**GRADE 1 CREATIVE ARTS SCHEMES OF WORK**

**TEACHERS’S NAME………………………………………… SCHOOL……………………… TERM…ONE… YEAR**

**REFERENCE MATERIALS**

1. Know more art and craft Grade T.G 1, 2
2. KLB Visionary Music Grade 3 T.G, Grade 1, Grade 2
3. Curriculum design Grade 1 Creative activities.

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| **Week** | **LSN** | **strand** | **Sub-strand** | **Specific Learning Outcomes** | **Key Inquiry Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment Methods** | **Refl** |
| **1** | **1** | **CREATION & EXPLORATION** | **Musical Sounds in the immediate environment** | By the end of the lesson, the learner should be able to:   1. identify sounds in their immediate environment for aural discrimination, 2. Draw and colours different animals that produce sound, 3. Appreciate the importance of musical sounds. | What produces sounds in our environment? | Learner is guided to:  ● walk around the school  environment in groups and listen  critically to different sounds  (birds, animals and objects) | Relevant songs  Flash cards, recorded rhythms  Items that produce constant beat  KLB Visionary Music Activities Grade 2 Teachers guide pg. 68-70 | Oral questions  Aural method  Rubrics  Observation  Adjudication |  |
|  | **2** |  | **Musical Sounds in the immediate environment** | By the end of the lesson, the learner should be able to:   1. identify sounds in their immediate environment for aural discrimination, 2. Draw and colours different animals that produce sound, 3. Appreciate the importance of musical sounds. | What produces sounds in our environment? | Learner is guided to:  ● walk around the school  environment in groups and listen  critically to different sounds  (birds, animals and objects) | Relevant songs  Flash cards, recorded rhythms  Items that produce constant beat  KLB Visionary Music Activities Grade 2 Teachers guide pg. 68-70 | Oral questions  Aural method  Rubrics  Observation  Adjudication |  |
|  | **3** |  | **Musical Sounds in the immediate environment** | By the end of the lesson, the learner should be able to:   1. identify sounds in their immediate environment for aural discrimination, 2. Observe pictures of animals that produce sound. 3. Appreciate the importance of musical sounds. | What produces sounds in our environment? | Learner is guided to:  ● walk around the school  environment in groups and listen  critically to different sounds  (birds, animals and objects) | Relevant songs, relevant music score, relevant recorded sounds of high and low pitches.  **KLB Visionary Music Act. T.G Grade 1 pg. 88-93** | Signed questions, portfolio, observation,  check lists, adjudication using performance rubric |  |
|  | **4-5** | **Practical** | **Pitch** | By the end of the lesson, the learner should be able to:   1. identify sounds in their immediate environment for aural discrimination, 2. Watch a video clip and identify Highness or lowness of sounds, loudness and softness of sounds, 3. appreciate the importance of pitch. | What produces sounds in our environment? | Learner is guided to:  ● watch or listen to recorded clips  of various sounds of birds,  animals and objects and identify  highness or lowness of sounds,  loudness or softness of sound,  and repetitiveness of sounds, | Digital devices Recordings of  different voices    Klb Visionary Music Act.  Teachers guide  Grade 3 pg.88-89 | Signed questions, portfolio, observation, check lists, adjudication using performance rubric |  |
|  | **6-7** |  | **Pitch** | By the end of the lesson, the learner should be able to:   1. identify sounds in their immediate environment for aural discrimination, 2. Watch a video clip and identify Highness or lowness of sounds, loudness and softness of sounds, 3. appreciate the importance of pitch. | What produces sounds in our environment? | Learner is guided to:  ● watch or listen to recorded clips  of various sounds of birds,  animals and objects and identify  highness or lowness of sounds,  loudness or softness of sound,  and repetitiveness of sounds, | Digital devices Recordings of  different voices    Klb Visionary Music Act.  Teachers guide  Grade 3 pg.88-89 | Signed questions, portfolio, observation, check lists, adjudication using performance rubric |  |
| **2** | **1** |  | **Sounds in the immediate environment** | By the end of the lesson, the learner should be able to:   1. identify sounds in their immediate environment for aural discrimination, 2. Observe pictures of object, animals and birds and match with the sounds they produce, 3. appreciate imitating sounds in their immediate environment for social | What is sound? | Learner is guided to:  ● observe pictures of various  animals, birds and objects and  identify the sounds they produce, | ICT devices, sounds from the environment, flashcards, internet  **KLB Visionary Music Act. T.G Grade 1 pg. 105-107** | Signed questions, portfolio, observation,  check lists, adjudication using performance rubric |  |
|  | **2** |  | **Sounds in the immediate environment** | By the end of the lesson, the learner should be able to:   1. identify sounds in their immediate environment for aural discrimination, 2. Observe pictures of object, animals and birds and match with the sounds they produce, 3. appreciate imitating sounds in their immediate environment for social | What is sound? | Learner is guided to:  ● observe pictures of various  animals, birds and objects and  identify the sounds they produce, | ICT devices, sounds from the environment, flashcards, internet  **KLB Visionary Music Act. T.G Grade 1 pg. 105-107** | Signed questions, portfolio, observation,  check lists, adjudication using performance rubric |  |
|  | **3** |  | **Sounds in the immediate environment** | By the end of the lesson, the learner should be able to:   1. identify sounds in their immediate environment for aural discrimination, 2. Observe pictures of object, animals and birds and match with the sounds they produce 3. Appreciate sounds in the immediate environment. | What is sound? | Learner is guided to:  ● observe pictures of various  animals, birds and objects and  identify the sounds they produce, | ICT devices, sounds from the environment, flashcards, internet  **KLB Visionary Music Act. T.G Grade 1 pg. 105-107** | Signed questions, portfolio, observation,  check lists, adjudication using performance rubric |  |
|  | **4-5** |  | **Imitating sounds in the immediate environment** | By the end of the lesson, the learner should be able to:   1. Name the different objects, animals and birds that produce sound 2. imitate sounds in their immediate environment for enjoyment, 3. appreciate imitating sounds in their immediate environment for social | How can we imitate sounds in the immediate environment? | Learner is guided to:  ● in pairs, use flash cards or  pictures of birds, animals or  objects and take turns to imitatethe various sounds they produce,  ● in turns, role play to express self  by imitating the identified  sounds of birds, animals and objects,  ● individually, interact with digitaldevices to record imitated soundsof birds, animals and objects, | ICT devices, sounds from the environment, flashcards, internet  **KLB Visionary Music Act. T.G Grade 1 pg. 108-110** | Signed questions, portfolio, observation**,**  adjudication, check lists |  |
|  | **6-7** |  | **Performing songs that involve sounds of birds, animals and objects** | By the end of the lesson, the learner should be able to:   1. identify songs that can be sung to various sounds of birds 2. sing songs that involve sounds from their immediate environment, 3. appreciate imitating sounds in their immediate environment for social | How can we imitate sounds in the immediate environment? | Learner is guided to:  ● individually, listen actively torecorded and/or live performances of songs containing various sounds of  birds, animals or objects,  ● individually listen keenly to and sing back familiar songs sung tothem on various sounds of birds,  animals and objects,  ● perform songs that involve  various sounds of animals, birds and objects accompanying with  appropriate actions (jumping  skipping, limping, sliding, galloping) | ICT devices, sounds from the environment, flashcards, internet  **KLB Visionary Music Act. T.G Grade 1 pg. 108-110** | Signed questions, portfolio, observation**,**  adjudication, check lists |  |
| **3** | **1-2** |  | **Making paper masks** | By the end of the lesson, the learner should be able to:   1. identify locally available materials for making paper masks. 2. make decorated paper masks using mosaic technique for performing songs, 3. appreciate imitating sounds in their immediate environment for social | How can we make paper masks? | Learner is guided to:  ● select appropriate locally  available material to be used in making decorated paper masksof birds, animals and objects,  ● make paper masks of birds, animals and objects to be used in performing musical sounds using mosaic technique, | Adhesives  Coloured paper  Empty plastic  Know more art and craft Teachers guide Grd 2 pg.54-59 | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **3-4** |  | **Making paper masks** | By the end of the lesson, the learner should be able to:   1. identify appropriate costumes and props for use during performance. 2. make decorated paper masks using mosaic technique for performing songs, 3. make body movements, to respond to musical sounds in songs, 4. appreciate imitating sounds in their immediate environment for social | How can we make paper masks? | Learner is guided to:  ● in groups, use appropriate  costumes and props (coloured  paper masks of birds, animals  and objects) to perform the songs with sounds from the environment,  ● record their performances using digital devices and save them on a digital portfolio for future reference. | Adhesives  Coloured paper  Empty plastic  Know more art and craft Teachers guide Grd 2 pg.54-59 | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **5** | **Drawing** | **Lines** | By the end of the lesson, the learner should be able to:   1. identify various lines in the environment, 2. Observe pictures of different lines in the immediate environment 3. appreciate varied lines found in the environment. | How do we use lines? | Learner is guided to :  ● observe various objects in the environment and mention variouslines found on the objects(straight, wavy, zigzag and curved lines),  ● in groups to brainstorm on the lines found in the environment,  ● in groups, listen to or watch  recorded or live performances ofsongs on different kinds of lines | Card making, creating paintings, puppetry and animation, photo stories.  Know more art and craft Teachers guide Grd 1 pg. 1-7 | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **6** |  | **Lines** | By the end of the lesson, the learner should be able to:   1. identify various lines in the environment, 2. Observe pictures of different lines in the immediate environment 3. appreciate varied lines found in the environment. | How do we use lines? | Learner is guided to :  ● observe various objects in theenvironment and mention variouslines found on the objects(straight, wavy, zigzag and curvedlines),  ● in groups to brainstorm on the lines found in the environment,  ● in groups, listen to or watch  recorded or live performances of songs on different kinds of lines | Card making, creating paintings, puppetry and animation, photo stories.  Know more art and craft Teachers guide Grd 1 pg. 1-7 | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **7** |  | **Lines** | By the end of the lesson, the learner should be able to:   1. identify various lines in the environment, 2. Observe pictures of different lines in the immediate environment 3. appreciate varied lines found in the environment. | How do we use lines? | Learner is guided to :  ● observe various objects in the environment and mention various lines found on the objects(straight, wavy, zigzag and curved lines),  ● in groups to brainstorm on the lines found in the environment,  ● in groups, listen to or watch  recorded or live performances ofsongs on different kinds of lines | Card making, creating paintings, puppetry and animation, photo stories.  Know more art and craft Teachers guide Grd 1 pg. 1-7 | Question and answer Portfolio Discussion, Observation Demonstration |  |
| **4** | **1** |  | **Making line formations** | By the end of the lesson, the learner should be able to:   1. identify various lines in the environment, 2. make various line formations when singing songs, 3. appreciate varied lines found in the environment. | How do we form lines? | Learner is guided to :  ● in groups, listen to songs on  different kinds of lines and  practise singing phrase by phrase with appropriate movements,  ● in groups, make various line  formations when singing songs  (straight, wavy, zigzag and curved lines) | Card making, creating paintings, puppetry and animation, photo stories.  Know more art and craft Teachers guide Grd 1 pg. 1-7 | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **2** |  | **Making line formations** | By the end of the lesson, the learner should be able to:   1. identify various lines in the environment, 2. make various line formations when singing songs, 3. appreciate varied lines found in the environment. | How do we form lines? | Learner is guided to :  ● in groups, listen to songs on  different kinds of lines and  practise singing phrase by phrasewith appropriate movements,  ● in groups, make various line  formations when singing songs  (straight, wavy, zigzag and curved lines) | Card making, creating paintings, puppetry and animation, photo stories.  Know more art and craft Teachers guide Grd 1 pg. 1-7 | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **3** |  | **Making line formations** | By the end of the lesson, the learner should be able to:   1. identify various lines in the environment, 2. make various line formations when singing songs. 3. appreciate varied lines found in the environment. | How do we form lines? | Learner is guided to :  ● in groups, listen to songs on  different kinds of lines and  practise singing phrase by phrasewith appropriate movements,  ● in groups, make various line  formations when singing songs  (straight, wavy, zigzag and curved lines) | Card making, creating paintings, puppetry and animation, photo stories.  Know more art and craft Teachers guide Grd 1 pg. 1-7 | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **4-5** | **Practical** | **Pattern formations** | By the end of the lesson, the learner should be able to:   1. identify various lines in the environment, 2. make pattern formations when singing songs, 3. appreciate varied lines found in the environment. | How do we form lines? | Learner is guided to :  ● in pairs, to arrange objects found in the environment to creatively form lines,  ● in groups, to sing songs on various lines learnt,  ● make pattern formations in  straight, wavy, zigzag and curved lines as they sing action songs, | Papers  Pencils  Powder paints  Rugs  Water  Brushes  Know more art and craft Teachers guide Grd 1 pg. 26-31 | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **6-7** |  | **Pattern formations** | By the end of the lesson, the learner should be able to:   1. identify various lines in the environment, 2. make pattern formations when singing songs, 3. appreciate varied lines found in the environment. | How do we form lines? | Learner is guided to :  ● in pairs, to arrange objects found in the environment to creatively form lines,  ● in groups, to sing songs on various lines learnt,  ● make pattern formations in  straight, wavy, zigzag and curved lines as they sing action songs, | Papers  Pencils  Powder paints  Rugs  Water  Brushes  Know more art and craft Teachers guide Grd 1 pg. 26-31 | Question and answer Portfolio Discussion, Observation Demonstration |  |
| **5** | **1** |  | **Materials for modelling** | By the end of the lesson, the learner should be able to:   1. identify materials that can be used to model, 2. assemble materials to be used for modelling, 3. appreciate varied lines found in the environment. | What materials do we use to model? | Learner is guided to :  ● select appropriate locally available materials for modelling, | Papers  Pencils  Powder paints  Rugs  Water  Brushes  Know more art and craft Teachers guide Grd 1 pg. 32-36 | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **2** |  | **Materials for modelling** | By the end of the lesson, the learner should be able to:   1. identify materials that can be used to model, 2. assemble materials to be used for modelling, 3. appreciate varied lines found in the environment. | What materials do we use to model? | Learner is guided to :  ● select appropriate locally available materials for modelling, | Papers  Pencils  Powder paints  Rugs  Water  Brushes  Know more art and craft Teachers guide Grd 1 pg. 32-36 | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **3** |  | **Modelling using rolling technique** | By the end of the lesson, the learner should be able to:   1. list various lines in the immediate environment 2. model lines found in the environment using rolling technique, 3. appreciate varied lines found in the environment. | What is rolling technique? | Learner is guided to :  ● individually use the rolling  technique to model various lines  found in the environment (straight lines, wavy lines, zigzag lines and curved lines) as they observe hygiene by washing line hands after modelling, | Papers Cutting tools  Rulers  Adhesives  Pencils  Brushes  Know more art and craft Teachers guide Grd 1 pg. 42-48 | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **4-5** |  | **Modelling using rolling technique** | By the end of the lesson, the learner should be able to:   1. list various lines in the immediate environment 2. model lines found in the environment using rolling technique, 3. appreciate varied lines found in the environment. | What is rolling technique? | Learner is guided to :  ● individually use the rolling  technique to model various lines  found in the environment (straight  lines, wavy lines, zigzag lines and  curved lines) as they observe hygiene by washing line hands after modelling, | Papers  Cutting tools, Rulers  Adhesives  Pencils  Brushes  Know more art and craft Teachers guide Grd 1 pg. 42-48 | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **6-7** |  | **Drawing Various line in the immediate environment** | By the end of the lesson, the learner should be able to:   1. identify materials for drawing various lines, 2. draw lines found in the environment, 3. appreciate varied lines found in the environment. | How do we draw lines? | ● select appropriate materials for  drawing various lines (coloured  pencils, crayons, or any other  suitable materials to draw lines  found in the environment)  ● draw various lines in the  environment (straight lines, wavy  lines, zigzag lines and curved lines) | Card making, creating paintings, puppetry and animation, photo stories.  Know more art and craft Teachers guide Grd 1 pg. 1-7 | Question and answer Portfolio Discussion, Observation Demonstration |  |
| **6** | **1-2** |  | **Drawing Various line in the immediate environment** | By the end of the lesson, the learner should be able to:   1. identify materials for drawing various lines, 2. draw lines found in the environment, 3. appreciate varied lines found in the environment. | How do we draw lines? | ● select appropriate materials for  drawing various lines (coloured  pencils, crayons, or any other  suitable materials to draw lines  found in the environment)  ● draw various lines in the  environment (straight lines, wavy  lines, zigzag lines and curved lines)  ● display the drawn lines for peers feedback,  ● take photos of their drawings for future reference. | Card making, creating paintings, puppetry and animation, photo stories.  Know more art and craft Teachers guide Grd 1 pg. 1-7 | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **3** | **Rhythm** | **Body percussions** | By the end of the lesson, the learner should be able to:   1. identify body percussions that accompany singing, 2. Watch a live performance with body percussion accompaniments 3. appreciate the use of body percussion in creating rhythm. | How rhythms  are created  using the  body  percussions?  How are  rhythms  improvised? | Learner is guided to:  ● watch live or recorded performances with body percussion accompaniments and identify them  (**snapping, clapping, stamping,**  **flapping, smacking, rubbing,**  **clicking, humming, rubbing,**  **flicking, patting**), | A repertoire of simple familiar tunes  Klb Visionary Music Act.  Teachers guide  Grade 3 pg.66-67 | Signed questions, portfolio, observation, check lists, adjudication using performance rubric |  |
|  | **4** |  | **Body percussions** | By the end of the lesson, the learner should be able to:   1. identify body percussions that accompany singing, 2. Watch a live performance with body percussion accompaniments 3. appreciate the use of body percussion in creating rhythm. | How rhythms  are created  using the  body  percussions?  How are  rhythms  improvised? | Learner is guided to:  ● watch live or recorded performances with body percussion accompaniments and identify them  (**snapping, clapping, stamping,**  **flapping, smacking, rubbing,**  **clicking, humming, rubbing,**  **flicking, patting**), | A repertoire of simple familiar tunes  Klb Visionary Music Act.  Teachers guide  Grade 3 pg.66-67 | Signed questions, portfolio, observation, check lists, adjudication using performance rubric |  |
|  | **5** |  | **Body percussions** | By the end of the lesson, the learner should be able to:   1. identify body percussions that accompany singing, 2. Watch a live performance with body percussion accompaniments 3. appreciate the use of body percussion in creating rhythm. | How rhythms  are created  using the  body  percussions?  How are  rhythms  improvised? | Learner is guided to:  ● watch live or recorded performances with body percussion accompaniments and identify them  (**snapping, clapping, stamping,**  **flapping, smacking, rubbing,**  **clicking, humming, rubbing,**  **flicking, patting**), | A repertoire of simple familiar tunes  Klb Visionary Music Act.  Teachers guide  Grade 3 pg.66-67 | Signed questions, portfolio, observation, check lists, adjudication using performance rubric |  |
|  | **6-7** |  | **Performing various body percussion** | By the end of the lesson, the learner should be able to:   1. identify body percussions that accompany singing, 2. Practise performing various body percussion, 3. appreciate the use of body percussion in creating rhythm. | How rhythms  are created  using the  body  percussions?  How are  rhythms  improvised? | Learner is guided to:  ● in pairs, Practise performing various body percussions to maintain beat, | A repertoire of simple familiar tunes  Klb Visionary Music Act.  Teachers guide  Grade 3 pg.66-67 | Signed questions, portfolio, observation, check lists, adjudication using performance rubric |  |
| **7** | **1** |  | **Performing various body percussion** | By the end of the lesson, the learner should be able to:   1. identify body percussions that accompany singing, 2. Practise performing various body percussion, 3. appreciate the use of body percussion in creating rhythm. | How rhythms  are created  using the  body  percussions?  How are  rhythms  improvised? | Learner is guided to:  ● in pairs, Practise performing various body percussions to maintain beat, | A repertoire of simple familiar tunes  Klb Visionary Music Act.  Teachers guide  Grade 3 pg.66-67 | Signed questions, portfolio, observation, check lists, adjudication using performance rubric |  |
|  | **2** |  | **Using body percussion as accompaniment** | By the end of the lesson, the learner should be able to:   1. identify body percussions that accompany singing, 2. use body percussions to maintain the beat while singing simple songs, 3. appreciate the use of body percussion in creating rhythm. | How rhythms  are created  using the  body  percussions?  How are  rhythms  improvised? | Learner is guided to:  ● individually, use body percussions  to accompany familiar songs, | Audio-visual excerpts of a variety of songs  • Audio visual equipment  • Musical instruments  • Music print material i.e. Music scores of songs and the Kenya National Anthem  **KLB Visionary Music Act. T.G Grade 1 pg. 66-68** | Signed questions, portfolio, observation,  check lists, adjudication using performance rubric |  |
|  | **3** |  | **Using body percussion as accompaniment** | By the end of the lesson, the learner should be able to:   1. identify body percussions that accompany singing, 2. use body percussions to maintain the beat while singing simple songs, 3. appreciate the use of body percussion in creating rhythm. | How rhythms  are created  using the  body  percussions?  How are  rhythms  improvised? | Learner is guided to:  ● individually, use body percussions  to accompany familiar songs, | A repertoire of simple familiar tunes  Klb Visionary Music Act.  Teachers guide  Grade 3 pg.66-67 | Signed questions, portfolio, observation, check lists, adjudication using performance rubric |  |
|  | **4-5** |  | **Using body percussion as accompaniment** | By the end of the lesson, the learner should be able to:   1. identify body percussions that accompany singing, 2. use body percussions to maintain the beat while singing simple songs, 3. appreciate the use of body percussion in creating rhythm. | How rhythms  are created  using the  body  percussions?  How are  rhythms  improvised? | Learner is guided to:  ● individually, use body percussions  to accompany familiar songs, | Audio-visual excerpts of a variety of songs  • Audio visual equipment  • Musical instruments  • Music print material i.e. Music scores of songs and the Kenya National Anthem  **KLB Visionary Music Act. T.G Grade 1 pg. 66-68** | Signed questions, portfolio, observation,  check lists, adjudication using performance rubric |  |
|  | **6-7** |  | **Using body percussion as accompaniment** | By the end of the lesson, the learner should be able to:   1. identify body percussions that accompany singing, 2. use body percussions to maintain the beat while singing simple songs, 3. appreciate the use of body percussion in creating rhythm. | How rhythms  are created  using the  body  percussions? | Learner is guided to:  ● individually, use body percussions  to accompany familiar songs, | Audio-visual excerpts of a variety of songs  • Audio visual equipment  • Musical instruments  • Music print material i.e. Music scores of songs and the Kenya National Anthem  **KLB Visionary Music Act. T.G Grade 1 pg. 66-68** | Signed questions, portfolio, observation,  check lists, adjudication using performance rubric |  |
| **8** | **1** |  | **Singing songs accompanied with body percussions** | By the end of the lesson, the learner should be able to:   1. state how we can improvise rhythm, 2. improvise rhythmic accompaniments to simple songs for creativity, 3. appreciate the use of body percussion in creating rhythm. | How are  rhythms  improvised? | Learner is guided to:  ● in pairs, take turns to sing songs  accompanied with body percussions  to maintain rhythm, | Items that produce sounds, simple recording equipment’s, relevant songs, flashcards, resource persons  **KLB Visionary Music Act. T.G Grade 1 pg. 81-82** | Signed questions, portfolio, observation**,**  adjudication, check lists |  |
|  | **2** |  | **Singing songs accompanied with body percussions** | By the end of the lesson, the learner should be able to:   1. state how we can improvise rhythm, 2. improvise rhythmic accompaniments to simple songs for creativity, 3. appreciate the use of body percussion in creating rhythm. | How are  rhythms  improvised? | Learner is guided to:  ● in pairs, take turns to sing songs  accompanied with body percussions  to maintain rhythm, | Items that produce sounds, simple recording equipment’s, relevant songs, flashcards, resource persons  **KLB Visionary Music Act. T.G Grade 1 pg. 81-82** | Signed questions, portfolio, observation**,**  adjudication, check lists |  |
|  | **3** |  | **Singing songs accompanied with body percussions** | By the end of the lesson, the learner should be able to:   1. state how we can improvise rhythm, 2. improvise rhythmic accompaniments to simple songs for creativity, 3. appreciate the use of body percussion in creating rhythm. | How are  rhythms  improvised? | Learner is guided to:  ● in pairs, take turns to sing songs  accompanied with body percussions  to maintain rhythm, | Items that produce sounds, simple recording equipment’s, relevant songs, flashcards, resource persons  **KLB Visionary Music Act. T.G Grade 1 pg. 81-82** | Signed questions, portfolio, observation**,**  adjudication, check lists |  |
|  | **4-5** |  | **Performing body movements** | By the end of the lesson, the learner should be able to:   1. identify different body percussions to maintain a rhythm 2. make body movements in line patterns accompanied with body percussions to maintain rhythm, 3. appreciate the use of body percussion in creating rhythm. | How are  rhythms  improvised? | Learner is guided to:  ● in groups, perform body movements in different line patterns  accompanied with body percussions  to maintain rhythm **(line patterns:**  **straight, curved, wavy, zig-zag; body movement: walking, jumping,**  **skipping, hopping, leaping,**  **galloping, sliding)** | Audio-visual excerpts of a variety of songs  • Audio visual equipment  • Musical instruments  • Music print material i.e. Music scores of songs and the Kenya National Anthem  **KLB Visionary Music Act. T.G Grade 1 pg. 66-68** | Signed questions, portfolio, observation,  check lists, adjudication using performance rubric |  |
|  | **6-7** | **HALF TERM** | | | | | | | | |
| **9** | **1** |  | **Improvising body percussive accompaniment** | By the end of the lesson, the learner should be able to:   1. identify body percussions that accompany singing, 2. improvise body percussive accompaniments to a song sung, 3. appreciate the use of body percussion in creating rhythm. | How can we improvise body percussive accompaniments? | Learner is guided to:  ● in groups, improvise body  percussive accompaniments to the  songs sung and record them using a  digital device,  ● in groups, play the recorded  performance and give feedback. | Audio-visual excerpts of a variety of songs  • Audio visual equipment  • Musical instruments  • Music print material i.e. Music scores of songs and the Kenya National Anthem  **KLB Visionary Music Act. T.G Grade 1 pg. 54-56** | Signed questions, portfolio, observation,  check lists, adjudication using performance rubric |  |
|  | **2** |  | **Improvising body percussive accompaniment** | By the end of the lesson, the learner should be able to:   1. identify body percussions that accompany singing, 2. improvise body percussive accompaniments to a song sung, 3. appreciate the use of body percussion in creating rhythm. | How can we improvise body percussive accompaniments? | Learner is guided to:  ● in groups, improvise body  percussive accompaniments to the songs sung and record them using a digital device,  ● in groups, play the recorded  performance and give feedback. | Audio-visual excerpts of a variety of songs  • Audio visual equipment  • Musical instruments  • Music print material i.e. Music scores of songs and the Kenya National Anthem  **KLB Visionary Music Act. T.G Grade 1 pg. 54-56** | Signed questions, portfolio, observation,  check lists, adjudication using performance rubric |  |
|  | **3** | **PERFORMANCE AND DISPLAY** | **Stretching – body parts involved in stretching** | By the end of the lesson, the learner should be able to:   1. identify the body parts that are involved while stretching for body awareness, 2. observe pictures of body parts that can be stretched, 3. enjoy stretching in different directions for body fitness. | What is the importance of stretching? | Learner is guided to:  ● sing action songs on body parts  that are involved in stretching to  identify them, | Field makers, field, bean bags, ropes,  • Digital devices such as computer and mobile phones  • Video clip of the cat stretching | Signed questions, practical  playing games that incorporate stretching |  |
|  | **4-5** |  | **Stretching body parts** | By the end of the lesson, the learner should be able to:   1. identify the body parts that are involved while stretching for body awareness, 2. perform stretching in different directions for flexibility, 3. enjoy stretching in different directions for body fitness. | What is the importance of stretching? | Learner is guided to:  ● in groups, to stretch and talk  about the body parts that are  involved while stretching, | Field makers, field, bean bags, ropes,  • Digital devices such as computer and mobile phones  • Video clip of the cat stretching | Signed questions, practical  playing games that incorporate stretching |  |
|  | **6-7** |  | **Stretching body parts** | By the end of the lesson, the learner should be able to:   1. identify the body parts that are involved while stretching for body awareness, 2. perform stretching in different directions for flexibility, 3. enjoy stretching in different directions for body fitness. | What is the importance of stretching? | Learner is guided to:  ● in groups, to stretch and talk  about the body parts that are  involved while stretching, | Field makers, field, bean bags, ropes,  • Digital devices such as computer and mobile phones  • Video clip of the cat stretching | Signed questions, practical  playing games that incorporate stretching |  |
| **10** | **1-2** |  | **Stretching body parts** | By the end of the lesson, the learner should be able to:   1. identify the body parts that are involved while stretching for body awareness, 2. perform stretching in different directions for flexibility, 3. enjoy stretching in different directions for body fitness. | What is the importance of stretching? | Learner is guided to:  ● individually, to creatively stretch in different directions (sideways, forward, backwards, front, upwards),  ● in groups, to stretch in different directions while in different positions (standing, sitting, kneeling and lying), | Field makers, field, bean bags, ropes,  • Digital devices such as computer and mobile phones  • Video clip of the cat stretching | Signed questions, practical  playing games that incorporate stretching |  |
|  | **3-4** |  | **Stretching body parts** | By the end of the lesson, the learner should be able to:   1. identify the body parts that are involved while stretching for body awareness, 2. perform stretching in different directions for flexibility, 3. enjoy stretching in different directions for body fitness. | What is the importance of stretching? | Learner is guided to:  ● individually, to creatively stretch in different directions (sideways, forward, backwards, front, upwards),  ● in groups, to stretch in different directions while in different  positions (standing, sitting, kneeling and lying), | Field makers, field, bean bags, ropes,  • Digital devices such as computer and mobile phones  • Video clip of the cat stretching | Signed questions, practical  playing games that incorporate stretching |  |
|  | **5** |  | **Stretching body parts** | By the end of the lesson, the learner should be able to:   1. identify the body parts that are involved while stretching for body awareness, 2. perform stretching in different directions while in different line formations, 3. enjoy stretching in different directions for body fitness. | What is the importance of stretching? | Learner is guided to:  ● in groups, to practise stretching while in different line formations, | Field makers, field, bean bags, ropes,  • Digital devices such as computer and mobile phones  • Video clip of the cat stretching | Signed questions, practical  playing games that incorporate stretching |  |
|  | **6** |  | **Stretching body parts** | By the end of the lesson, the learner should be able to:   1. name the body parts that can be stretched, 2. perform stretching in different directions while in different line formations, 3. enjoy stretching in different directions for body fitness. | What is the importance of stretching? | Learner is guided to:  ● in groups, to practise stretching while in different line formations, | Field makers, field, bean bags, ropes,  • Digital devices such as computer and mobile phones  • Video clip of the cat stretching | Signed questions, practical  playing games that incorporate stretching |  |
|  | **7** |  | **Stretching body parts** | By the end of the lesson, the learner should be able to:   1. name the body parts that can be stretched, 2. perform stretching in different directions while in different line formations, 3. enjoy stretching in different directions for body fitness. | What is the importance of stretching? | Learner is guided to:  ● in groups, to practise stretching while in different line formations, | Field makers, field, bean bags, ropes,  • Digital devices such as computer and mobile phones  • Video clip of the cat stretching | Signed questions, practical  playing games that incorporate stretching |  |
| **11** | **1** |  | **Games that involve stretching skill** | By the end of the lesson, the learner should be able to:   1. name games that involve stretching, 2. play games that involve stretching for enjoyment, 3. enjoy stretching in different directions for body fitness. | What games involve stretching skill? | Learner is guided to:  ● in groups, to play simple  appropriate games involving  stretching skill, | Field makers, field, bean bags, ropes,  • Digital devices such as computer and mobile phones  • Video clip of the cat stretching | Signed questions, practical  playing games that incorporate stretching |  |
|  | **2** |  | **Games that involve stretching skill** | By the end of the lesson, the learner should be able to:   1. name games that involve stretching, 2. play games that involve stretching for enjoyment, 3. enjoy stretching in different directions for body fitness. | What games involve stretching skill? | Learner is guided to:  ● in groups, to play simple  appropriate games involving  stretching skill, | Field makers, field, bean bags, ropes,  • Digital devices such as computer and mobile phones  • Video clip of the cat stretching | Signed questions, practical  playing games that incorporate stretching |  |
|  | **3-4** |  | **Singing action songs** | By the end of the lesson, the learner should be able to:   1. name the body parts that can be stretched, 2. sing action songs while stretching in different directions for fitness, 3. enjoy stretching in different directions for body fitness. | What is a action song? | Learner is guided to:  ● individually/groups sing an action song while in different positions (standing, sitting, kneeling and lying), | Audio-visual excerpts singing games  • Audio-visual equipment  • Costumes and props  **KLB Visionary Music Act. T.G Grade 1 pg. 25-34** | Signed questions, portfolio, observation**,**  adjudication, check lists |  |
|  | **5** |  | **Singing action songs** | By the end of the lesson, the learner should be able to:   1. name the body parts that can be stretched, 2. sing action songs while stretching in different directions for fitness, 3. enjoy stretching in different directions for body fitness. | What is a action song? | Learner is guided to:  ● individually/groups sing an action song while in different positions (standing, sitting, kneeling and lying), | Audio-visual excerpts singing games  • Audio-visual equipment  • Costumes and props  **KLB Visionary Music Act. T.G Grade 1 pg. 34-37** | Signed questions, portfolio, observation**,**  adjudication, check lists |  |
|  | **6** |  | **Recording performances** | By the end of the lesson, the learner should be able to:   1. define the term stretching. 2. perform stretching in different directions for flexibility, 3. Use IT devices to record performances. 4. enjoy stretching in different directions for body fitness. | What is stretching? | Learner is guided to:  ● in groups, use digital devices to record performances on stretching for future reference. | Audio-visual excerpts singing games  • Audio-visual equipment  • Costumes and props  **KLB Visionary Music Act. T.G Grade 1 pg. 34-37** | Signed questions, portfolio, observation**,**  adjudication, check lists |  |
|  | **7** |  | **Recording performances** | By the end of the lesson, the learner should be able to:   1. define the term stretching. 2. perform stretching in different directions for flexibility, 3. Use IT devices to record performances. 4. enjoy stretching in different directions for body fitness. | What is stretching? | Learner is guided to:  ● in groups, use digital devices to record performances on stretching for future reference. | Audio-visual excerpts singing games  • Audio-visual equipment  • Costumes and props  **KLB Visionary Music Act. T.G Grade 1 pg. 34-37** | Signed questions, portfolio, observation**,**  adjudication, check lists |  |
| **12** |  | **REVISION EXERCISE** | | | | | | | | |
| **13** |  | **ASSESSMENT/CLOSING** | | | | | | | | |