step 4:** Safety First!

- Talk about safe jumping practices (e.g., look where you jump, don’t jump too high).

- Create a simple classroom rule for jumping activities to reinforce the importance of safety.

**Conclusion (5 minutes):**

- Recap what we’ve learned about jumping: the types of jumps, how jumping helps us, and safety tips.

- Conduct a quick interactive activity: Have students imitate different jumps from the lesson (like frogging across the room or bunny hopping) while ensuring they follow safety rules.

- Briefly preview the next session: “Next time, we will explore jumping games that we can play with friends!”

**Extended Activities:**

- Jumping Journal: Have students create a journal page where they can draw their favorite jumps or write a sentence about a jumping experience.

- Jumping Relay: Organize an outside relay race where students can showcase different jumps, reinforcing the concepts learned.

- Jumping Challenge: Encourage students to practice a new jump at home and share it with the class next time.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 5**

**Strand:** Creating and Executing

**Sub Strand:** Jumping

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. State objects to be used for jumping.

2. Draw and color objects to be used for jumping.

3. Appreciate jumping for enjoyment while observing safety.

**Key Inquiry Question(s):**

- What objects can we use for jumping?

- Can we create art with these objects?

**Learning Resources:**

- Grade 1 Creative Activities curriculum design ropes

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Discuss what the students learned about different sports and activities. Ask students to share their favorite jumping moments.

- Guide Discussion: Read and discuss the relevant content from the learning resources. Focus on the objects used for jumping, emphasizing a fun and safe approach.

**Lesson Development (20 minutes):**

**Step 1:** Name the Objects

- Activity: In a circle, ask each student to name an object they can jump with (e.g., jump ropes, hurdles, trampolines). Write their answers on the board.

- Discussion: Ask questions to encourage deeper thought, such as "Which objects can we jump over?" or "Which ones are the most fun?"

**Step 2:** Safety First

- Discussion: Talk about safety when using jumping objects. Ask students what safety means and why it's important when jumping.

- Key Points: Demonstrate how to safely jump over objects.

**Step 3:** Drawing Time

- Activity: Instruct students to draw at least two of the objects that can be used for jumping. Encourage them to be creative and colorful.

- Sharing: Allow volunteers to share their artwork with the class.

**Step 4:** Jumping for Joy

- Movement Activity: Lead a quick jumping activity where students can practice jumping in place. Incorporate fun sounds or music to make it engaging.

- Reflection: After jumping, ask students how they felt and what they enjoyed about jumping.

**Conclusion (5 minutes):**

- Summarization: Recap the key points learned about jumping objects, safety, and the creative activity.

- Interactive Activity: Lead a quick group discussion asking students what their favorite jumping object was and why.

- Preview: Briefly inform students that in the next session, they will learn more about jumping styles and how to jump higher safely.

**Extended Activities:**

- At Home: Encourage students to create a jumping obstacle course using cushions or safe household items.

- Art Focus: Have students create a collage at home with pictures of different jumping objects from magazines or printed images.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 6**

**Strand:** Creating and Executing

**Sub Strand:** Jumping

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. State objects to be used for jumping.

2. Draw and color objects to be used for jumping.

3. Appreciate jumping for enjoyment while observing safety.

**Key Inquiry Questions:**

- What objects can we use for jumping?

- How can we safely enjoy jumping?

**Learning Resources:**

- Grade 1 Creative Activities curriculum design

- Ropes

- Sticks

- Paper and crayons for drawing

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson about different ways to move.

- Introduce the topic of jumping, encouraging the children to share any experiences they have had with jumping.

- Read aloud from the learning resources, discussing what jumping means and the importance of safety.

**Lesson Development (20 minutes):**

**Step 1:** Naming Objects

- Ask students to brainstorm a list of objects they know that they can use for jumping (e.g., ropes, sticks, jumping boxes).

- Write the list on the board and encourage participation from everyone.

**Step 2:** Drawing Activity

- Hand out paper and crayons to each student.

- Instruct students to choose one object from the list and draw it. Encourage them to add details to their drawings.

**Step 3:** Coloring

- Once the drawings are done, allow time for students to color their pictures.

- Walk around to see their artwork and provide positive feedback.

**Step 4:** Discussing Safety

- Gather students in a circle to talk about how to jump safely.

- Encourage them to share any ideas or rules for jumping safely (e.g., jumping on soft surfaces, looking where they jump).

**Conclusion (5 minutes):**

- Summarize the key points by reviewing the objects used for jumping and the safety rules discussed.

- Conduct a brief interactive activity, such as "Jumping Around," where students can demonstrate safe jumping practices.

- Preview the next lesson, where students will learn different jumping techniques and how to use their objects in fun games.

**Extended Activities:**

- Outdoor Jumping Game: Organize a play session outside where students can use ropes or sticks for jumping activities.

- Storytime: Read a story that includes jumping (like "Jump, Frog, Jump!”) and discuss the actions of the characters.

- Safety Poster: Have students create a safety poster about jumping that they can present to the class.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 7**

**Strand:** Creating and Executing

**Sub Strand:** Jumping

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Outline different ways of jumping for body agility.

2. Watch a demonstration on different directions of jumping using objects.

3. Appreciate jumping for enjoyment while observing safety.

**Key Inquiry Questions:**

- In which directions can we jump?

- How can we jump safely and enjoyably?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

- Pictures and videos demonstrating different types of jumping

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start the lesson by briefly reviewing the previous lesson about moving and balancing.

- Guide learners to look at pictures or videos of various jumping styles. Ask them to point out what they see and share their thoughts.

**Lesson Development (20 minutes):**

**Step 1:** Exploring Jumping Directions

- Engage students in a discussion about different directions we can jump (up, down, forward, backward, sideways).

- Use a large open space and have students demonstrate jumping in each of the discussed directions.

**Step 2:** Jumping with Objects

- Show students a couple of objects (like hoops, cones, or soft balls).

- Demonstrate how to jump over and around these objects. Discuss the importance of safety while jumping.

- Allow students to practice jumping over the objects and modify their jumps based on their comfort.

**Step 3:** Jumping Games

- Play a fun game where students can mimic different animals (like frogs or kangaroos) and jump around the learning space.

- Encourage creativity in jumping styles while reinforcing the idea of safety.

**Step 4:** Reflection

- Gather students in a circle and ask them to share which type of jump they liked the most and why.

- Discuss how jumping can be fun but also requires a focus on safety.

**Conclusion (5 minutes):**

- Summarize the main points: the different directions of jumping, jumping with objects, and the enjoyment and safety involved.

- Conduct an interactive activity where students stand in a line and jump forward together when you say "Go!" to reinforce the concepts learned.

- Prepare students for the next session by sharing that they will learn how to combine jumping with other movements.

**Extended Activities:**

- Encourage students to practice jumping at home in different ways (using a jump rope, jumping over small cushions, etc.) and share their experiences in the next class.

- Create a "Jumping Journal" where students can draw or write about their favorite jumping activities at home or in class.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Creating and Executing

**Sub Strand:** Jumping

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1.Outline different ways of jumping for body agility.

2. Watch a demonstration on different directions of jumping using objects.

3. Appreciate jumping for enjoyment while observing safety.

**Key Inquiry Question(s):**

- In which directions can we jump?

- How can we use objects while jumping?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum

- Digital devices (for videos/demonstrations)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson on basic movements.

- Engage the students by asking what they remember about jumping.

- Guide students to read and discuss content from the learning resources related to jumping and agility.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Jumping Directions

- Explain the different directions of jumping: forward, backward, left, and right.

- Show a short video or demonstration of jumping in each direction to visually illustrate the concepts.

**Step 2:** Practicing Jumping

- Organize students into small groups and assign each group an object (e.g., cones, balls).

- Direct the students to jump in different directions while aiming to land near their object (e.g., jump forward to touch a cone).

**Step 3:** Jumping Games

- Play a jumping relay game where students must jump in a specific direction to reach the finish line first.

- Integrate safety reminders on how to jump safely and avoid collisions.

**Step 4:** Reflection

- Gather all students and ask them to share what they learned about jumping in different directions.

- Discuss how jumping makes them feel and the importance of safety while playing.

**Conclusion (5 minutes):**

- Summarize the key points learned about the different directions of jumping and the significance of safe play.

- Conduct a brief interactive activity, such as a “jumping freeze” game where students jump in place until the teacher calls out a direction.

- Prepare learners for the next session by previewing that they will explore combining jumping with other movements.

**Extended Activities:**

- Have students create a simple jumping obstacle course at home or at school using safe household items (like pillows or hula hoops) and share their experiences during the next lesson.

- Encourage students to draw or create a jump chart that represents themselves jumping in different directions with different objects.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Creating and Executing

**Sub Strand:** Jumping

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Outline safety measures to be observed while jumping.

2. Jump in different ways for coordination.

3. Appreciate jumping for enjoyment while observing safety.

**Key Inquiry Question(s):**

- What safety measures should we follow while jumping?

- How can we jump in different ways to improve our coordination?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design Chart

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a short discussion to review the previous lesson. Ask students to share any fun experiences they had while jumping.

- Introduce the concept of safety while jumping. Read from the learning resource that focuses on safety and jumping.

**Lesson Development (20 minutes):**

**Step 1:** Discussing Safety Measures

- Ask students what they think are important safety rules when jumping.

- List responses on the board, guiding them to think about things like looking for clear space, jumping on soft surfaces, and landing properly.

**Step 2:** Demonstration of Jumping Techniques

- Show the students how to jump in different ways:

- Regular jumps

- Side jumps

- Backward jumps

- Allow students to practice each technique, ensuring they observe the safety measures discussed.

**Step 3:** Jumping for Coordination

- Organize a simple game where students jump over a line or an object like a soft toy.

- Encourage them to use different jumping styles while practicing coordination.

**Step 4:** Discussing Enjoyment

- Gather students and ask them how jumping makes them feel and when they like to jump. Discuss the enjoyment of jumping as a fun activity while reinforcing the importance of safety.

**Conclusion (5 minutes):**

- Summarize key points: importance of safety measures while jumping, different ways to jump, and the joy of being active.

- Engage in a quick "Jumping Review" game where students shout out safety rules or jump styles as they jump in place.

- Preview the next lesson by hinting at exploring more fun movements and activities related to jumping.

**Extended Activities:**

- Jumping Journal: Have students keep a "Jumping Journal" where they can draw or write about different jumping activities they do at home or at recess.

- Safety Poster: Create a poster at home or in a group about the safety measures for jumping and present it in the next class.

- Jumping Relay: Set up a jumping relay race during gym time where students can incorporate various jumps while practicing coordination.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** Creating and Executing

**Sub Strand:** Jumping

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Outline safety measures to be observed while jumping.

2. Jump in different ways for coordination.

3.Appreciate jumping for enjoyment while observing safety.

**Key Inquiry Questions:**

- What safety measures should we observe while jumping?

- How can we jump in different ways to help our coordination?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design Chart

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on moving safely and enjoying physical activities. Ask students what they remember about safe movements.

- Introduce the focus of today’s lesson: jumping safely and differently. Read relevant content from the curriculum design chart together. Discuss safety measures when jumping.

**Lesson Development (20 minutes):**

**Step 1:** Discuss Safety Measures

- Ask the students what safety measures they can think of. Guide them to consider things like:

- Jumping in a clear space

- Landing softly

- Not pushing or shoving friends while jumping

- Create a list of safety rules on the board.

**Step 2:** Demonstration

- Show students how to jump safely. Highlight different jumping styles: two-foot jump, one-foot jump, and hop.

- Invite a few students to demonstrate each type while following the safety rules discussed.

**Step 3:** Practice Jumping in Different Ways

- Set up a simple obstacle course using cones or markers in the gym or playground area.

- Encourage students to jump over the markers in different ways while practicing the safety measures.

**Step 4:** Share Experiences

- Gather students in a circle to talk about how they felt during the jumping activities.

- Ask questions like: What was fun? What was hard? How did you make sure to be safe?

**Conclusion (5 minutes):**

- Summarize the key points about safety in jumping and the different ways to jump that we’ve learned today.

- Conduct a quick interactive activity: "Jumping Freeze Dance." When the music stops, students freeze in a jumping position and shout out one safety rule they remember.

- Preview the next session: “Next time, we will play jumping games together! What is your favorite jumping game?”

**Extended Activities:**

- Create a "Jumping Safety Poster": Have students draw or write about the safety measures learned in class and present their posters to their classmates.

- Jumping Relay: Organize a simple relay race where students jump from one spot to another, practicing coordination and safety.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 4**

**Strand:** Creating and Executing

**Sub Strand:** Jumping

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Outline their own and others' performance in jumping activities.

2. Sing songs while jumping for fun.

3. Appreciate jumping for enjoyment.

**Key Inquiry Questions:**

- How does jumping help our muscles?

- How can we have fun while jumping?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

- Jumping songs (e.g., “Jumping Jack”)

- Open space for jumping activities

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the Previous Lesson: Briefly ask students what they remember about jumping activities from earlier classes.

- Discussion: Guide learners to read and discuss relevant content, asking questions like “Why do we jump?” and “Who likes to jump?” to encourage participation and reinforce key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Jumping

- Activity: Introduce jumping as a fun activity that helps our muscles.

- Discussion: Talk about different muscles we use when we jump (e.g., legs, arms).

- Demonstration: Show different jumping styles (e.g., hopping, two-foot jump, jumping jacks).

**Step 2:** Performance Outline

- Activity: Have students jump in pairs and observe each other’s jumping techniques.

- Guided Questions: Ask learners to outline what they see. “What did your partner do well? How could they jump even better?”

- Sharing: Allow a few students to share their observations with the class.

**Step 3:** Jumping Songs

- Activity: Teach students a fun jumping song.

- Example: Sing along to “Jumping Jack” while demonstrating jumping movements.

- Engagement: Encourage students to sing and jump together to build rhythm and coordination.

**Step 4:** Jumping for Enjoyment

- Group Jumping Activity: Create a lively jumping game, incorporating the song.

- Move to different areas or use props (like soft balls) to add variety.

- Promote appreciation of jumping by discussing how it feels when they jump together.

**Conclusion (5 minutes):**

- Summary: Ask students to share one thing they learned today about jumping and how it makes them feel.

- Interactive Activity: Play a simple game where students jump while passing a soft ball to each other, reinforcing teamwork.

- Preview: Briefly explain what the next lesson will cover, like learning new jumping techniques or exploring more jumping games.

**Extended Activities:**

- Jumping Journal: Encourage students to draw a picture of themselves jumping and write a sentence about how jumping makes them feel.

- Jumping Challenge: Set up a mini “jumping Olympics” where students can try different types of jumps and earn fun certificates.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 5**

**Strand:** Creating and Executing

**Sub Strand:** Jumping

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1.Students will outline their own and others' performance in jumping activities.

2. Students will sing songs while jumping for fun.

3. Students will appreciate jumping for enjoyment.

**Key Inquiry Question(s):**

- How does jumping help our muscles?

- What did we notice about our jumping today?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

- Jumping songs (e.g., "The Jumping Song" or any fun, upbeat children's songs)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by asking students if they remember jumping activities from the last lesson. What did we do? How did it feel?

- Guide learners to briefly read a section from the learning resources related to jumping. Discuss why jumping is important for our muscles and health.

**Lesson Development (20 minutes):**

**Step 1:** Warm-up Activity

- Lead the students in a fun warm-up including stretches and gentle hopping in place. Explain that warming up helps our muscles prepare for jumping.

**Step 2:** Jumping Techniques

- Demonstrate different jumping techniques (e.g., two-foot jump, one-foot jump).

- Have students practice each technique, then pair up to observe and provide positive feedback on their partner's jumping. Prompt them to describe what they see (height, form).

**Step 3:** Sing and Jump Activity

- Gather students and introduce a fun jumping song. Encourage them to sing along and jump to the rhythm of the song.

- Highlight the joy of jumping and moving together as a class.

**Step 4:** Reflection Circle

- Bring students into a circle to share how they feel after jumping. Ask them questions like: "What do you love about jumping?" and "How does jumping make your body feel?"

- Encourage them to appreciate the effort of themselves and their peers.

**Conclusion (5 minutes):**

- Summarize the key points learned: jumping helps our muscles, it's fun, and we can do it while enjoying music.

- Conduct a brief interactive activity where students can show their favorite jump from the lesson.

- Preview the next session's topic, which will include more fun movement activities and explore how we can hop or skip, setting questions for students to think about during the week.

**Extended Activities:**

- Create a "Jumping Journal" where students can draw a picture of themselves jumping and write a simple sentence about how they feel when jumping.

- Organize a "Jumping Day" where students can bring in their favorite jumping songs, and have a jumping contest to show various techniques learned.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 6**

**Strand:** Creating and Executing

**Sub Strand:** Rhythm

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify items that maintain a steady pulse for a beat.

2. Draw and color items that maintain a steady pulse.

3. Appreciate the use of percussion instruments in creating rhythm.

**Key Inquiry Questions:**

- What are some items that keep a steady beat?

- Can we draw and color these items?

**Learning Resources:**

- Grade 1 Creative Activities curriculum design.

- Pictures of various items and percussion instruments.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start the lesson by revisiting what was learned in the previous class about rhythm.

- Show learners pictures of different items that create a steady pulse (like drums, tambourines, and clapping hands) and discuss how these items help keep a beat.

**Lesson Development (20 minutes):**

**Step 1:** Naming Items

- Engage students in activity by asking them to name items they think maintain a constant beat (e.g., drummer, metronome).

- Write their responses on the board.

**Step 2:** Pulse Observations

- Define "steady pulse" and demonstrate it using a clapping exercise.

- Ask students to clap along and count out loud to solidify their understanding of maintaining a steady rhythm.

**Step 3:** Creative Drawing Activity

- Provide each student with paper and crayons.

- Instruct students to draw at least two items that maintain a steady pulse.

- Encourage creativity while ensuring they understand how those items keep rhythm.

**Step 4:** Listening and Appreciation

- Play short audio clips of various percussion instruments (e.g., drums, maracas, and xylophones).

- Ask students to identify which instruments they heard and discuss how each instrument can keep a steady beat.

**Conclusion (5 minutes):**

- Summarize what was learned about steady beats and rhythm.

- Have a quick interactive clapping game to reinforce the concept of a steady pulse.

- Preview the next session by hinting at exploring different musical genres and how they use rhythm.

**Extended Activities:**

- Percussion Craft: Invite students to create their own simple percussion instruments using materials from home (like empty tins, rice, and tape) and share them with the class.

- Rhythm Walk: Organize a "rhythm walk" where students walk around the school while clapping or tapping their feet to a steady beat, observing how different movements create rhythm.

- Rhythm Story: Have students create a short story that includes different items that maintain a rhythm, encouraging them to illustrate their stories.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 7**

**Strand:** Creating and Executing

**Sub Strand:** Rhythm

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify items that maintain a steady pulse for beat.

2. Draw and color items that maintain a steady beat.

3. Appreciate the use of percussion instruments in creating rhythm.

**Key Inquiry Question(s):**

- What items in our environment make a steady beat?

- How do we feel when we listen to these items?

**Learning Resources:**

- Pictures of items that maintain a constant beat (e.g., ticking clock, drum, metronome).

- Grade 1 Creative Activities Curriculum Design.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by gathering the students in a circle.

- Review the previous lesson on sound and how it can be found in everyday items.

- Show pictures of items that create a constant beat, like a clock and a drum. Discuss what they see and hear.

**Lesson Development (20 minutes):**

**Step 1:** What is Rhythm?

- Explain the concept of rhythm. Ask students to clap along to maintain a steady beat.

- Use a simple percussion instrument, like a tambourine, to demonstrate rhythm. Allow students to join in.

**Step 2:** Identify and Discuss

- Show different pictures of objects that have a steady beat (e.g., a ticking clock, drum, metronome).

- Discuss how each item creates a rhythm. Encourage students to share any similar items they know of or have at home.

**Step 3:** Drawing and Coloring Activity

- Hand out worksheets with outlines of various rhythmic items (like a clock, drum, and footsteps).

- Instruct students to draw and color their favorite item that represents a steady beat.

**Step 4:** Group Percussion Session

- Lay out different percussion instruments and let students experiment with them.

- Encourage them to play in a steady rhythm together.

**Conclusion (5 minutes):**

- Summarize what was learned: different items that maintain a steady beat and how rhythm feels.

- Conduct a brief interactive clapping activity to reinforce the beat learned.

- Ask students what they are excited to learn about rhythm in the next lesson.

**Extended Activities:**

- Rhythm Walk: Take students on a "rhythm walk" around the school or playground where they can create and identify rhythms in their steps or sounds around them.

- Parental Involvement: Encourage students to find one rhythmic item at home and bring a picture or description to share with the class next time.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1**

**Strand:** Creating and Executing

**Sub Strand:** Rhythm

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify items that maintain a steady pulse for beat articulation.

2. Draw and color items that maintain a steady beat.

3.Appreciate the use of percussion instruments in creating rhythm.

**Key Inquiry Question(s):**

- What items can we find that make a constant beat?

- Can we draw items that make a steady beat?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson about music and sound. Ask students questions like, "What is music?" and "What sounds do we hear around us?"

- Introduce the concept of a "steady beat" by showing pictures of items such as ranging from ticking clocks to drums. Discuss how these items keep a rhythm.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Steady Beat

- Present a few examples of items that maintain a steady beat. Clap hands, stomp feet, and show a ticking clock.

- Encourage students to join in by clapping their hands to a steady beat with you.

**Step 2:** Exploring Rhythm with Percussion

- Introduce basic percussion instruments (e.g., tambourines, maracas, hand drums).

- Allow students to take turns playing the instruments, emphasizing how each instrument can maintain a steady pulse. Discuss how different instruments sound different but can still make a rhythm.

**Step 3:** Drawing and Coloring Activity

- Hand out drawing paper and coloring materials.

- Ask students to draw at least two items that maintain a steady beat (e.g., a metronome, drum, or ticking clock).

- Let them color their drawings and display them on the classroom wall.

**Step 4:** Class Discussion

- Gather students in a circle and have them share their drawings with the class.

- Ask guiding questions: "What beat does your item make?" or "How does your item help us keep a steady rhythm?"

**Conclusion (5 minutes):**

- Summarize key points: Reinforce the idea that a steady beat is important in music and can be found in many items.

- Conduct an interactive activity where students create a rhythmic pattern by clapping together, emphasizing the steady beat.

- Preview the next lesson: Talk about different music styles and how they use rhythm in unique ways, posing questions for students to think about, like "How does music make us feel?"

**Extended Activities:**

- Create a "Rhythm Parade": Encourage students to bring in simple percussion items from home (like pots, pans, or homemade shakers) and have a small class parade where they play their instruments.

- Homework Drawing: Ask students to find one more item at home that maintains a steady beat and draw it to share in the next class.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** Creating and Executing

**Sub Strand:** Rhythm

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1.Identify percussion instruments

2. Draw and color percussion instruments

3. Appreciate the use of percussion in creating rhythm

**Key Inquiry Questions:**

- What are percussion instruments?

- How can we create rhythms using percussion instruments?

- Why do we appreciate percussion in music?

**Learning Resources:**

- Grade 1 Creative Activities curriculum

- Shakers

- Kayamba

- Guitar

- Drum

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson focused on music and sound.

- Ask the students if they can name any musical instruments they remember from last time.

- Introduce the topic of percussion instruments and display pictures or real examples (shakers, kayamba, drum).

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Percussion Instruments

- Show the students a range of percussion instruments (shakers, drums, kayamba).

- Discuss their names and how they are played.

- Ask students to describe what they see and hear when these instruments are played.

**Step 2:** Listening Activity

- Play a short audio clip of different percussion instruments.

- Have students listen carefully and identify which instrument they hear.

- Discuss how each instrument contributes to a rhythm in music.

**Step 3:** Drawing Activity

- Provide students with paper and crayons/colored pencils.

- Ask them to choose one percussion instrument they've learned about and draw it.

- Encourage them to add colors to their drawings.

**Step 4:** Sharing and Appreciation

- Allow a few students to share their drawings with the class.

- Ask each student to say one thing they love about their chosen percussion instrument.

- Discuss how these instruments help create beautiful music and rhythms together.

**Conclusion (5 minutes):**

- Summarize the main points: what percussion instruments are, how they are used, and why they are fun and important in music.

- Engage students with an interactive activity where they clap a simple rhythm together, using their hands as a percussion instrument.

- Preview next session: “Next time, we’ll explore how to create our own rhythms with what we learned!”

**Extended Activities:**

- Encourage students to create their own simple percussion instruments at home, such as using a container for a drum or filling a bottle with rice for a shaker.

- Provide a rhythm matching game where students clap along with different drum patterns or play a follow-the-leader rhythm game in class.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 3**

**Strand:** Creating and Executing

**Sub Strand:** Rhythm

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1.Identify percussion instruments

2.Draw and color percussion instruments

3.Appreciate the use of percussions in creating rhythm

**Key Inquiry Questions:**

- What are percussion instruments, and can we name some examples?

- How do percussion instruments help us make music?

- Why is rhythm important in music and dance?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

- Pictures of various percussion instruments

- Art supplies (crayons, markers, paper)

- Simple percussion instruments (like tambourines, maracas) for demonstration

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson about sounds and music. Ask students to share what they remember.

- Introduce the topic of percussion instruments, explaining that today they will learn, create, and appreciate rhythm. Read aloud from the curriculum design to set the context.

**Lesson Development (20 minutes):**

**Step 1:** Introduce Percussion Instruments

- Show pictures of different percussion instruments (e.g., drums, tambourines, maracas, xylophones).

- Ask the students questions like, "Can anyone name some of these?" and "Have you ever played any of these instruments?"

**Step 2:** Discuss the Role of Rhythm

- Explain what rhythm is in simple terms (the beat in music that helps us move).

- Use clapping to demonstrate basic rhythms. Let children follow along with their hands to feel the beat. Encourage them to make their own simple rhythms.

**Step 3:** Drawing and Coloring

- Provide students with paper and art supplies. Ask them to choose one percussion instrument they like and draw it.

- Encourage them to color their drawings creatively, using vibrant colors.

**Step 4:** Share and Appreciate

- Allow students to share their drawings with the class.

- Invite them to explain why they chose that instrument and how they think it helps create rhythm in music.

**Conclusion (5 minutes):**

- Summarize the key points: what percussion instruments are, their role in making rhythm, and how they can express themselves through drawing.

- Conduct a quick interactive activity: Have the class create a simple rhythm together by clapping or using simple instruments.

- Briefly preview the next lesson: “Next time, we will learn how to move to music and explore different types of dance!”

**Extended Activities:**

- Instrument Discovery: Encourage students to explore and find simple percussion instruments at home, like pots, pans, or bottles and experiment with making sounds.

- Rhythm Games: Organize a fun game where students pass a “rhythm” along by clapping or tapping, taking turns to add their own rhythm.

- Create a Class Instrument Book: Compile students' drawings and descriptions into a class book to showcase their understanding of percussion instruments.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 4**

**Strand:** Creating and Executing

**Sub Strand:** Rhythm

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Mention percussion instruments

2. Play a steady beat on a percussion instrument while singing

3. Appreciate the use of percussion in creating rhythm

**Key Inquiry Question(s):**

- What are percussion instruments?

- How can we keep a steady beat in music?

- Why is percussion important for rhythm?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

- Various percussion instruments (e.g., tambourines, maracas, drums)

- Audio recordings of simple songs

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on types of music and rhythms.

- Engage learners by showing pictures of different percussion instruments.

- Discuss how these instruments sound and what they are used for in music.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Percussion Instruments

- Introduce and demonstrate various percussion instruments.

- Ask students to name any percussion instruments they know or have seen before.

**Step 2:** Understanding Rhythm

- Explain what a steady beat is in music. Use clapping to demonstrate keeping a steady beat.  
- Encourage students to clap along and feel the rhythm. Ask, "What did you notice about our claps?"  
- Guide students to appreciate why a steady beat is important in music.

**Step 3:** Playing Percussion Instruments

- Give each student a percussion instrument.

- Guide them to play a steady beat while singing a simple song (e.g., “Twinkle, Twinkle, Little Star”).

**Step 4:** Group Performance and Sharing

- Split the class into small groups and let each group perform their beat with the song.

- After each group performs, encourage students to appreciate the efforts of their classmates.

**Conclusion (5 minutes):**

- Summarize key points: what percussion instruments are, keeping a steady beat, and the role of percussion in rhythm.

- Conduct a brief interactive activity: Have everyone clap a rhythm together and then create their own rhythm for others to try.

- Preview the next session: “Next time, we will learn how to create our own music using instruments!”

**Extended Activities:**

- Create a "Percussion Parade": Encourage students to bring an empty container from home and convert it into a percussion instrument. They can decorate it and use it to create rhythms.

- Rhythm Games: Organize rhythm-based games in groups, such as “Follow the Leader,” where one student creates a rhythm, and others mimic it.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 5**

**Strand:** Creating and Executing

**Sub Strand:** Rhythm

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. State ways of creating body percussions.

2. Watch live or a video clip on body percussion.

3. Appreciate the use of percussions in creating rhythm.

**Key Inquiry Question(s):**

- What are some ways to create body percussions?

- How can we use our bodies to make music?

- Why is rhythm important in music?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

- Video clips demonstrating body percussion

- Simple percussion instruments (optional)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on music and sound.

- Discuss what students remember about music and rhythm.

- Introduce the idea of body percussion: making music with our bodies.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Body Percussion

- Explain body percussion and give examples (clapping hands, stomping feet, slapping thighs).

- Engage the class by demonstrating each action and asking for volunteers to join in.

**Step 2:** Watching and Listening

- Show a short video clip of a body percussion performance.

- Ask students to listen and watch carefully for the different sounds created by the performers.

- Discuss what they saw in the video and how the performers used their bodies.

**Step 3:** Creating Our Own Rhythms

- Divide the class into small groups and assign a simple rhythm pattern to each group.

- Let each group practice their rhythm using body percussion (clapping, tapping, stomping) for a few minutes.

- After practicing, have each group perform their rhythm for the class.

**Step 4:** Reflection and Discussion (Optional)

- Gather again as a class and discuss the different rhythms created.

- Ask questions like: "Which rhythm was your favorite?" and "How did it make you feel?"

**Conclusion (5 minutes):**

- Summarize the key points: What is body percussion? What sounds can we make using our bodies?

- Conduct a brief interactive clapping game where students follow your claps.

- Preview the next lesson topic on different types of musical instruments and how they create sound.

**Extended Activities:**

- Create a "Body Percussion Booklet" where students draw and describe different body percussion techniques and practice them at home.

- Encourage students to create their own short body percussion performance at home, which they can share in the next class.

- Plan a "Rhythm Day" where students can bring simple percussion instruments (like tambourines or maracas) to explore rhythms further.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 6**

**Strand:** Creating and Executing

**Sub Strand:** Rhythm

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. State ways of creating body percussions.

2. Watch live or a video clip on body percussion.

3. Appreciate the use of percussions in creating rhythm.

**Key Inquiry Questions:**

- How can we create body percussions?

- What sounds can we make with our bodies?

- Why do we use rhythm in music?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

- Video clip of body percussion performance

- Instruments (optional)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start by asking students if they remember any sounds they made in the last lesson.

- Read aloud from the learning resource about body percussion and discuss what rhythms are and how they can be made using our bodies.

**Lesson Development (20 minutes):**

**Step 1:** Explore Body Percussion

- Introduce various ways to create body sounds: clapping hands, tapping knees, marching in place, and stamping feet.

- Demonstrate each way and invite students to join in.

**Step 2:** Watch and Listen

- Show a short video clip of a body percussion performance (ensure it's age-appropriate).

- Pause to discuss what they see and hear. Ask questions like, "What body sounds do you hear?" and "How do these sounds work together?"

**Step 3:** Create Your Own Rhythm

- In small groups, have students practice creating their own rhythm patterns using different body percussion techniques.

- Encourage them to experiment with combinations such as clapping and stomping together.

**Step 4:** Perform

- Each group takes turns to share their rhythm patterns with the class.

- Allow applause and encourage positive feedback among peers.

**Conclusion (5 minutes):**

- Summarize key points about body percussion and the importance of rhythm in music.

- Conduct a quick interactive activity—like a "Body Percussion Freeze Dance" where students dance and freeze on a beat you create.

- Preview the next session, focusing on exploring instruments that can create rhythm.

**Extended Activities:**

- Ask students to create a "body percussion story" at home that they can perform in the next class, encouraging them to think about how sounds can tell a story.

- Provide a worksheet where students can draw or write their favorite body percussion techniques learned during the lesson.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 7**

**Strand:** Creating and Executing

**Sub Strand:** Rhythm

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. State ways of creating body percussions.

2. Create a rhythmic accompaniment to a song using body percussion.

3. Appreciate the use of percussions in creating rhythm.

**Key Inquiry Questions:**

- How can we create body percussions?

- What rhythmic patterns can we create to go along with a song using our bodies?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

- A selection of simple songs for children, such as nursery rhymes or educational songs.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on music and sounds. Ask students what sounds they remember creating together.

- Introduce the concept of body percussion by showing some examples (clapping, stomping, snapping) and ask students to share if they've ever used their bodies to make music.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Body Percussion

- Explain what body percussion is and demonstrate different examples (e.g., clapping hands, stomping feet, patting thighs).

- Invite students to practice each sound together as a group.

**Step 2:** Creating Rhythmic Patterns

- Guide students to create their own simple 4-beat rhythms using body percussion. For instance, have them clap twice, stomp once, and snap once.

- Allow students to share their rhythms with a partner.

**Step 3:** Accompanying a Song

- Choose a familiar song (like "Twinkle, Twinkle, Little Star").

- Together, the class will choose a rhythmic pattern they created and use it as accompaniment while singing the song.

**Step 4:** Appreciating Rhythms

- Discuss how body percussion feels and sounds.

- Ask students how they think this type of music can be used in performances or celebrations. Encourage them to think of different occasions where body percussion might be fun.

**Conclusion (5 minutes):**

- Summarize the body percussion techniques covered in the lesson and the song they accompanied.

- Conduct a quick interactive clapping game where students have to follow along with the teacher's rhythm.

- Preview the next lesson's topics about musical instruments and how they create sound, prompting students to think about different instruments they might want to learn about.

**Extended Activities:**

- Ask students to practice a body percussion rhythm at home and present it to the class in the next session.

- Suggest creating a small group project where they can create a rhythmic performance using body percussion and a simple song.

- Encourage students to explore different ways to use everyday objects to create percussive sounds, such as tapping a book or shaking a container with rice.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** Creating and Executing

**Sub-Strand:** Rhythm

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. State ways of creating body percussions.

2. Create a rhythmic accompaniment to a song using body percussion.

3. Appreciate the use of percussions in creating rhythm.

**Key Inquiry Questions:**

- How can we create sounds using our bodies?

- What songs can we add body percussions to?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson, asking students to recall any instruments they learned about.

- Initiate a discussion on sounds and rhythms around them, encouraging learners to express what they think about body percussions (e.g., clapping, stomping, etc.).

- Read a short, engaging passage from the learning resource that introduces body percussion and its importance.

**Lesson Development (20 minutes):**

**Step 1:** Discovering Body Percussions

- Introduce different types of body percussions (e.g., clapping hands, stomping feet, snapping fingers).

- Invite students to demonstrate each action and discuss how they felt making those sounds.

- Ask students to share their own ideas on how to make sounds with their bodies.

**Step 2:** Creating a Simple Rhythm

- Teach the class a simple rhythm using claps and stomps, like "clap, clap, stomp."

- Practice the rhythm together with the whole class.

- Encourage students to keep the rhythm going while switching the lead to a volunteer who can create a new body percussion in the same pattern.

**Step 3:** Accompanying a Song

- Choose a well-known, simple song (e.g., "Twinkle, Twinkle, Little Star").

- Ask the students to apply the created body percussion rhythm while singing the song together.

- Emphasize how their rhythms add to the song.

**Step 4:** Appreciation of Body Percussion

- Discuss the importance of rhythm in music and how body percussion can be used in various songs.

- Encourage students to share where they might hear body percussion in their daily lives (such as in concerts or school celebrations).

**Conclusion (5 minutes):**

- Summarize the key points learned about body percussions and their importance in music.

- Conduct a quick interactive activity where students suggest new body percussion rhythms to be added to the song.

- Prepare students for the next session by asking them to think of a song at home that they could add body rhythms to for sharing.

**Extended Activities:**

- Challenge students to create their own unique rhythm using body percussion and perform it for the class in the next session.

- Encourage students to draw a picture of them performing body percussion and share how it made them feel.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 2**

**Strand:** Creating and Executing

**Sub Strand:** Rhythm

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify topical songs

2. Use body percussion to accompany familiar topical songs

3. Appreciate the use of percussion in creating rhythm

**Key Inquiry Questions:**

- What are topical songs?

- How can we use body percussion to accompany these songs?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

- Various topical songs (e.g., children's songs, seasonal songs)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by recapping the last lesson about music and sounds.

- Ask students if they can remember any songs they learned.

- Introduce the concept of topical songs, explaining that they are songs related to current events, seasons, or special occasions.

**Lesson Development (20 minutes):**

**Step 1:** Discovering Topical Songs

- Play a few short clips of topical songs (e.g., “We’re Going on a Bear Hunt,” or seasonal songs).

- Ask students to join in and sing along.

- Discuss what makes these songs special and relevant to different times or experiences.

**Step 2:** Exploring Body Percussion

- Introduce body percussion (clapping hands, snapping fingers, stomping feet).

- Demonstrate different body percussion sounds and how they can create rhythm.

- Invite students to practice simple body percussion patterns together, using their bodies to make the sounds.

**Step 3:** Accompanying a Song

- Choose one of the topical songs from Step 1 and instruct students to create a body percussion rhythm that matches the beat of the song.

- Guide them through the song, allowing them to sing while using body percussion to accompany it.

**Step 4:** Appreciating Rhythm

- Discuss how the sounds of our bodies can enhance music.

- Ask students how they feel when they make music with their bodies and how it makes the song feel different.

**Conclusion (5 minutes):**

- Summarize the lesson by recapping what a topical song is and how we can use our bodies to create rhythms.

- Conduct a brief interactive “body percussion circle” where each student takes a turn creating their own body percussion rhythm, while others clap along.

- Preview the next session by asking students to think about a favorite song they’d like to share in class.

**Extended Activities:**

- Encourage students to create their own topical song about the weather or a special event and present it in the next class.

- Suggest a home activity: Have students play a household item (like a pot or pan) and create beats that they can share with the class.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 3**

**Strand:** Creating and Executing

**Sub Strand:** Rhythm

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify topical songs.

2. Improvise body percussion accompaniments to songs.

3. Appreciate the use of percussions in creating rhythm.

**Key Inquiry Questions:**

- What are some topical songs we can sing?

- How can we use our bodies to create music?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum

- Digital devices (for listening to songs)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about different types of music and introduce topical songs (songs related to seasons, events, etc.).

- Discuss with the students what topical songs they know and what makes a song “topical.”

**Lesson Development (20 minutes):**

**Step 1:** Introduce Topical Songs

- Play a few examples of topical songs using a digital device.

- Ask students to listen carefully and share their thoughts about the songs.

- Write down students' responses on the board.

**Step 2:** Body Percussion Overview

- Explain what body percussion is and how we can make sounds using our bodies (clapping, stomping, snapping, etc.).

- Demonstrate some body percussion techniques and invite students to join in.

**Step 3:** Improvise Body Percussion

- Choose one of the topical songs previously discussed and count the beats together.

- Invite students to create their own body percussion patterns to accompany the song.

- Encourage creativity while staying in rhythm.

**Step 4:** Group Performance

- Divide the class into small groups and assign each group a different topical song.

- Allow groups to practice their body percussion accompaniments and share them with the class.

**Conclusion (5 minutes):**

- Summarize the main points: what a topical song is, body percussion techniques, and how we made music together.

- Conduct a fun interactive clapping and stomping exercise to reinforce rhythm concepts.

- Preview the next lesson on how we can use instruments alongside body percussion.

**Extended Activities:**

- Creation of a Class Topical Song Book: Encourage students to bring in other topical songs they know and create a class booklet of lyrics and body percussion ideas.

- Family Rhythm Night: Invite students to perform body percussion or show a topical song to their families at home.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 4**

**Strand:** Creating and Executing

**Sub Strand:** Rhythm

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify topical songs.

2. Improvise body percussion accompaniments to songs.

3. Appreciate the use of percussion in creating rhythm.

**Key Inquiry Questions:**

- What are some topical songs we know?

- How can we make body percussion sounds to go along with these songs?

**Learning Resources:**

- Grade 1 Creative Activities curriculum design chart.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review: Start by asking students about the last lesson. What songs did we learn? Who can sing a part of a song we discussed?

- Discussion: Read a section from the Grade 1 Creative Activities curriculum design chart. Emphasize the concepts of rhythm and how we use our bodies to make music.

**Lesson Development (20 minutes):**

**Step 1:** Introducing Topical Songs

- Activity: Invite students to share any topical songs they know (e.g., songs about seasons, holidays). Write their suggestions on the board.

- Discussion: Discuss why they might be called "topical" and who sings them.

**Step 2:** Exploring Body Percussion

- Demonstration: Show students how to make different body percussion sounds (clapping, stomping, patting thighs).

- Practice: Have the students practice making these sounds together as a class.

**Step 3:** Song Selection

- Choice: From the songs discussed earlier, choose one song that the class will use for practice.

- Sing: Sing the chosen topical song together, welcoming any students who want to lead the singing.

**Step 4:** Improvising Accompaniments

- Improvise: Break into small groups and ask each group to create their body percussion rhythm to accompany the song.

- Present: Have each group perform their accompaniment with the class singing.

**Conclusion (5 minutes):**

- Summarize: Talk about what was learned today: the types of topical songs, how we can make music with our bodies, and what rhythm is.

- Interactive Activity: As a class, create one last body percussion rhythm to reinforce learning.

- Preview: Share that in the next lesson, we will explore more about different instruments and how to create rhythms with them.

**Extended Activities:**

- Rhythm Journal: Ask students to keep a rhythm journal where they can draw or write about songs they learn at home, including simple rhythms they invented.

- Song Performance: Encourage students to perform a topical song with body percussion at a school event or to their family at home.

- Family Song Share: Have students ask their family members about their favorite songs and consider how those could be adapted to include body percussion.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 5**

**Strand:** Creating and Executing

**Sub Strand:** Drawing

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify lines in their immediate environment

2. Draw lines in the immediate environment

3.Appreciate drawing pictures for expression

**Key Inquiry Questions:**

- What lines can we find in pictures around us?

- What lines can we see in our classroom and school?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design Chart

- Assorted drawing tools (pencils, crayons, markers)

- Pictures and books with various lines

- Whiteboard or drawing paper

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by briefly reviewing what students learned in the previous lesson about shapes.

- Engage the class in a discussion about lines. Ask them: "What do you think a line is?" Encourage them to share their thoughts.

- Show a few examples from the learning resource, highlighting different types of lines (straight, curved, zig-zag).

**Lesson Development (20 minutes):**

**Step 1:** Explore Lines

- Use pictures from the learning resources showing different types of lines and the lines found in the immediate environment (windows, doors, walls).

- Ask students to point out different lines they see in the classroom and outside the window.

**Step 2:** Drawing Demonstration

- Demonstrate how to draw different lines on the whiteboard (e.g., straight, curved, zig-zag).

- Explain how each line can change the feeling of a drawing (e.g., curved lines can feel soft, while straight lines can feel strong).

**Step 3:** Hands-On Practice

- Distribute drawing paper and tools to each student.

- Instruct them to draw their own version of a line collage, using various lines discussed. Encourage them to fill their paper with lines in different colors and styles.

- Walk around and provide support as needed, encouraging expression in their drawing.

**Step 4:** Group Share

- Invite students to share their artwork with a partner or small group, explaining the lines they used and what they express.

- Facilitate a brief gallery walk where students can display their work around the classroom.

**Conclusion (5 minutes):**

- Summarize the key points discussed: recognizing lines and how to express ideas through drawing.

- Reinforce the learning objectives by asking questions like "What types of lines did we draw today?"

- Prepare students for the next lesson by asking, "Next time, how can we combine lines and shapes?"

**Extended Activities:**

- Draw a “Line Adventure” where students illustrate a journey using only lines (e.g., a zig-zag path leading to a sunny day).

- Take a nature walk in the schoolyard and encourage students to collect natural objects with interesting lines (sticks, leaves) and use them in a follow-up drawing activity.

- Create a class mural that highlights the types of lines everyone has drawn, making a collaborative art piece.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 6**

**Strand:** Creating and Executing

**Sub Strand:** Drawing

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1.Identify lines in their immediate environment.

2. Draw lines in the immediate environment.

3. Appreciate drawing pictures for expression.

**Key Inquiry Question(s):**

- How can we observe actual and virtual pictures and identify lines?

- How can we draw lines in the immediate environment?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design Chart

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Review Previous Lesson:

- Begin with a brief recap of what was learned in the last session about shapes and colors.

- Ask students questions like, "What shapes did we use before?" to engage them.

2. Discuss Key Concepts:

- Introduce the concept of lines. Show examples (pictures) of different types of lines (e.g., straight, curved, zigzag).

- Encourage students to share what they notice about these lines.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Lines

- Activity: Take students on a short walk around the classroom or schoolyard. Ask them to point out different types of lines they see (on tables, walls, playground equipment).

- Discussion: Ask questions such as, "What kind of lines do you see?" and "Are they straight or curved?"

**Step 2:** Practicing Drawing Lines

- Activity: Provide students with paper and crayons. Ask them to draw different types of lines they have observed (straight, curved, zigzag) on their papers.

- Demonstration: Show students how to create different lines using simple hand movements and encourage them to replicate.

**Step 3:** Creating Line Art

- Activity: Challenge students to use the lines they drew to create a simple picture (e.g., a house, a tree). They can combine different lines creatively.

- Sharing: Let students share their artworks with a partner or the class.

**Step 4:** Reflecting on Expression through Drawing

- Discussion: Talk about how drawing helps us express ideas and feelings. Ask them to share how they feel when drawing.

- Interactive Activity: Lead a short brainstorming session: "What do our drawings say to us?"

**Conclusion (5 minutes):**

- Summarize Key Points:

- Recap the types of lines identified and drawn in class.

- Reinforce the importance of expressing oneself through art.

- Interactive Reinforcement:

- Organize a quick game where students must mimic the types of lines with their bodies (e.g., stretch and bend like a curve).

- Preview of Next Session:

- Tell students they will learn about shapes next time and invite them to think about what shapes they can find at home.

**Extended Activities:**

- Art Gallery Walk: Set up a mini art exhibit in the classroom where students can showcase their line drawings to other classes or parents.

- Line Scavenger Hunt: Create a home assignment where students list or take pictures of lines they find around their homes or neighborhoods.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 7**

**Strand:** Creation and Executing

**Sub Strand:** Drawing

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify lines in their immediate environment.

2. Watch a video clip of pupils drawing lines.

3. Appreciate drawing pictures for expression.

**Key Inquiry Question(s):**

- What lines can we see in pictures around us?

- How do lines help us create art?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

- Digital devices (tablets/computers) for video

- Art supplies (paper, crayons, markers)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson. Ask students what they created last time.

- Introduce the concept of lines. Guide learners to look around the classroom and identify different lines (e.g., straight lines, curved lines) in their environment.

- Show pictures or drawings highlighting lines and discuss what they see.

**Lesson Development (20 minutes):**

**Step 1:** What are Lines?

- Explain the different types of lines (straight, curved, zigzag) using examples.

- Have students trace their fingers along the lines in the air and on their desks.

**Step 2:** Watching the Video

- Show a video clip of pupils drawing different lines.

- Pause the video at different points, asking students to describe what they see and identify the types of lines.

**Step 3:** Drawing with Lines

- Provide students with paper and crayons/markers.

- Instruct them to draw a picture using all the types of lines they discussed (e.g., trees with zigzag lines, flowers with curved lines).

**Step 4:** Sharing and Discussing Drawings

- Invite students to share their drawings with a partner and describe the lines they used.

- Encourage them to express how the lines help convey their ideas or feelings in their drawings.

**Conclusion (5 minutes):**

- Summarize the key points: types of lines and their importance in drawing.

- Engage the class in a quick interactive activity, like a group drawing where everyone adds lines to create a big picture.

- Preview the next lesson’s topic: "How do colors work with lines to create art?"

**Extended Activities:**

- Line Hunt: Ask students to go on a line hunt at home or around school and come back with one picture of something that includes lines.

- Line Art Gallery: Create a class art gallery where each student displays their line drawings. Invite parents or other classes to visit.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** Creating and Executing

**Sub Strand:** Drawing

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Select appropriate materials for drawing

2.Draw lines in different positions

3. Appreciate drawing pictures for expression

**Key Inquiry Question(s):**

- What materials can we use for drawing?

- How can we draw lines in different positions, such as vertical, diagonal, and horizontal?

**Learning Resources:**

- Grade 1 Creative Activities curriculum design

- Digital devices (e.g., tablets or computers for viewing drawing examples)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review: Start with a quick recap of the last lesson, asking students what they remember about drawing and materials.

- Discussion: Have students look at pictures of various drawings and discuss what materials might be used in each. Emphasize drawing as a way to express feelings and ideas.

**Lesson Development (20 minutes):**

**Step 1:** Identify Drawing Materials

- Present a variety of drawing materials (crayons, pencils, markers, etc.) and ask students to name them.

- Discuss the differences and uses of each material.

- Activity: Let each student choose one material to hold up and share with the class.

**Step 2:** Understanding Line Positions

- Introduce the three types of lines: vertical, diagonal, and horizontal.

- Use a whiteboard to draw examples of each type of line.

- Engage students by asking them to stand and demonstrate each type of line with their bodies.

**Step 3:** Drawing Practice

- Provide paper and drawing materials for each student.

- Instruct them to draw one example of each line type on their paper.

- Encourage them to be creative by adding details around their lines (like turning their lines into shapes or objects).

**Step 4:** Group Sharing

- Have students share their drawings with a partner or in small groups.

- Encourage them to explain what they have drawn and how they used different lines and materials.

**Conclusion (5 minutes):**

- Summarize: Review the key points: the materials for drawing and types of lines (vertical, diagonal, horizontal).

- Interactive Activity: As a class, create a "lines mural" on a large piece of paper where everyone contributes a line type they practiced.

- Preview Next Session: Introduce the concept of drawing emotions and colors to express feelings in the next lesson.

**Extended Activities:**

- Home Drawing Journal: Have students create a drawing journal at home where they can practice drawing different lines using various materials. Encourage them to fill a page with different lines every week.

- Nature Walk Draw: Organize a short walk outside (if feasible) and ask students to find objects that represent each type of line, then draw them back in class.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 2**

**Strand:** Creating and Executing

**Sub Strand:** Drawing

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1.Select appropriate materials for drawing

2. Draw lines in different positions (vertical, diagonal, horizontal)

3. Appreciate drawing pictures for expression

**Key Inquiry Question(s):**

- What materials can we use for drawing?

- How can we draw lines in different positions?

**Learning Resources:**

- Grade 1 Creative Activities curriculum design

- Digital devices (tablets or smartboards for displaying examples)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on colors and shapes. Ask students to share what they learned.

- Guide learners to view digital examples of drawings, discussing the materials used and types of lines.

**Lesson Development (20 minutes):**

**Step 1:** Materials Exploration

- Ask students to brainstorm different materials they can use for drawing (e.g., crayons, markers, colored pencils, chalk).

- Show examples of each material. Let students feel and observe the textures of each one.

**Step 2:** Line Drawing Techniques

- Introduce vertical, diagonal, and horizontal lines.

- Demonstrate how to draw each type of line on a whiteboard or digital display.

- Allow students to practice drawing each line in their sketchbooks.

**Step 3:** Combining Lines

- Challenge students to combine the lines they've drawn to create simple shapes (rectangle, triangle, etc.).

- Encourage them to experiment with blending materials to create various line qualities.

**Step 4:** Expressive Drawing

- Ask students to draw a picture that expresses how they feel using different lines and materials.

- Remind them to use a combination of the lines and materials discussed.

**Conclusion (5 minutes):**

- Summarize the key points: materials for drawing, different types of lines, and how to express feelings through drawing.

- Conduct a brief interactive activity where students share their drawings and explain the lines and materials used.

- Prepare learners for the next session, hinting at an upcoming lesson on colors and how they influence mood.

**Extended Activities:**

- Nature Drawing: On a walking field trip, have students collect natural materials (like leaves) and draw with them using crayons.

- Line Hunt: Have students search their classroom for objects that represent vertical, diagonal, and horizontal lines and draw them.

- Art Gallery Time: Create a classroom "art gallery" where students display their drawings and give each other feedback on their use of lines and materials.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 3**

**Strand:** Creating and Executing

**Sub Strand:** Drawing

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1.Select appropriate materials for drawing

2. Draw lines in different positions (vertical, diagonal, horizontal)

3.Appreciate drawing pictures for expression

**Key Inquiry Question(s):**

- How can we select the right materials for drawing?

- What are the different positions in which we can draw lines?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on basic shapes.

- Ask students to share what they remember about drawing.

- Briefly discuss the key concepts of the lesson, focusing on materials and types of lines.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Materials for Drawing

- Discuss with students the different materials that can be used for drawing (e.g., crayons, markers, colored pencils, paper).

- Create a class chart listing these materials.

- Ask students to share their favorites and why they like them.

**Step 2:** Exploring Line Types

- Introduce the concept of lines (vertical, horizontal, diagonal).

- Use a whiteboard to demonstrate each type of line with a marker.

- Invite students to repeat the lines in the air with their fingers, reinforcing their understanding.

**Step 3:** Drawing Different Lines

- Hand out drawing paper and crayons/markers.

- Instruct students to draw one vertical line, one horizontal line, and one diagonal line on their paper.

- Walk around to assist and encourage students.

**Step 4:** Creating a Picture

- Prompt students to create a drawing that includes at least one of each type of line.

- Encourage creativity and expression while they draw.

**Conclusion (5 minutes):**

- Gather the students and ask them to share their drawings with a partner, focusing on the types of lines they used.

- Summarize the key points discussed: types of lines and materials for drawing.

- Preview the next session, which will focus on adding colors to our drawings.

**Extended Activities:**

- Have students draw a picture of their favorite animal using the different types of lines learned in class.

- Set up a “Line Gallery” in the classroom where students can display their artwork and identify the lines used in each piece.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 4**

**Strand:** Creating and Execution

**Sub Strand:** Drawing

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Select appropriate materials for drawing.

2.Draw patterns using lines.

3.Appreciate drawing pictures for expression.

**Key Inquiry Questions:**

- What materials can we use to create drawings?

- How can patterns using lines help us in our art?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design Chart

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about the different types of lines (straight, curved, zig-zag).

- Guide learners to read from the learning resources about materials used in drawing (crayons, markers, colored pencils) and discuss.

- Ask students what their favorite materials are and why.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Drawing Materials

- Show students different drawing materials (crayons, markers, colored pencils, paper).

- Discuss the purpose of each material.

- Ask students to select their favorite materials from the display.

**Step 2:** Exploring Patterns with Lines

- Explain what patterns are (repeating designs).

- Demonstrate drawing simple patterns using lines (e.g., straight lines, wavy lines, zig-zag lines).

- Invite students to practice drawing their own line patterns on their paper.

**Step 3:** Creating an Expressive Drawing

- Guide students to think about what they want to express in their drawing (feelings, a story, or an idea).

- Encourage them to create a picture that includes their line patterns using the materials they selected.

**Step 4:** Sharing Our Art

- Allow students to share their drawings with a partner or the class.

- Encourage them to talk about the patterns they used and what their art means to them.

**Conclusion (5 minutes):**

- Summarize key points: the importance of materials, the use of line patterns, and self-expression through art.

- Conduct a brief interactive activity where students can suggest different items that could create interesting lines or patterns.

- Prepare learners for the next session by asking them to think of another pattern they would like to draw next time.

**Extended Activities:**

- Create a “Pattern Book” where students can draw different patterns on each page using various materials.

- Set up an outdoor activity where students find natural patterns in leaves, flowers, and rocks, then try to draw them.

- Use music for inspiration and have students draw line patterns to the rhythm of different songs (e.g., slow music could be smooth, while fast music could be zig-zag).

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 5**

**Strand:** Creating and Executing

**Sub Strand:** Drawing

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Select appropriate materials for drawing.

2. Draw patterns using lines.

3. Appreciate drawing pictures for expression.

**Key Inquiry Question(s):**

- How do we select appropriate materials for drawing?

- Why are patterns important in art?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design Chart

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the Previous Lesson: Briefly ask students what they learned in the last class about drawing and colors.

- Discuss Relevant Content: Read a short passage from the curriculum about drawing materials and patterns. Emphasize how patterns can be found everywhere and are important in art.

**Lesson Development (20 minutes):**

**Step 1:** Material Selection

- Discuss different materials used for drawing (pencils, crayons, markers, etc.).

- Show examples of each material and ask students to feel and observe how they work.

- Students will choose one type of material they would like to use for today’s drawing activity.

**Step 2:** Learning About Patterns

- Define what a pattern is and show a few examples (like stripes, polka dots, or zigzags).

- Have students create a simple pattern on paper using their chosen material. For instance, they can alternate colors or shapes.

- Discuss why artists use patterns and how they can express feelings through them.

**Step 3:** Creating a Patterned Drawing

- Instruct students to draw a picture using lines and patterns they have learned about (e.g., a flower with patterned petals).

- Walk around and give guidance, encouraging them to express themselves through their drawings.

**Step 4:** Sharing and Reflection (Optional if time allows)

- Allow students to share their drawings with a partner or small group, discussing the patterns they used and what their picture represents.

- Offer positive feedback and guide them to appreciate each other's artistic expressions.

**Conclusion (5 minutes):**

- Summarize Key Points: Review what was learned about choosing materials, drawing patterns, and expressing through art.

- Interactive Activity: Conduct a brief game where each student mimics a pattern drawn on the board using hand gestures (e.g., clap, clap, stomp).

- Prepare for Next Session: Preview the next topic: "Exploring Colors in Art” and ask students to think about their favorite colors to share in the next class.

**Extended Activities:**

- At Home: Encourage students to look for patterns in their environment (clothing, wallpaper, nature) and bring a picture or sketch to share in the next class.

- Pattern Book: Create a small class book where each student contributes a page that shows a different pattern they've drawn.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 6**

**Strand:** Creating and Executing

**Sub Strand:** Drawing

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify regular and irregular shapes within the environment.

2. Draw regular and irregular shapes.

3. Appreciate drawing pictures for expression.

**Key Inquiry Questions:**

- What are regular and irregular shapes?

- Can you find and draw regular and irregular shapes in our environment?

**Learning Resources:**

- Grade 1 Creative Activities curriculum design.

- Cutouts of regular shapes (circle, square, triangle, rectangle, etc.).

- Colored pencils and paper for drawing.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on colors and shapes, asking students to name the colors they learned.

- Show cutouts of regular shapes and ask students to name them aloud.

- Transition into today’s focus on regular and irregular shapes found in our environment.

**Lesson Development (20 minutes):**

**Step 1:** Exploring Regular Shapes

- Show the students the cutouts of regular shapes. Ask them what makes these shapes "regular" (e.g., all sides equal).

- Ask students to look around the classroom and identify any regular shapes (e.g., windows, tiles).

**Step 2:** Discovering Irregular Shapes

- Introduce the concept of irregular shapes, explaining that they do not have equal sides or angles.

- Encourage students to find or create examples of irregular shapes with their bodies or in items around the room.

**Step 3:** Drawing Regular Shapes

- Hand out paper and colored pencils.

- Instruct students to draw at least two regular shapes, encouraging creativity with colors and designs.

**Step 4:** Drawing Irregular Shapes

- Now have the students draw at least one irregular shape.

- Ask them to share their drawings with a partner and explain what shapes they used.

**Conclusion (5 minutes):**

- Gather students and summarize the key points about regular and irregular shapes.

- Conduct a quick interactive game: call out a shape, and students will show with their hands whether it's regular or irregular.

- Preview the next session where they will learn about shape combinations in art projects.

**Extended Activities:**

- Shape Hunt: Ask students to go on a "shape hunt" at home or outdoors to find and draw three regular and three irregular shapes. They can present their findings to the class in the next lesson.

- Shape Collage: Provide old magazines or colored paper, and have students cut out pictures of regular and irregular shapes to create a collage illustrating the different types.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 7**

**Strand:** Creating and Executing

**Sub Strand:** Drawing

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1.Identify regular and irregular shapes within the environment.

2. Draw regular and irregular shapes.

3. Appreciate drawing pictures for expression.

**Key Inquiry Question(s):**

- What are regular and irregular shapes in our world?

- How can we draw different shapes using our creativity?

**Learning Resources:**

- Grade 1 Creative Activities curriculum design

- Cutouts of regular shapes

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing what students learned in the previous lesson about shapes.

- Ask students to point out any shapes they see in the classroom (windows, boards, tables).

- Introduce the key concepts of regular and irregular shapes.

**Lesson Development (20 minutes):**

**Step 1:**  Identify Shapes:

- Show students cutouts of regular shapes (circles, squares, triangles) and irregular shapes (stars, blobs, various polygons).

- Ask students to name the shapes and group them into regular and irregular categories.

**Step 2:** Drawing Shapes:

- Provide students with paper and crayons.

- Instruct them to draw one regular shape (like a square) and one irregular shape (like a star).

- Walk around and assist students as they draw, encouraging them to explore their creativity.

**Step 3:** Sharing Time:

- Organize a sharing circle.

- Have students show their drawings to the class and describe the shapes they used.

- Encourage them to express what they like about their own and their classmates’ drawings.

**Step 4:** Creating with Shapes:

- Ask students to create a picture using their shapes (e.g., a house made of squares and triangles).

- Allow them 10 minutes to complete their artwork, reinforcing the idea that shapes can be combined to make new images.

**Conclusion (5 minutes):**

- Recap the lesson by discussing the different shapes students identified and drew today.

- Conduct a quick interactive activity where students find a regular or irregular shape in the classroom and share it with a partner.

- Briefly preview the next lesson: "Next time, we’ll learn how to combine our shapes into fun stories and pictures!"

**Extended Activities:**

- Shape Scavenger Hunt: Have students go on a scavenger hunt around the school or playground to find regular and irregular shapes in their environment.

- Artistic Expression: Encourage students to create a collage with cutouts of regular and irregular shapes from magazines or colored paper.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 1**

**Strand:** Creating and Executing

**Sub Strand:** Drawing

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify pictures

2. Draw simple pictures using lines

3. Appreciate drawing pictures for expression

**Key Inquiry Question(s):**

- How can we use a picture chart to identify pictures?

- What simple pictures can we draw using lines?

- How can we add color to our drawings?

**Learning Resources:**

- Grade 1 creative Activities curriculum

- Picture charts

- Pencils

- Crayons

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on basic shapes.

- Guide learners to look at picture charts of animals, objects, and people. Discuss what they see and how they are drawn.

**Lesson Development (20 minutes):**

**Step 1:**  Identifying Pictures

- Show learners the picture chart. Ask them to identify different pictures (e.g., cat, house, tree).

- Encourage them to describe how the pictures are made using lines and shapes.

**Step 2:**  Drawing Simple Pictures

- Demonstrate how to draw a simple picture (like a house) using straight lines and shapes.

- Ask students to follow along, helping them as needed.

**Step 3:**  Adding Details

- Show how to add more lines for details (e.g., windows, doors) to their drawings.

- Allow students to use pencils to add details to their own drawings.

**Step 4:** Coloring the Pictures

- Once students feel satisfied with their drawings, guide them to color their pictures using crayons.

- Discuss colors and how they can express feelings through the colors they choose.

**Conclusion (5 minutes):**

- Summarize the key points: identifying pictures, drawing simple pictures, adding details, and using color.

- Engage students in a quick game where they show a picture and explain it using 1-2 sentences.

- Introduce the next lesson on creating a story with their drawings for storytelling.

**Extended Activities:**

- Home Activity: Have students choose one object in their home, draw it, and bring it to class next time.

- Group Project: In small groups, create a large mural using the pictures drawn by each student, showcasing their choice of topics (e.g., animals, seasons).

- Art Gallery Day: Plan a day where students can display their drawings and explain their artistic choices to their classmates.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand:** Creating and Executing

**Sub Strand:** Drawing

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify pictures

2. Watch a video clip of pictures

3. Appreciate drawing pictures for expression

**Key Inquiry Questions:**

- What pictures do you see?

- How can we express ourselves through pictures?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

- Picture charts

- Digital devices for video viewing

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous lesson on drawing and pictures.

- Engage with students by asking what kind of pictures they enjoy.

- Introduce the key concepts by talking about how pictures can tell stories and express feelings.

**Lesson Development (20 minutes):**

**Step 1:** Identify Pictures

- Show students a variety of picture charts (animals, nature, objects).

- Ask them to name three pictures they see. ("What do you see here? Can you name this animal?")

**Step 2:** Watch a Video Clip

- Show a short video featuring different drawings and styles (animated animals, landscapes).

- Discuss briefly how each picture made them feel or what story they think it tells.

**Step 3:** Discuss Expression through Drawing

- Engage students in a conversation about how they can use drawing to show their feelings or tell a story.

- Ask questions like, "What picture would you draw if you were happy? What about when you feel sad?"

**Step 4:** Create a Quick Drawing

- Provide students with paper and crayons or markers.

- Ask them to draw a picture that represents how they feel today or a story they want to tell.

**Conclusion (5 minutes):**

- Summarize the lesson by highlighting the importance of pictures in expressing feelings and telling stories.

- Conduct a brief interactive activity where a few students share their drawings and explain what it represents.

- Preview the next lesson by asking, "Next time, what kinds of colors do we use to show our feelings in our drawings?"

**Extended Activities:**

- Draw a Picture Diary: Encourage students to draw a picture each day based on how they feel. They can label or describe their drawings with words.

- Picture Story Collage: Students can cut out pictures from magazines to create a collage that tells a story or showcases emotions.

- Virtual Field Trip: Use digital devices to have students virtually explore a museum or art gallery, focusing on how different artists express themselves through their artwork.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** Creating and Executing

**Sub Strand:** Stretching

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify body parts involved in stretching

2. Draw body parts involved in stretching

3.Enjoy stretching in different directions for body fitness

**Key Inquiry Questions:**

- Which body parts are involved in stretching?

- How can we draw the body parts that stretch?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

- Chart paper and markers

- Simple stretching exercise videos (optional)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on fitness and movement.

- Ask students questions such as, "What do you do to stay strong?" and "Why is stretching important?"

- Introduce the day's topic: Stretching and body parts involved in it.

**Lesson Development (20 minutes):**

**Step 1:** Identify Body Parts

- Discuss and name basic body parts involved in stretching (arms, legs, back, neck).

- Use a chart or poster of a human body to point out these parts, asking students to repeat the names.

**Step 2:** Interactive Stretching Routine

- Lead the students through a simple stretching routine.

- As you stretch each body part (e.g., reach for the sky, touch toes), ask students to identify which part they are moving and stretching.

**Step 3:** Drawing Activity

- Hand out paper and crayons.

- Instruct students to draw a simple figure of themselves stretching and label the body parts they used (arms, legs, etc.).

**Step 4:** Sharing and Discussion

- Invite students to share their drawings with a partner and explain which body parts they have drawn and how they stretched them.

- Encourage them to mention how stretching makes them feel.

**Conclusion (5 minutes):**

- Summarize the key points: the body parts involved in stretching and the benefits of stretching.

- Conduct a brief interactive activity like "Simon Says" to reinforce stretching in a fun way. For example, "Simon says stretch your arms high!"

- Preview the next session's focus on fun movements and games, encouraging students to think about how they can move more creatively.

**Extended Activities:**

- Have students create a "Stretching at Home" poster that includes 2-3 stretches they can do on their own.

- Set up a "Stretching Challenge" where students can practice stretching at home and report back on how they felt and the body parts they stretched.

- Introduce a stretching song that students can sing while stretching, adding creativity to the movement.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 4**

**Strand:** Creating and Executing

**Sub Strand:** Stretching

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1.Identify body parts involved in stretching.

2.Draw body parts involved in stretching.

3. Enjoy stretching in different directions for body fitness.

**Key Inquiry Questions:**

- What body parts do we use when we stretch?

- How can we draw the body parts involved in stretching?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

- Large paper and crayons for drawing

- Simple stretching diagrams or pictures

**Organization of Learning:**

**Introduction (5 minutes):**

- Start by reviewing the previous lesson about body movements.

- Ask students what they remember about exercising and how it helps our bodies.

- Introduce the term "stretching" and discuss what it means. Use simple language to ensure understanding.

**Lesson Development (20 minutes):**

**Step 1:** Discuss the Importance of Stretching

- Ask students: “Why do we stretch our bodies?”

- Explain that stretching helps our muscles, makes us flexible, and keeps our bodies healthy.

- Show them simple examples of stretching using pictures or perform a few stretches together.

**Step 2:** Identify Body Parts Involved in Stretching

- Use a simple diagram of a human body to point out key body parts: arms, legs, back.

- Ask students to name these parts as they stretch their corresponding body parts.

- Encourage students to give examples of stretches that use each body part (e.g., reaching up stretches the arms).

**Step 3:** Draw the Body Parts Involved in Stretching

- Hand out large paper and crayons.

- Instruct students to draw a stick figure and label the body parts involved in stretching.

- Walk around and assist students as needed, ensuring they understand each part.

**Step 4:** Enjoy Stretching Together

- Lead the class in a fun stretching routine - reaching for the sky, touching toes, and gentle twists.

- Encourage laughter and enjoyment, reinforcing that stretching is a fun way to stay fit!

**Conclusion (5 minutes):**

- Summarize key points: discussing body parts used in stretching and the benefits of stretching.

- Conduct a brief interactive activity where students point to their body parts as you call them out.

- Prepare students for the next session by teasing a new concept, like balance or coordination, and asking them to think of their favorite stretches.

**Extended Activities:**

- Create a Stretching Book: Students can create their own mini-book where they draw and label different stretches and the body parts involved.

- Stretching Relay: Organize a mini relay race where students must perform a stretch at each station before moving to the next.

**Teacher Self – Evaluation:**

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**WEEK 6: LESSON 5**

**Strand:** Creating and Executing

**Sub Strand:** Stretching

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. State different directions of stretching.

2. Perform stretching in different directions for flexibility.

3. Enjoy stretching in different directions for body fitness.

**Key Inquiry Questions:**

- What are the different directions we can stretch towards?

- How can stretching help our bodies feel better?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

- Stretching chart (illustrations of stretching positions)

- Music for stretching exercises

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on body movement and why it’s important to stay active.

- Ask students if they remember any stretches they did last time.

- Introduce the topic of different directions we can stretch our bodies. Show the stretching chart and discuss the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Naming Directions

- Ask students to name different directions (forward, backward, sideways).

- Create a simple chart on the board to list the directions they mention.

**Step 2:** Demonstrating Stretches

- Guide students to demonstrate stretching in each direction.

- Forward: Reach up and bend to touch your toes.

- Backward: Stretch arms up and lean back gently.

- Sideways: Stretch arms out to the side and lean left and right.

**Step 3:** Group Stretching Activity

- Play upbeat music and lead a group stretching session.

- Encourage students to follow along, reinforcing stretches for each direction.

**Step 4:** Stretching for Fun

- Ask students how they feel after the stretches.

- Let them create their own simple stretch and share it with a partner.

**Conclusion (5 minutes):**

- Summarize the key points: we can stretch forward, backward, and sideways for flexibility and fitness.

- Conduct a brief interactive activity where students shout out a stretching direction while mimicking it.

- Preview the next session: “Next time, we’ll learn about the different types of movements we can do as we play.”

**Extended Activities:**

- Create a Stretching Book: Have each student draw a picture of their favorite stretch and write a sentence about it.

- Stretching Relay: Organize a relay race where teams have to go to a marker and perform a stretch before running back.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 6**

**Strand:** Creating and Executing

**Sub Strand:** Stretching

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. State different directions of stretching.

2.Perform stretching in different directions for flexibility.

3. Enjoy stretching in different directions for body fitness.

**Key Inquiry Questions:**

- What are the different directions we can stretch in?

- Why is it important to stretch safely?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum

- Digital devices (for videos/stretches demonstration)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Briefly discuss what the students learned about movement and fitness in the last class.

- Discuss Key Concepts: Ask students if they know any stretches and what safety means when stretching. Read together a short passage from the resource about stretching safely and joyfully.

**Lesson Development (20 minutes):**

**Step 1:** Directions of Stretching

- Activity: Introduce the major directions of stretching: forward, backward, sideways.

- Demonstration: Show students how to stretch in each direction.

- Discussion: Engage students in saying one thing they notice about each stretch as you demonstrate.

**Step 2:** Safe Stretching Practices

- Discussion: Talk about why it’s important to stretch safely (preventing injury, feeling good). Ask students to share what they think safety means while stretching.

- Demonstration: Show how to listen to your body and stop if something hurts.

**Step 3:** Stretching Practice

- Group Activity: Have students stand in a circle and follow your lead in a stretching routine. Start with simple stretches in the different directions just discussed. Encourage them to enjoy the stretches.

**Step 4:** Stretching Game

- Interactive Game: Play a simple game like "Simon Says" with the stretching movements. For example, “Simon says stretch sideways!” This will reinforce the stretches while making it fun.

**Conclusion (5 minutes):**

- Summarize Key Points: Quickly recap the reasons for stretching, safety tips, and the three directions of stretching learned.

- Interactive Activity: Ask a few students to demonstrate their favorite stretch and why they like it.

- Preview Next Session: Tell students that in the next class, they will learn about exercises that can be done after stretching. Invite them to think of their favorite stretches and bring them to show the class.

**Extended Activities:**

- Home Challenge: Ask students to practice stretching at home and draw a picture of their favorite stretch.

- Stretching Videos: Encourage students to watch short stretching or yoga videos together with their families and to bring back what they learned.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 7**

**Strand:** Creating and Executing

**Sub Strand:** Stretching

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. State different directions of stretching.

2. Watch video clips of stretching towards different directions.

3. Enjoy stretching in different directions for body fitness.

**Key Inquiry Question(s):**

- What are the different directions we can stretch?

- How does stretching help our bodies?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum

- Digital devices (for video clips)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on the importance of being active.

- Use a few guiding questions:

- "What do we do to keep our bodies healthy?"

- "Can you remember some fun activities we talked about?"

- Introduce the topic of stretching and ask students if they know what stretching means.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Stretch Directions

- Explain the concept of stretching and its importance for our bodies. Discuss how stretching can be done in different directions: up, down, side to side, and back.

- Show a short video clip that demonstrates various stretching exercises in different directions. Ask students to pay attention to what they see.

**Step 2:** Discussion

- After the video, engage students in a discussion. Ask questions like:

- "What directions did you see people stretching in?"

- "Which stretches do you think would feel the best?"

**Step 3:** Guided Stretching Activity

- Lead students in a guided stretching session.

- As they stretch, guide them to stretch in each direction:

- Reach up high to the sky.

- Bend down to touch their toes.

- Stretch arms to the sides.

- Lean backwards gently.

- Encourage students to notice how their bodies feel during each stretch.

**Step 4:** Reflection

- Ask students to reflect on their stretching experience.

- Use prompts such as:

- "How did your body feel after stretching?"

- "Which stretch was your favorite and why?"

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson: different directions of stretching and why it is good for our bodies.

- Conduct a quick interactive stretching game where students stretch their bodies in different directions as you call them out.

- Introduce the next lesson's focus on fun games that involve movement and stretching.

**Extended Activities:**

- Create a “Stretching Chart” where students can draw their favorite stretches in different directions.

- Organize a “Stretching Day” where students can bring their family members to join in a group stretching session.

- Encourage students to practice different stretches at home and share their experiences in the next class.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 1**

**Strand:** Creating and Executing

**Sub Strand:** Stretching

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1.Outline safety measures to be observed when stretching.

2. Record performances on stretching for future reference.

3. Enjoy stretching in different directions for body fitness.

**Key Inquiry Question(s):**

- What safety measures should we follow when stretching?

- How can we keep track of our stretching performances?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum

- Digital devices for recording (optional, e.g., tablets or notebooks)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the key points from the previous lesson about body movements and fitness.

- Ask students about stretching they may have done before. What did they feel?

- Introduce the topic of stretching, emphasizing that it is important to do safely and creatively.

**Lesson Development (20 minutes):**

**Step 1:** Discuss Safety Measures

- Ask the students why safety is important when stretching.

- Introduce the 4 safety measures:

1. Warm-Up First: Explain the importance of getting your body ready by warming up.

2. Gentle Movements: Teach them to stretch gently without forcing their bodies.

3. Listen to Your Body: Encourage them to stop if they feel pain, not just discomfort.

4. Stretch with Space: Ensure they have enough room to stretch without bumping into others.

**Step 2:** Demonstrate Stretching Movements

- Lead students through a series of safe stretching movements such as reaching up to the sky, side bends, and toe touches.

- Encourage them to follow along and pay attention to how their bodies feel.

**Step 3:** Record Stretching Performances

- Hand out paper and pencils or, if available, use digital devices.

- Ask students to illustrate or write about one of the stretches they enjoyed and how it felt (e.g., “I felt my legs stretch!”).

**Step 4:** Discuss Directions for Stretching

- Talk about the different directions we can stretch: up, down, side to side, and forward.

- Encourage students to think about which direction feels the best for them and why.

**Conclusion (5 minutes):**

- Summarize the key points: safety measures in stretching and the importance of recording personal performances.

- Conduct a brief fun activity—like a stretching dance where everyone can stretch in different directions while following a beat.

- Give a preview of the next session, which will involve using stretches in fun games or creative arts.

**Extended Activities:**

- Stretching Chart: Create a classroom chart where students can mark their favorite stretches and how they felt after doing them.

- Stretching Story: Encourage students to tell a story about a stretching adventure, incorporating their favorite stretches and feelings.

- Stretching Relay: Organize a relay race where each team has to complete a specific series of stretches before running to tag the next teammate.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 2**

**Strand:** Creating and Executing

**Sub Strand:** Stretching

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Outline safety measures to be observed when stretching.

2.Stretch in different stretching positions.

3.Enjoy stretching in different directions for body fitness.

**Key Inquiry Questions:**

- What safety measures should we follow when stretching?

- What are different stretching positions we can try?

**Learning Resources:**

- Grade 1 Creative Activities curriculum design pictures

- Yoga mats or soft surfaces for stretching

- Posters with illustrations of different stretching positions

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of what the students learned in the previous lesson.

- Show them pictures from the learning resources to discuss safety when stretching. Ask guiding questions like, "Why is it important to stretch safely?"

**Lesson Development (20 minutes):**

**Step 1:** Safety First

- Teach learners about safety measures when stretching, such as:

- Listen to your body. If it hurts, stop!

- Warm-up first. Do a little marching in place.

- Stretch gently. Go slowly and breathe.

- Discuss these points as a class and ask students to share their own ideas about staying safe while stretching.

**Step 2:** Demonstrating Stretching Positions

- Introduce several basic stretching positions (e.g., toe touch, butterfly stretch, arm stretches).

- Demonstrate each position while explaining how to do them safely.

- Encourage students to mimic the positions with you.

**Step 3:** Stretching Together

- Lead the class through a simple stretching routine, incorporating the positions learned.

- Emphasize the importance of breathing deeply and moving slowly.

**Step 4:** Stretching Fun

- Engage the students in a fun stretching game, like “Simon Says” but with stretching commands.

- Ask them to follow stretching instructions only when you say “Simon says.”

**Conclusion (5 minutes):**

- Summarize the key points learned about safety and different stretching positions.

- Conduct a brief interactive activity where each student shares one thing they enjoyed about stretching today.

- Prepare learners for the next session by previewing that they will learn how stretching can help their bodies and minds feel better.

**Extended Activities:**

- Stretching Art: Have students draw their favorite stretching positions and label them with safety measures.

- Stretching Storytime: Read a short story or watch a video that incorporates stretching and movement. Afterward, have students practice those stretches.

- Family Stretching Session: Encourage students to practice stretching at home with their family and share their experiences in the next class.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** Creating and Executing

**Sub Strand:** Stretching

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Outline safety measures to be observed when stretching.

2. Stretch in different stretching positions.

3. Enjoy stretching in different directions for body fitness.

**Key Inquiry Questions:**

- What safety measures should we follow when stretching?

- What are some different stretching positions we can use?

**Learning Resources:**

- Grade 1 creative activities curriculum design pictures

- Open space for stretching activities

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the last lesson about physical activity and its importance.

- Ask students what they remember about stretching. Show them pictures from the learning resources, emphasizing safety and fun.

**Lesson Development (20 minutes):**

**Step 1:** Safety First

- Discuss safety measures for stretching (e.g., warm-up, listen to your body, stretch slowly).

- Ask each student to share one safety rule they remember.

**Step 2:** Demonstrating Stretching Positions

- Introduce and model different stretching positions (e.g., toe touch, butterfly stretch, cat stretch, and arm stretch).

- Have students practice each position as you lead them, ensuring they understand the movements.

**Step 3:** Stretching in Different Directions

- Encourage students to stretch their bodies in different directions (up, down, left, right).

- Play a fun stretching song and let students move while stretching, following the music's rhythm.

**Step 4:** Group Stretch Challenge

- Organize the class into small groups. Challenge each group to create their own stretch, include a safety tip, and show it to the rest of the class.

- Allow time for the groups to demonstrate their stretch and explain their safety tip.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: safety measures while stretching, different stretching positions, and the enjoyment of movement.

- Conduct a brief interactive activity: Play "Simon Says" with stretching moves to reinforce what they have learned.

- Preview the next session: "Next time, we'll learn about more fun movements and games to stay fit."

**Extended Activities:**

- Stretching Bingo: Create Bingo cards with different stretches. As a class, call out stretches, and students can mark them on their cards.

- Stretching Journal: Encourage students to draw or write about their favorite stretches each day, along with one safety tip.

- Family Stretch Day: Ask students to teach their family members one safe stretch and its benefits, promoting physical activity at home.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 4**

**Strand:** Creating and Execution

**Sub Strand:** Stretching

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. State different positions of stretching.

2. Demonstrate stretching in different positions.

3. Enjoy stretching in different directions for body fitness.

**Key Inquiry Question(s):**

- What are the different positions of stretching?

- How can we demonstrate stretching in positions such as standing, sitting, kneeling, and lying down?

**Learning Resources:**

- Grade 1 creative Activities curriculum

- Digital devices (for videos or demonstrations)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Gather students in a circle and review what they learned in the previous lesson related to body movements or physical activity.

- Show a short video or use a digital demonstration to discuss the importance of stretching for being healthy and active.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Stretching

- Explain what stretching is and why it helps our muscles.

- Introduce the concept of different positions we can stretch from (e.g., standing, sitting, kneeling, lying down).

- Ask students to share if they have ever stretched in any of these positions.

**Step 2:** Demonstrating Standing Stretches

- Guide students to stand up and lead them in simple standing stretches such as:

- Reaching towards the sky

- Touching toes

- Encourage students to name these positions as they stretch.

**Step 3:** Exploring Sitting Stretches

- Have students sit on the floor with their legs crossed.

- Demonstrate sitting stretches such as:

- Side reaches (stretching one arm over the head to the side)

- Forward bends (reaching for their toes)

- Invite students to practice these stretches and observe how they feel.

**Step 4:** Practicing Kneeling and Lying Down Stretches

- Bring students to kneel and demonstrate stretches such as:

- Gentle back arches (like a cat stretch)

- Transition to lying down stretches, like:

- Lying flat and raising arms above the head.

- Encourage students to try these stretches and have them share how they feel afterward.

**Conclusion (5 minutes):**

- Summarize key points: the different positions of stretching and how they enhance our fitness.

- Conduct a brief interactive activity where students form pairs and demonstrate one stretch from each position they have learned.

- Preview the next lesson by asking students to think about how stretching connects to activities like running or playing sports.

**Extended Activities:**

- Create a "Stretching Chart" where students can draw or write their favorite stretches and share them with their family at home.

- Organize a "Stretching Day" where students can come dressed in comfortable clothes and try a variety of stretches they learned, possibly inviting another class to join for a fun fitness day.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 5**

**Strand:** Creating and Executing

**Sub Strand:** Painting and colouring

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify materials and tools that can be used in painting

2. Draw materials and tools that are used in painting

3. Value painting as a form of expression

**Key Inquiry Questions:**

- What materials and tools can we use in painting?

- How can we draw the materials and tools used in painting?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum

- Drawing tools (crayons, colored pencils, markers, etc.)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief recap of the previous lesson about colors.

- Ask students what they remember about art and painting.

- Introduce the topic of today’s lesson by discussing the importance and fun of painting as a way to express ourselves.

**Lesson Development (20 minutes):**

**Step 1:** Identify Tools and Materials

- Show students various painting tools (brushes, palettes, watercolors, etc.) and materials (paint, canvas, paper).

- Discuss how each tool is used in painting. Ask students if they have used any of these tools before.

**Step 2:** Drawing Tools and Materials

- Provide each student with paper and drawing tools.

- Instruct them to draw at least three painting tools and materials they learned about.

- Encourage them to label each item if they can.

**Step 3:** Sharing Drawings

- Have students pair up and share their drawings with a partner.

- Ask a few students to share their drawings and thoughts with the whole class.

**Step 4:** Discussing the Value of Painting

- Engage students in a discussion about how painting makes them feel.

- Ask questions like: “How does painting make you feel?” and “What do you like to paint?”

**Conclusion (5 minutes):**

- Summarize the key points: tools and materials used in painting, and the value of self-expression through art.

- Conduct a brief interactive activity where students practice naming various painting tools together.

- Prepare students for the next session by giving a preview of how they will begin creating their own paintings. Ask them to think about what they would like to express in their paint.

**Extended Activities:**

- Create a Painting Book: Encourage students to make a booklet where they can draw or stick pictures of different painting tools and materials.

- Painting Day: Organize a painting session where students can use the tools they've learned about to express themselves freely on paper.

- Art Gallery Walk: Set up an “art gallery” in the classroom for students to display their drawings and share with classmates.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 6**

**Strand:** Creating and Executing

**Sub Strand:** Painting and Colouring

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify materials and tools that can be used in painting.

2. Observe pictures in digital devices of materials and tools that are used in painting.

3. Value painting as a form of expression.

**Key Inquiry Questions:**

- What materials and tools can we use for painting?

- How can we find pictures of these materials on digital devices?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum

- Digital devices (tablets or computers with image search capabilities)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Welcome students and briefly review what they learned in the previous lesson about colors and the importance of art.

- Introduce today’s topic by asking students if they have painted before. Discuss their experiences.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of painting tools and materials.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Painting Tools and Materials

- Display a variety of images on a digital device (e.g., brushes, sponges, fingers, leaves).

- Ask students to name and discuss each tool.

- Encourage students to think of any other tools they might use for painting (e.g., cotton swabs, spray bottles).

**Step 2:** Discussing the Purpose of Each Tool

- For each tool discussed, ask students how it might change the way a painting looks (e.g., thick lines with a brush versus soft dots with a sponge).

- Let students share their thoughts and ideas on how they might use these tools when creating their own artwork.

**Step 3:** Hands-on Exploration

- Provide a small selection of safe painting materials (e.g., large paper, brushes, sponges, and other tools) for students to explore.

- Allow students to touch and feel the different materials, discussing how they might use each one.

**Step 4:** Expression through Painting

- Discuss how different tools and materials allow us to express ourselves in unique ways.

- Show a few examples of famous paintings, pointing out how different techniques were used.

- Ask students how they feel when they paint, promoting the idea of painting as a way to express our feelings.

**Conclusion (5 minutes):**

- Summarize key points from the lesson: the tools we can use for painting and how they help us express ourselves.

- Conduct a brief interactive activity where students can name their favorite painting tool and why they like it.

- Prepare students for the next session by previewing that they will create their own art piece using the tools discussed today.

**Extended Activities:**

- Have students create a mini-gallery at home where they can display their paintings using different tools. They can explain their choice of tools and techniques used.

- Encourage students to bring in pictures from magazines or printouts of different painting tools and collage them to create a "Painting Toolkit" poster.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 7**

**Strand:** Creating and Executing

**Sub Strand:** Painting and Colouring

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. State materials used for painting.

2. Paint using fingers on a paper or fabric.

3. Value painting as a form of expression.

**Key Inquiry Questions:**

- What materials can we use for painting?

- How can we use our fingers to paint on different surfaces?

- Why is painting important as a way to express ourselves?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

- Plain papers

- Fabric pieces

- Non-toxic finger paints (assorted colors)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson, discussing some creative ways we used colors and discussed painting.

- Guide learners to read and discuss relevant content from the learning resources, focusing on identifying materials used for painting.

**Lesson Development (20 minutes):**

**Step 1:** Materials Exploration

- Introduce the painting materials: various colors of finger paint, plain paper, and fabric.

- Ask students: "What do you think we can use to paint today?"

- List the suggested materials on the board as students respond.

**Step 2:** Demonstration

- Show students how to use finger paints properly (dipping fingers, spreading paint) on paper and fabric.

- Emphasize that they should feel free to mix colors and explore textures.

**Step 3:** Hands-On Painting

- Distribute paper and fabric to each student.

- Instruct them to use their fingers to paint anything they wish, encouraging creativity and self-expression.

- Walk around to provide support and encouragement while they paint.

**Step 4:** Reflection and Sharing

- Once the painting is done, gather the students.

- Ask them to share their artwork with a partner, describing the materials used and the feelings behind their expression.

- Encourage each child to talk about why their painting is special to them.

**Conclusion (5 minutes):**

- Summarize key points: materials used for painting, how to paint with fingers, and the importance of painting as a way to express feelings and ideas.

- Conduct a brief interactive activity: ask students to shout out one color they loved using today and why.

- Preview next session's topic: "Next time, we will explore how different colors can tell a story!"

**Extended Activities:**

- Encourage students to create a painting at home using natural materials (leaves, flowers) to blend with their finger painting experience.

- Have an art gallery day where they can showcase their paintings to classmates and parents, discussing what inspired them.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 1**

**Strand:** Creating and Executing

**Sub Strand:** Painting and Colouring

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1.Identify different colours.

2. Colour a picture to represent different colours in the environment.

3.Value painting as a form of expression.

**Key Inquiry Questions:**

- What are some different colours?

- How can we colour a picture to show the different colours we see in our environment?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design: Colours

- Crayons, coloured pencils, or watercolour paints

- Pictures of nature or the environment

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on colours.

- Ask students questions like, “What colours do you remember?”

- Show pictures of different colours in nature (e.g., green grass, blue sky) and discuss facts about colours used in the environment.

**Lesson Development (20 minutes):**

**Step 1:** Name Different Colours

- Gather the children in a circle.

- Show them a set of colour cards (red, blue, green, yellow, and orange).

- Ask each child to name a colour and share something they have seen that is that colour.

**Step 2:** Discuss Colours in the Environment

- Explain how colours are all around us in nature.

- Use pictures of different landscapes to point out colours (e.g., trees, flowers, the sky).

- Discuss how these colours make us feel (e.g., What does green remind you of?).

**Step 3:** Colouring Activity

- Hand out a black and white picture of a natural scene (like a park).

- Ask students to colour the picture, using as many different colours as possible.

- Encourage them to think about where they see those colours in real life.

**Step 4:** Sharing Time (Optional)

- Invite a few students to share their pictures and talk about the colours they chose and why.

- Encourage them to express how the colours make them feel.

**Conclusion (5 minutes):**

- Summarize the key points: What colours did we learn? What places do we see these colours?

- Engage students in a quick interactive activity like "Colour Hunt," where they find an item in the room that matches a colour discussed.

- Preview the next lesson: “Next time, we will learn how to use these colours to create a story or message in our art!”

**Extended Activities:**

- Nature Walk: Plan a short walk outside to observe and collect natural items (leaves, flowers) that show different colours.

- Art Gallery: Create a class display featuring students' coloured pictures and allow students to walk through and appreciate each other's artwork.

- Colour Journals: Encourage students to keep a journal where they can draw or paste pictures representing different colours they see throughout the week.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** Creating and Executing

**Sub Strand:** Painting and Colouring

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify different shapes

2. Paint shapes using a brush

3. Value painting as a form of expression

**Key Inquiry Question(s):**

- What different shapes can we see?

- How can we use paint to express how we feel?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

- Cutouts of oval, circle, rectangle

**Organisation of Learning:**

**Introduction (5 minutes):**

- Greet the students and briefly review what they learned in the previous lesson about colors and painting.

- Show the cutouts of different shapes and ask the class to name each shape together. Discuss what makes each shape special.

- Emphasize that today they will use shapes and colors to express themselves through painting.

**Lesson Development (20 minutes):**

**Step 1:** Shape Identification

- Show the cutouts (oval, circle, rectangle) and ask students to identify and name each shape again.

- Engage students by asking them to find objects in the classroom that match these shapes.

**Step 2:** Creating Cutouts

- Distribute construction paper and let students trace the cutouts of shapes. Encourage them to create their own shapes and cut them out.

- Circulate around the room to assist and ensure everyone is engaged.

**Step 3:** Painting Shapes

- Provide each student with a brush and a small palette of paint.

- Explain how to dip the brush in paint and gently apply it on their cutouts. Encourage them to use different colors and try mixing paints to create new colors.

- Allow students to paint freely to express how they feel about their chosen shape.

**Step 4:** Discussion of Value Painting (Optional)

- If time permits, gather the students and ask them to share their paintings. Discuss what each shape means to them and how they chose their colors.

- Explain that their artwork is a way to express their feelings, much like how they use words.

**Conclusion (5 minutes):**

- Summarize the key points: We learned about shapes, how to cut them out, and painted them to express ourselves.

- Conduct a quick interactive activity by asking students to raise their hands if they used their favorite color or if their shape is a circle.

- Preview the next session by telling them they will create a shape collage using their painted shapes.

**Extended Activities:**

- Shape Scavenger Hunt: Have students go on a small scavenger hunt around the classroom or playground to find objects shaped like the ones they painted.

- Shape Storytime: Encourage students to draw a story using their painted shapes and share it with the class.

- Outdoor Painting: If possible, organize an outdoor activity where students can paint larger shapes on butcher paper using brushes and sponges.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 3**

**Strand:** Creating and Executing

**Sub Strand:** Painting and Colouring

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify different shapes.

2. Paint shapes using a brush.

3. Value painting as a form of expression.

**Key Inquiry Questions:**

- How can we make cut-outs of different shapes?

- How can we paint shapes using a brush to show our feelings?

**Learning Resources:**

- Cut-outs of oval, circle, and rectangle (printed on paper).

- Paints, brushes, and paper for painting.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson about colors and shapes.

- Ask students to name some shapes they learned in the last lesson.

- Briefly discuss why shapes are important in art and everyday life.

**Lesson Development (20 minutes):**

**Step 1:** Exploring Shapes

- Show cut-outs of different shapes (oval, circle, rectangle) to the class.

- Ask students to identify and describe each shape (e.g., "What shape is this?" "How many sides does it have?").

**Step 2:** Creating Shape Cut-outs

- Provide students with scissors and paper.

- Guide them to cut out their own shapes using the provided templates.

- Encourage them to create a variety of shapes and discuss their choices.

**Step 3:** Painting the Shapes

- Once the cut-outs are ready, provide students with paint and brushes.

- Demonstrate how to hold a brush and show them how to paint the shapes.

- Allow students to paint their cut-outs, encouraging them to use different colors and to express how they feel through their art (e.g., "What color makes you happy?").

**Step 4:** Sharing Our Artwork

- After the paintings are dry, arrange a “gallery walk” where students can display their painted shapes.

- Encourage each child to share their artwork with the class, explaining why they chose their colors and shapes.

**Conclusion (5 minutes):**

- Summarize the day's activities, highlighting the different shapes learned and the importance of expressing feelings through painting.

- Conduct a brief interactive activity where students can point out shapes around them in the classroom or school.

- Prepare students for the next session by asking them if they can think of new shapes they want to paint next time.

**Extended Activities:**

- Shape Scavenger Hunt: Have students go on a scavenger hunt around their home or classroom to find objects that match the shapes learned in class. They can draw these objects and label their shapes.

- Shape Storytime: Encourage students to create a simple story using their cut-out shapes as characters. They can draw or paint the scenes from their stories and share them with the class.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 4**

**Strand:** Creating and Executing

**Sub Strand:** Painting and Colouring

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify simple forms.

2. Draw and paint simple forms using a sponge.

3. Value painting as a form of expression.

**Key Inquiry Question(s):**

- What are simple forms?

- How can we draw and paint these simple forms using a sponge?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

- Sponge Chart

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing last week’s lesson on colours and how we use them in art.

- Display the Sponge Chart and ask students what they see.

- Encourage a brief discussion on forms and shapes in their environment, such as circles (plates), squares (windows), and triangles (roofs).

**Lesson Development (20 minutes):**

**Step 1:** Identifying Simple Forms

- Show images of simple forms (circle, square, triangle) on a chart.

- Engage students by asking, “What shape is this?” and “Can you find this shape in the classroom?”

- Allow students to share where they see these shapes in real life.

**Step 2:** Drawing Simple Forms

- Hand out paper and crayons.

- Instruct students to draw at least one of each shape they identified.

- Walk around and provide assistance, encouraging them to make their drawings neat and colorful.

**Step 3:** Introducing Sponge Painting

- Explain that they will use sponges to paint these simple forms next.

- Demonstrate how to dip the sponge in paint and press it onto the paper to make a form (e.g., a sponge circle).

- Ensure they understand that they can mix colours, adding an element of creativity in their paintings.

**Step 4:** Sponge Painting Activity

- Distribute sponges, paint, and additional paper.

- Allow students to paint their previously drawn shapes using the sponge technique, fostering their individual expression.

- Encourage them to experiment with different colours and forms.

**Conclusion (5 minutes):**

- Gather students and recap what they learned about simple forms and sponge painting.

- Ask students to share their painted shapes and what colours they used.

- Conduct a brief interactive activity, like a class chant or song about shapes, to reinforce the concepts.

- Preview the next lesson, highlighting the upcoming exploration of making shapes with other materials.

**Extended Activities:**

- Shape Scavenger Hunt: Have students find objects in their home or classroom that match the shapes learned and bring pictures or items to share.

- Sponge Art Collage: Encourage students to create a collage using various sponge-painted forms on a larger paper.

- Shape Story Time: Read a book that features shapes and forms, prompting children to identify the shapes within the story.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 5**

**Strand:** Creating and Executing

**Sub Strand:** Painting and Colouring

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify different paints

2. Mix paint and paint using a brush shapes and pictures

3. Value painting as a form of expression

**Key Inquiry Questions:**

- What are the different types of paints?

- How do we mix paints to make new colors?

- How can we use a brush to paint shapes and pictures?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design Paint

- Various types of paint (watercolor, tempera, acrylic)

- Paintbrushes and paper

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on colors.

- Facilitate a discussion about different types of paint using the learning resources, stressing the importance of painting as a way to show feelings and ideas.

**Lesson Development (20 minutes):**

**Step 1:** Naming Different Paints

- Show examples of different types of paint (watercolor and tempera).

- Ask students to describe them (e.g., color, texture).

- Create a chart on the board listing the names and characteristics of each paint.

**Step 2:** Mixing Paints

- Demonstrate how to mix two primary colors to make a secondary color (e.g., blue + yellow = green).

- Allow each student to mix their own colors using palettes and a few drops of paint with brushes.

- Encourage students to share the colors they created with the class.

**Step 3:** Painting Shapes

- Teach students how to hold a paintbrush and use it on paper.

- Ask them to paint a simple shape (like a circle or square) using their mixed colors.

- Walk around the classroom to provide support and encouragement.

**Step 4:** Painting Pictures

- Instruct students to paint a simple picture (like a sun, tree, or house) using the colors they mixed.

- Encourage expression and creativity, reminding them that there’s no right or wrong in art.

**Conclusion (5 minutes):**

- Gather students and summarize key points: the types of paints, how to mix them, and what they painted today.

- Conduct a brief interactive activity, such as a “color guessing” game where students identify colors they mixed.

- Preview the next session: “Next time, we’ll explore how to tell a story through our paintings!”

**Extended Activities:**

- Outdoor Painting: Take students outside and encourage them to paint what they see in nature, using the skills they learned.

- Art Gallery: Create a classroom art gallery where students can showcase their paintings for parents or other classes.

- Color Mixing Experiment: Encourage students to experiment with mixing different colors at home using water or food coloring and report back on their findings.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 6**

**Strand:** Creating and Executing

**Sub Strand:** Melody

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify sounds as melodic or non-melodic.

2.Watch a video clip of recorded sounds.

3. Enjoy replicating melodic passages for aural discrimination.

**Key Inquiry Question(s):**

- How can we listen to sounds and tell if they are melodic or non-melodic?

- Can we watch a video and classify sounds as melodic or non-melodic?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

- Digital devices for video playback

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by gathering students in a circle and reminding them of the previous lesson about different sounds.

- Discuss what they remember about melody and non-melody, asking guiding questions to spark participation.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Melody

- Introduce the concept of melody. Explain that a melody is a series of notes that are nice to listen to, like a song.

- Play a simple, well-known melody (like "Twinkle, Twinkle, Little Star") and ask students to listen carefully.

**Step 2:** Classifying Sounds

- Show a short video clip of various recorded sounds (birds chirping, car honking, piano notes).

- After the clip, discuss which sounds students think are melodic and which are not.

- Encourage students to share their thoughts and reasoning.

**Step 3:** Melodic and Non-Melodic Sound Activity

- Have students participate in a hands-on activity where they listen to different sounds from various objects (e.g., bells, clapping hands, banging on a table).

- Ask students to classify these sounds as melodic or non-melodic by raising their hands for each category.

**Step 4:** Replicating Melodies

- Teach the class a simple melody by clapping or using instruments (like maracas or xylophones).

- Have students practice replicating the melody, emphasizing the enjoyment of making music together.

**Conclusion (5 minutes):**

- Summarize key points learned in the lesson about identifying and replicating melodies.

- Conduct a quick interactive game where students clap or make sounds to represent melodic and non-melodic sounds, encouraging participation.

- Briefly preview the next session that will involve creating their own melodies and discussing how they feel when they play music.

**Extended Activities:**

- Suggest an “Outdoor Sound Hunt” where students can find and classify sounds they hear outside as melodic or non-melodic.

- Encourage students to create their own simple melody using classroom instruments and share it with the class in the next lesson.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 7**

**Strand:** Creating and Executing

**Sub Strand:** Melody

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1.Identify sounds as melodic or non-melodic.

2. Watch a video clip of recorded sounds.

3. Enjoy replicating melodic passages for aural discrimination.

**Key Inquiry Questions:**

- Can we listen to sounds and decide if they are melodic or not?

- How can we see different sounds in a video and classify them as either melodic or non-melodic?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

- Digital devices for video playback

**Organisation of Learning:**

**Introduction (5 minutes):**

- Welcome students and review what they learned in the previous lesson about sounds and music.

- Introduce the day's topic: "Today, we will listen and identify different sounds. Can you remember what makes a sound melodic?"

**Lesson Development (20 minutes):**

**Step 1:** Listening Activity

- Play different sound clips (e.g., birds singing, a ringing bell, car horns, etc.).

- Ask students to raise their hands if they think the sound is melodic. Discuss why they think each sound is melodic or non-melodic.

**Step 2:** Video Observation

- Show a short video clip featuring a variety of sounds (e.g., nature sounds, musical instruments).

- After watching, have students classify these sounds into melodic or non-melodic on a whiteboard (drawing or writing).

**Step 3:** Replicating Melodies

- Teach students a simple melodic passage using clapping or singing.

- Encourage them to repeat the melody together, focusing on the rhythms and notes.

**Step 4:** Reflection and Sharing

- Invite a few students to share which sounds they liked best and what they identified as melodic or non-melodic during the lesson.

- Discuss the importance of melodies in songs and how they make us feel.

**Conclusion (5 minutes):**

- Summarize the key points: "Today we learned to identify sounds and enjoyed making melodies!"

- Conduct a quick interactive activity where students can mimic a sound and let others Guess if it’s melodic or non-melodic.

- Preview the next session: "Next time, we will explore how sounds can tell stories!"

**Extended Activities:**

- Sound Hunt: Encourage students to go on a "sound hunt" at home or in the playground. They can listen for different sounds and decide if they are melodic or non-melodic, bringing their findings to share in the next class.

- Melody Creation: Provide materials for students to create a simple sound collage using household items. They can group items into melodic or non-melodic and share their creations.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** Creating and Executing

**Sub Strand:** Melody

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Outline like and unlike passages in short melodies.

2. Echo simple melodic patterns by singing or humming for aural skill development.

3. Enjoy replicating melodic passages for aural discrimination.

**Key Inquiry Questions:**

- What are like and unlike passages in short melodies?

- How can we echo simple melodic patterns?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

- Digital devices (tablets or computers for interactive activities)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on rhythms and beats.

- Discuss the importance of melodies in music and how they differ from rhythms.

- Briefly introduce the concept of "like" (same) and "unlike" (different) passages in melodies.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Melodic Patterns

- Play a short melody on a musical instrument or through a digital device.

- Ask the students to listen carefully and identify the parts they hear.

- Discuss whether parts of the melody sound the same or different.

**Step 2:** Identifying Like and Unlike Passages

- Present two short melodies, one with like passages and another with unlike passages.

- Guide students in a discussion to identify which parts are similar and which are different. Use visuals or icons to denote "like" passages (this looks the same) and "unlike" passages (this looks different).

- Encourage students to clap or tap out the rhythms of the melodies as they identify passages.

**Step 3:** Echo Singing

- Teach students a simple song or melodic pattern.

- Model echo singing by singing a line and having the students repeat it after you.

- Encourage them to listen closely to replicate the melody accurately.

**Step 4:** Melodic Movement Activity

- Have students pick a like or unlike melody they enjoy and create a simple movement or gesture to go along with it.

- Have them perform their movements while humming the melody, reinforcing their understanding of the aural pattern.

**Conclusion (5 minutes):**

- Summarize the key points: What are like and unlike passages, and the importance of echoing melodies.

- Conduct a quick interactive activity where students can volunteer to echo their favorite melody and share what makes it "like" or "unlike" other melodies.

- Provide a sneak peek into the next session, which will dive deeper into creating their melodies.

**Extended Activities:**

- Melody Match Game: Create cards with various short melodies represented by simple notes or symbols. Have students work in pairs to match the like passages.

- Song Creation Assignment: Encourage students to create a short melody using their favorite animal sounds and share it with the class. They can hum the melody while classmates guess the animal.

- Musical Exploration Stations: Set up stations with different instruments (e.g., xylophones, maracas). Allow students to explore making like and unlike melodies in small groups.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** Creating and Executing

**Sub Strand:** Melody

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Outline like and unlike passages in short melodies.

2. Echo simple melodic patterns by singing or humming for aural skill development.

3. Enjoy replicating melodic passages for aural discrimination.

**Key Inquiry Questions:**

- What are unlike passages in short melodies?

- How can we echo simple melodic patterns?

**Learning Resources:**

- Grade 1 creative activities curriculum design digital devices.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on melodies. Ask students to share one thing they remember about melodies.

- Explain that today, we will learn about different parts of melodies, focusing on recognizing parts that are the same and different. Show students the digital device resources that will help them understand.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Melodies

- Play two short melodies using a digital device, one that has a repeating section and one that has different sections.

- Ask students to listen carefully and identify the melody that repeats. Discuss what makes it "like" the other parts and what makes them "unlike."

**Step 2:** Identifying Like and Unlike Passages

- Hand out simple visual representations of the melodies (e.g., musical notes or symbols).

- In pairs, have students outline the sections they think are "like" and "unlike" in the melodies they just listened to.

- Allow time for sharing their findings with the class.

**Step 3:** Echoing Melodic Patterns

- Teach students to hum or sing back short melodic patterns. Use call-and-response style where the teacher sings a simple pattern, and students echo it back.

- Encourage students to enjoy this process by clapping hands along with the rhythms.

**Step 4:** Melodic Passage Recreation

- In small groups, students create their own short melodies using simple instruments (e.g., tambourines, xylophones) or their voices.

- Each group will share their melody with the class and discuss which parts are "like" and "unlike."

**Conclusion (5 minutes):**

- Summarize the key points discussed: what "like" and "unlike" passages are and the importance of echoing melodies.

- Conduct a brief interactive activity, such as a melody-echo game where students join in singing together.

- Preview the next session by highlighting that they will learn about rhythm and how it connects with melody.

**Extended Activities:**

- Musical Stories: Have students create a musical story where they can incorporate their melodies. They can draw pictures that represent their melodies as well.

- Melody Hunt: Encourage students to listen to their favorite songs at home and identify one "like" part and one "unlike" part to share in the next class.

- Movement and Melody: Invite students to move or dance to the melody they have created, helping them connect physical movement with musical patterns.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 3**

**Strand:** Creating and Executing

**Sub Strand:** Melody

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify the passages in songs as like or unlike.

2. Listen to different sounds.

3. Enjoy replicating melodic passages for aural discrimination.

**Key Inquiry Questions:**

- Are the passages in songs like or unlike?

- What different sounds can we hear?

- Can we replicate melodic passages?

**Learning Resources:**

- Grade 1 Creative Activities curriculum design

- Digital devices (tablets, computers) with audio capabilities

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a review of the previous lesson, asking students what they remember about sounds and music.

- Introduce today's focus on melody and how we can identify if passages in songs sound the same or different. Discuss the importance of listening closely.

**Lesson Development (20 minutes):**

**Step 1:** Listening Activity

- Play short clips of different songs or sound passages.

- Ask students to listen carefully and raise their hands if they think the sounds are like or unlike.

**Step 2:** Discussion

- After each clip, have a quick class discussion.

- Pose questions such as: "What did you hear that was similar?" and "What was different?" Allow students to share their thoughts.

**Step 3:** Replicating Melodies

- Teach a simple melodic passage (e.g., a nursery rhyme or simple song).

- Have students repeat the passage together, focusing on pitch and rhythm.

**Step 4:** Sound Grouping Activity

- Use digital devices to explore an app or website that allows students to group sounds (e.g., animal sounds, musical instruments).

- In pairs, students can classify the sounds they hear, deciding which are like and which are unlike.

**Conclusion (5 minutes):**

- Summarize the key points: how to identify like and unlike sounds and the fun of replicating melodies.

- Conduct a quick interactive clapping activity where students clap out the rhythm of a song together.

- Preview the next session: "What other sounds can we make? Can we create our own melody?"

**Extended Activities:**

- Sound Scavenger Hunt: Encourage students to find objects around their home that make different sounds or to draw their favorite musical instrument.

- Create a Sound Story: Have students create a short story and think of sounds that match it, then share it with the class using sound effects.

- Melody Maker: Provide simple instruments (or create DIY shakers) and have students experiment by creating their own melodic tunes to share with the class.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 4**

**Strand:** Creating and Executing

**Sub Strand:** Pattern Making

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify patterns made using numerals and letters.

2.Create patterns using numerals and letters.

3. Enjoy making patterns for expression.

**Key Inquiry Questions:**

- What is a pattern?

- How can we create patterns using numerals and letters?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

- Plain papers

- Crayons/markers

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start with a lively greeting!

- Review what students learned in the previous lesson about shapes.

- Ask students if they see patterns around them (e.g., on clothes, in nature). Practice reading aloud examples as a group.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Patterns

- Explain what a pattern is in simple terms: “A pattern is something that repeats.”

- Show examples of patterns using shapes and colors. Illustrate with a visual aid (like drawing on the board).

**Step 2:** Patterns with Numerals

- Guide students in creating a simple numeral pattern together. For instance, write “1, 2, 1, 2” on the board.

- Ask students to help create a more complex pattern, such as “3, 4, 3, 4” and explain how it repeats.

- Provide each student with plain paper and crayons. Have them try creating their own numeral patterns, encouraging creativity.

**Step 3:** Patterns with Letters

- Transition to patterns using letters. Write “A, B, A, B” on the board.

- Discuss how letters can also form patterns, just like numerals.

- Students draw their letter patterns on their paper, like “C, D, C, D”.

**Step 4:** Combining Numeral and Letter Patterns

- Challenge students to combine letters and numbers into one pattern. Example: “1, A, 2, B”.

- Allow them to share their patterns with a partner, fostering peer learning.

**Conclusion (5 minutes):**

- Recap the key points of the lesson: What is a pattern? What did we create today?

- Conduct a brief interactive activity where students clap out their patterns or call them out orally.

- Introduce the next session's topic: “Next time, we’ll learn how patterns can be found in music and dance!”

**Extended Activities:**

- At Home: Encourage students to look for patterns in their surroundings (e.g., on clothing or in nature) and draw or write about them.

- In Class: Set up a "Pattern Walk" around the classroom where students can identify and record different patterns they observe using a simple checklist.

- Hands-on Activity: Organize a "Pattern Party" where students can dress in colorful clothes with patterns or designs that showcase their favorite patterns.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 5**

**Strand:** Creating and Executing

**Sub Strand:** Pattern Making

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify patterns made using numerals and letters.

2. Create patterns using numerals and letters.

3. Enjoy making patterns for self-expression.

**Key Inquiry Questions:**

- How can we recognize patterns made using numerals and letters?

- How can we create patterns using numerals and letters?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design Charts

- Plain paper

- Markers/crayons

- Sample pattern charts for reference

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on what patterns are.

- Show learners a pattern chart with various examples of patterns made with numerals and letters. Ask students to share what they notice.

**Lesson Development (20 minutes):**

**Step 1:** Recognize Patterns

- Present students with a chart displaying different patterns using both letters (e.g., A, B, A, B) and numbers (e.g., 1, 2, 1, 2).

- Ask students to identify and describe the patterns they see. Prompt them to use terms like "repeat" and "sequence."

**Step 2:** Create Patterns

- Hand out plain paper and ask students to create their own patterns using a combination of their chosen letters and numbers.

- Encourage them to use at least two different letters or numbers and to think about how they will repeat them.

**Step 3:** Share Patterns

- Have students pair up and share their patterns with each other.

- Encourage them to explain the rule of their pattern to their partner (e.g., “I used A, B, A, B”).

**Step 4:** Pattern Art

- Allow students to color or decorate their patterns, enhancing their patterns with creativity and expression.

- Encourage them to think about how their patterns can express something about them, like their favorite colors or numbers.

**Conclusion (5 minutes):**

- Summarize the key points: what patterns are, how we recognize them and how we can create our own.

- Conduct a brief interactive activity where students can clap or stomp to the rhythm of their patterns as a fun way to reinforce what they learned.

- Preview: Let them know that in the next lesson, they will learn about patterns in nature and how to find patterns outdoors.

**Extended Activities:**

- Have students create a pattern using items from home (like buttons or toys) and bring them in for "Pattern Show and Tell."

- Encourage students to look for patterns in their clothing or around the classroom and draw what they find during a drawing time.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 6**

**Strand:** Creating and Executing

**Sub Strand:** Pattern Making

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1.Identify patterns made using numerals and letters.

2. Make cut-outs of patterns created using letters.

3. Enjoy making patterns for expressions.

**Key Inquiry Questions:**

- What are some patterns we can find with letters and numbers?

- How can we make our own patterns using cut-outs?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design Chart

- Paper cut-outs in various shapes and colors

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on shapes and colors.

- Engage students in a brief discussion about patterns they might have seen around them, such as in their clothing or in nature.

- Emphasize the importance of patterns in art and everyday life.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Patterns

- Explain what a pattern is using simple language (e.g., "Patterns repeat and are the same but can change a little").

- Show students examples of patterns using numerals (1, 2, 1, 2) and letters (A, B, A, B).

- Ask students to identify patterns from a few everyday objects around the classroom.

**Step 2:** Hands-on Exploration

- Assign each student a set of paper cut-outs of different letters (A, B, X, O) and numerals (1, 2).

- Instruct students to create their own patterns using these cutouts and to adhere them to a piece of construction paper.

- Circulate the room to assist and encourage creativity.

**Step 3:** Pattern Sharing

- Have students share their patterns with a partner or in small groups.

- Encourage them to explain which letters or numbers they used and why they created that specific pattern.

**Step 4:** Creating Personal Patterns

- Provide students with additional materials (markers, crayons) to add artistic elements to their patterns.

- Encourage them to include colors and shapes to enhance their patterns creatively.

**Conclusion (5 minutes):**

- Summarize what patterns are and how we can make them with letters and numbers.

- Conduct a quick interactive game where students shout out a numeral or letter they used while the teacher presents different cut-outs.

- Briefly discuss what they might learn in the next session, such as exploring real-world patterns in art and nature.

**Extended Activities:**

- Take a nature walk and ask students to find patterns in their environment (e.g., leaves, flowers).

- Create a "Pattern Book" where each student contributes a page showcasing a pattern they created.

- Use music to explore patterns in rhythm (e.g., clapping patterns) and have students recreate them.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 7**

**Strand:** Creating and Executing

**Sub Strand:** Pattern making

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify patterns made using numeral and letters.

2. Make cut-outs of patterns created using letters.

3. Enjoy making patterns for expressions.

**Key Inquiry Question(s):**

- How can we identify patterns made using numerals and letters?

- How can we create fun cut-outs using our patterns?

**Learning Resources:**

- Grade 1 creative Activities curriculum design chart

- Paper cut-outs

- Markers, crayons, and scissors

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by greeting the students.

- Review the previous lesson on shapes. Ask students to share any patterns they remember.

- Read a brief overview from the learning resources about patterns using letters and numerals to set the stage for the lesson.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Patterns

- Explain what a pattern is (e.g., a repeating arrangement of letters or numbers).

- Show examples (e.g., A, B, A, B or 1, 2, 1, 2) on the board.

- Engage students by asking if they can create a pattern using letters that they like.

**Step 2:** Creating Patterns with Letters

- Provide students with paper and markers.

- Instruct them to create their own patterns using two different letters (e.g., A and B).

- Encourage them to be creative and colorful in their designs.

**Step 3:** Making Cut-Outs of Patterns

- Once students have their alphabet patterns, guide them in cutting out their created patterns.

- Demonstrate how to safely use scissors for cutting.

- Allow them to decorate their cut-outs with markers or crayons to make them stand out.

**Step 4:** Sharing Patterns

- Invite students to share their cut-out patterns with a partner or small group.

- Encourage them to describe their patterns and explain why they chose those letters.

**Conclusion (5 minutes):**

- Summarize the key points discussed: What patterns are, how they discovered patterns using letters, and the fun they had creating cut-outs.

- Conduct a brief interactive activity where students clap their hands following a simple pattern you create (e.g., clap, clap, stomp).

- Preview the next lesson: "Next time, we’ll explore patterns with numbers and how they can help us in counting!"

**Extended Activities:**

- Encourage students to spot patterns at home (e.g., in clothing, nature, or everyday objects). Have them bring in one example to share during the next class.

- Suggest a fun "Pattern Art" project where students can use different materials (like buttons or beads) to create a pattern craft.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 1**

**Strand:** Creating and Executing

**Sub Strand:** Pattern Making

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify letter and numeral patterns by watching a video clip.

2. Enjoy making patterns for expressions.

**Key Inquiry Question(s):**

- What is the difference between letter and numeral patterns?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design Charts

- Digital devices (for video viewing)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a warm-up activity by inviting students to share any patterns they saw or made recently.

- Review the previous lesson on shapes and colors, linking it to patterns.

- Introduce the day’s topic on letter and numeral patterns, and show a brief video clip that illustrates both types of patterns.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Patterns

- Explain what a pattern is in simple terms. Use examples like stripes on a shirt (colors) or sequences (red, blue, red, blue).

- Highlight the difference between letter patterns (A, B, A, B) and numeral patterns (1, 2, 1, 2).

**Step 2:** Video Exploration

- Show the selected video clip that features both letter and numeral patterns.

- After the video, engage students by asking questions such as, “Can anyone tell me a letter pattern they saw?” and “What numeral pattern was in the video?”

**Step 3:** Pattern Creation

- Provide students with materials (markers, paper) to create their own patterns.

- Instruct them to make at least two patterns: one with letters (for example, A, B, A, B) and one with numbers (like 1, 2, 1, 2).

**Step 4:** Sharing and Celebrating Patterns

- Have students share their patterns with the class.

- Encourage them to explain if it’s a letter or numeral pattern and how they created it. Celebrate creativity and effort.

**Conclusion (5 minutes):**

- Summarize the key points learned: What are patterns? Did we create letter and numeral patterns?

- Engage the class in a quick interactive activity, such as clapping a pattern (clap, stomp, clap, stomp) for them to replicate.

- Give them a sneak peek into the next lesson, which will delve into "Pattern Recognition in Nature."

**Extended Activities:**

- Pattern Hunt: Have students go on a 'pattern hunt' around the classroom or at home and find examples of patterns in their environment (tiles, clothes, books) and bring back a drawing or photo to share.

- Pattern Games: Use online games or apps that involve pattern recognition and creation to reinforce the day's concepts.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 2**

**Strand:** Creating and Executing

**Sub Strand:** Pattern Making

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify letter and numeral patterns

2. Watch a video clip of letter and numeral patterns

3. Enjoy making patterns for expression

**Key Inquiry Questions:**

- What are letter and numeral patterns?

- How do we create and talk about our own patterns and those of others?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design Charts

- Digital devices (for video clip)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review what students learned in the previous lesson about patterns.

- Engage students in a discussion: "What do you think a pattern is?"

- Read aloud from the learning resources to introduce the ideas of letter and numeral patterns.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Patterns

- Describe what a pattern is (something that repeats).

- Show a short video clip that illustrates letter and numeral patterns.

- Pause to ask questions: "What patterns did you see in the video?"

**Step 2:** Exploring Letter Patterns

- Present a few examples of letter patterns (A, B, A, B, A, B).

- Have students form their own letter patterns using colored paper or markers.

- Students can share their patterns with a partner and discuss them.

**Step 3:** Exploring Numeral Patterns

- Introduce numeral patterns (1, 2, 1, 2, 1, 2).

- Guide students in creating their own numeral patterns using small objects (like blocks or counting bears).

- Encourage learners to explain their patterns to the class.

**Step 4:** Creative Pattern Expression (optional)

- Invite students to draw a large poster of their favorite letter and numeral patterns.

- Discuss how patterns are everywhere in art and nature.

**Conclusion (5 minutes):**

- Summarize the key points about letter and numeral patterns learned during the lesson.

- Conduct a brief interactive activity: "Let's find patterns in our classroom!" (Students look around for patterns in their surroundings.)

- Preview the next lesson: "Next time, we will choose our favorite patterns to create art!"

**Extended Activities:**

- Pattern Hunt: Encourage students to go on a pattern hunt at home or outside to find and draw different patterns.

- Pattern Story: Have students write a short story or comic using their letter and numeral patterns throughout the narrative.

- Online Games: Utilize simple online games that reinforce pattern-making skills, such as matching games with letters and numbers.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 3**

**Strand:** Creating and Executing

**Sub Strand:** Pattern Making

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify letter and numeral patterns

2. Watch a video clip of letter and numeral patterns

3. Enjoy making patterns for expressions

**Key Inquiry Questions:**

- What are letter and numeral patterns?

- How can we create and display our own patterns?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design Charts

- Digital devices (for video access)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on shapes and colors. Ask students to share their favorite shapes.

- Introduce the topic of patterns. Use examples like "ABAB" (red-blue-red-blue) patterns from the learning resources and discuss how patterns are all around us.

**Lesson Development (20 minutes):**

**Step 1:** Watching the Video

- Show a short, engaging video clip that explains letter and numeral patterns.

- Pause the video at key elements to encourage students to describe what they see.

**Step 2:** Identifying Patterns

- Use a chart or digital device to present various letter and numeral patterns. For example: A, A, B, A, B or 1, 2, 1, 2.

- Ask students to identify the patterns and what comes next. Encourage them to explain their thinking.

**Step 3:** Creating Patterns

- Provide students with colored blocks or markers.

- Guide them to create their own letter and numeral patterns (e.g., A, A, B, A, B using different colors or shapes).

- Allow students to share their patterns with a partner and describe how they created them.

**Step 4:** Displaying Patterns

- Invite a few students to display their patterns on a board or wall.

- Encourage the class to ask questions about each pattern and discuss how they differ from one another.

**Conclusion (5 minutes):**

- Summarize key points: Define patterns, the importance of recognizing them, and how to create them.

- Conduct a quick interactive activity. For example, chant a number pattern and have students clap or jump at the corresponding numeral.

- Preview the next lesson: "What are some patterns we can see in nature or in our daily lives?"

**Extended Activities:**

- Pattern Hunt: Encourage students to hunt for patterns in their classroom or at home. They can draw or take pictures of patterns they find (like stripes on clothing, tiles on the floor, etc.) and share them in the next class.

- Pattern Story: Have students create a short story or comic strip that incorporates a pattern of letters or numbers. They can illustrate it to share with the class.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 4**

**Strand:** Performing and Executing

**Sub Strand:** Singing games - Kenyan style

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify props used in the performance of a singing game from a Kenyan community.

2. Draw props used in the performance of a singing game.

3. Enjoy performing singing games from Kenyan local cultures.

**Key Inquiry Questions:**

- What props are used in singing games from Kenyan communities?

- How can we draw these props?

- How do we feel when we perform singing games from Kenyan cultures?

**Learning Resources:**

- Grade 1 Creative Activities curriculum design props

- Visuals of Kenyan singing games (images/videos)

- Basic drawing materials (paper, crayons, markers)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson focused on games and singing. Ask questions like, “What is your favorite game?” to engage students.

- Introduce the day’s topic by displaying visuals of Kenyan singing games and discussing the different elements they see.

**Lesson Development (20 minutes):**

**Step 1:** Discussion of Props

- Explain what props are and why they are important in performances.

- Show examples of props used in Kenyan singing games (like sticks, traditional drums, or scarves) and discuss them.

**Step 2:** Identification Activity

- Divide the class into small groups and give each group a picture of a Kenyan singing game.

- Ask them to identify and talk about the props they see in their pictures.

- Encourage each group to share what they found with the class.

**Step 3:** Drawing Props

- Hand out paper and drawing materials. Instruct students to draw one prop they learned about from the Kenyan singing games.

- Walk around to assist and encourage creativity.

**Step 4:** Performing a Singing Game

- Choose a simple Kenyan singing game for the class to learn and perform together.

- Teach them the lyrics and movements, emphasizing fun and enjoyment.

**Conclusion (5 minutes):**

- Summarize the main points: what props are, how they are used in singing games, and what we learned from performing the game.

- Conduct a quick interactive activity, such as a clapping rhythm game that relates back to the props discussed.

- Preview the next session by hinting at diving deeper into other cultures’ games or more advanced singing games from Kenya.

**Extended Activities:**

- At Home Activity: Encourage students to find a prop at home that could be used in a game and bring it to class for sharing.

- Art Project: Create a collage of different props used in various games around the world.

- Music Exploration: Listen to Kenyan music at home and draw inspiration for their own singing games.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 5**

**Strand:** Performing and Displaying

**Sub Strand:** Singing Games - Kenyan Style

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1.Identify props used in the performance of a singing game from a Kenyan community.

2.Draw props used in the performance of a singing game.

3.Enjoy performing singing games from Kenyan local cultures.

**Key Inquiry Question(s):**

- What props do we use in singing games from Kenya?

- How can we create and use our own props?

- What do we enjoy about singing games from Kenyan cultures?

**Learning Resources:**

- Grade 1 Creative Activities curriculum design props.

- Images or videos of singing games from Kenyan communities.

- Coloring materials (crayons, markers, paper).

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on singing and games. Ask students to recall their favorite song and share it with a friend.

- Guide learners to briefly read and discuss the importance of props in singing games from Kenyan communities, using images or videos to help reinforce the concepts.

**Lesson Development (20 minutes):**

**Step 1:** Discuss the Importance of Props

- Discuss what props are and why they are used in singing games (e.g., for fun, to help tell a story, to engage performers and audiences).

- Show examples of props used in Kenyan singing games (e.g., sticks, cloths, or other items) and ask students to think about why each is important.

**Step 2:** Identify and Talk About Props

- Invite students to identify some props they have seen or used in group singing games.

- Create a list on the board of these props, discussing what they represent or symbolize in the context of the game.

**Step 3:** Drawing Time

- Provide each student with paper and crayons/markers. Instruct them to draw one prop they would like to use in a singing game.

- Encourage students to be creative and use colors that reflect their imagination.

**Step 4:** Share and Perform

- Allow students to share their drawings with the class. Ask them to explain their choice of prop.

- Conclude this step by performing a simple Kenyan singing game together, encouraging everyone to participate using imaginary props.

**Conclusion (5 minutes):**

- Summarize the key points: What are props? Why do we use them in singing games? Each student’s drawing represents a different prop used in these games.

- Conduct a brief interactive activity, such as a follow-the-leader singing game where students can use the props they drew in their imagination.

- Preview the next session: "Next time, we will learn about different Kenyan songs and how they are performed with the props we've created!"

**Extended Activities:**

- Create a "Props Box" where students can bring or make props for their singing games at home and share them in class.

- Organize a “Cultural Day” where students can wear something inspired by the props they created and perform a Kenyan singing game for family or other classes.

- Ask students to research a Kenyan community and share one new fact about their songs or games in the next class.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 6**

**Strand:** Performing and Displaying

**Sub Strand**: Singing Games - Kenyan Style

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1. Identify materials used to make props.

2. Improvise simple props for use in performing a singing game.

3. Enjoy performing singing games from Kenyan local cultures.

**Key Inquiry Question(s):**

- What materials can we use to make props?

- How can we use these materials to create simple props for singing games?

**Learning Resources:**

- Grade 1 Creative Activities Curriculum Design

- Examples of simple props (pictures, videos)

- Basic craft materials (paper, string, colors)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Greet the students and remind them about the last lesson on Kenyan singing games.

- Show a short video or picture collage of children playing singing games in Kenya.

- Ask students questions about what they see to engage them and generate interest.

**Lesson Development (20 minutes):**

**Step 1:** Explore Materials

- Discuss with students different materials that are locally available. Possible suggestions include:

- Leafy branches

- Cans or bottles

- Colorful paper

- Prompt students to share any items they see around their homes or school.

**Step 2:** Group Discussion

- Divide students into small groups and have them share their ideas on what materials they could use from the previous list.

- Have each group pick one material and discuss how it could be turned into a prop for a singing game. For example, how a branch could become a stick for keeping the beat.

**Step 3:** Improvise Props

- Provide basic craft supplies to the students.

- Let them create simple props based on their group’s chosen material.

- Encourage creativity; remind them that props do not have to be perfect to be fun!

**Step 4:** Share and Perform

- Invite groups to share their props with the class.

- Allow a few minutes for each group to demonstrate how they envision using their prop in a singing game.

- Encourage applause and positive feedback from peers.

**Conclusion (5 minutes):**

- Summarize the key points discussed: identifying materials and improvising props.

- Conduct a brief interactive group discussion: “How did it feel to create and share your prop?”

- Prepare students for the next session by mentioning that they will learn a traditional Kenyan singing game to perform together using their props.

**Extended Activities:**

- Encourage students to find items at home to create additional props and bring them for the next lesson.

- Have students draw their favorite prop and write a sentence about how it can be used in a singing game.

- Create a classroom display featuring their props and the stories behind them.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 7**

**Strand:** Performing and Displaying

**Sub Strand:** Singing Games - Kenyan Style

**Specific Learning Outcomes:**

**- By the end of the lesson, students will be able to:**

1.Identify materials used to make props

2.Observe pictures of locally available materials used to make props

3. Enjoy performing singing games from Kenyan local cultures

**Key Inquiry Question(s):**

- What materials can we use to make props?

- What can we see in pictures of locally available materials for props?

**Learning Resources:**

- Grade 1 Creative Activities curriculum design pictures

- Music from Kenyan cultures

- Materials for making simple props (like paper, fabric scraps, or old bottles)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on Kenyan cultures and musical traditions.

- Discuss the concept of singing games and how they are enjoyed in different cultures.

- Show pictures of singing games and introduce the key concepts of materials used to create props for the games.

**Lesson Development (20 minutes):**

**Step 1:** What are Singing Games?

- Explain what singing games are and why they are fun.

- Engage the students by asking them if they have participated in any singing games before.

- Play a simple Kenyan singing game to demonstrate.

**Step 2:** Identifying Materials for Props

- Show students various pictures of materials (such as leaves, fabric, or sticks) used to make props.

- Ask students to identify and describe these materials. What do they think we can create with these materials?

**Step 3:** Creating Simple Props

- Break the students into small groups and provide them with basic materials.

- Instruct them to create a simple prop (like a small crown or a musical instrument) that they could use for a singing game.

- Encourage creativity and sharing among groups.

**Step 4:** Performing a Singing Game

- Have groups come back together and perform a singing game using their invented props.

- Encourage classmates to participate by singing along and joining in the movements.

**Conclusion (5 minutes):**

- Summarize the key points learned about singing games, the materials used to make props, and how fun it is to perform together.

- Conduct a brief interactive activity, such as a mock “prop show,” where students can showcase their props and express one thing they love about singing games.

- Prepare students for the next lesson by asking them to think about a song or game they enjoy that could be shared with the class.

**Extended Activities:**

- At-Home Project: Ask students to find materials around their homes to create a prop for a singing game and bring it to the next class.

- Art Extension: Have students draw their favorite singing game or create a collage using pictures from magazines that represent Kenyan culture.

- Musical Exploration: Listen to more traditional Kenyan music and discuss the various musical instruments they hear.

**Teacher Self-Evaluation:**