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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 2** | **CREATIVE ACTIVITIES** |  |  |  |

**WEEK 1: LESSON 1**

**Strand:** Creating and Executing

**Sub Strand:** Hopping

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify different directions of hopping for space awareness

- Perform hopping in different directions for agility

- Appreciate hopping in different directions for fitness

**Key Inquiry Question:**

- Why is hopping important as a physical activity?

**Learning Resources:**

- Creative activities from the Grade 2 curriculum design field

- Open space for hopping activities

- Visual aids (e.g., pictures or videos of various hopping activities)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by discussing what learners did related to hopping and movement.

- Read and discuss relevant content from resources, focusing on how hopping can improve fitness, agility, and spatial awareness.

**Lesson Development (20 minutes)**

**Step 1:** Identify Hopping Directions

- Have students stand in a circle.

- Explain and demonstrate how to hop forward, backward, to the left, and to the right.

- Ask students to practice hopping in those directions while counting their hops.

**Step 2:** Hopping Games

- Introduce a simple game where students take turns calling out a direction.

- Students must hop in that direction for a designated number of counts (e.g., three hops).

- This encourages active participation and helps with understanding directional hopping.

**Step 3:** Agility Course

- Set up a mini-obstacle course using cones or markers where students must hop from one point to another.

- Create different stations where they switch between hopping directions (forward, sideways, etc.) to foster agility.

- Time students and teach them to beat their own records for a fun competitive element!

**Step 4:** Reflect and Appreciate

- Gather students in a circle and encourage them to share how they felt about hopping in different directions.

- Discuss why hopping is a great way to stay fit and have fun.

- Ask them to consider how they can incorporate hopping into games or playtime outside of class.

**Conclusion (5 minutes)**

- Summarize the key points discussed: the importance of:

- Different directions of hopping,

- The role of hopping in agility,

- Fitness benefits of hopping.

- Conduct a quick interactive game, like “Hopping Freeze,” where students hop around and freeze when the music stops. They can shout out one reason why hopping is good for them.

- Preview the next session by asking, “What other fun movements can we explore in our next lesson?”

**Extended Activities:**

- Home Challenge: Encourage students to create a hopping challenge with family members, such as hopping from one room to another or hopping on different surfaces (grass, carpet, etc.) and discussing how it feels.

- Art Project: Have learners draw pictures illustrating themselves hopping in various directions and include captions about the benefits of hopping.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 1: LESSON 2**

**Strand:** Creating and Executing

**Sub Strand:** Hopping

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify different directions of hopping for space awareness.

- Perform hopping in different directions for agility.

- Appreciate hopping in different directions for fitness.

**Key Inquiry Question(s):**

- Name the directions we can hop towards?

**Learning Resources:**

- Creative activities from the Grade 2 curriculum design field.

- Open space for hopping activities (gym, playground, etc.).

**Organisation of Learning**

**Introduction (5 minutes)**

- Start with a quick review of the previous lesson related to hopping.

- Ask students to share their favorite ways to hop or how they practiced hopping at home.

- Guide learners to read and discuss relevant content about hopping directions in a group, emphasizing key concepts like "forward," "backward," "sideways," and "diagonal."

**Lesson Development (20 minutes)**

**Step 1:** Exploring Directions

- Gather students in a circle.

- Show them how to hop in different directions: forward, backward, sideways (left and right), and diagonally.

- Have students practice hopping in each direction while calling out the direction they are hopping towards. Encourage them to use clear language to describe what they are doing.

**Step 2:** Hopping Game

- Organize students into small groups and set up stations representing different directions (e.g., a line for forward, cones for sideways, etc.).

- Instruct groups to hop towards each station in turn while maintaining control and balance.

- After each hop, let students share how they felt executing that direction.

**Step 3:** Hopping Relay

- Divide the class into two teams for a relay race.

- Each team must hop from one end of the field to another in various directions as called out by the teacher (e.g., "hop backward" or "hop diagonally").

- This activity will help build agility and teamwork.

**Step 4:** Reflection and Sharing

- Regroup and ask students how hopping in different directions felt.

- Encourage them to share which direction they found easiest or most challenging and why.

- Discuss the importance of hopping for fitness and agility.

**Conclusion (5 minutes)**

- Summarize the key points learned about different directions of hopping.

- Conduct a quick interactive activity, like a “hopping freeze game,” where students hop until you say "freeze," and then they must freeze in place!

- Prepare learners for the next session by hinting at upcoming activities where they will learn about other movements (e.g., jumping, skipping).

**Extended Activities:**

- Hopping Journal: Ask students to keep a journal for one week where they note the different ways they practiced hopping at home or during outdoor recess.

- Hopping Songs: Create a simple song or chant about hopping in different directions, encouraging students to join in while moving.

- Obstacle Course: Set up an obstacle course in the playground where students can incorporate hopping in different directions at various checkpoints.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Creating and Executing

**Sub Strand:** Hopping

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify different directions of hopping for space awareness.

- Hope and talk about different directions of hopping.

- Appreciate hopping in different directions for fitness.

**Key Inquiry Question(s):**

- What is the benefit of hopping to our health?

**Learning Resources:**

- Creative activities from the Grade 2 curriculum guide.

- Space markers (e.g., cones, hoops) for direction exercises.

- Healthy habits posters.

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson on movement and fitness.

- Ask students to share what they remember about hopping and its benefits.

- Introduce today’s focus: hopping in different directions and its importance for health.

**Lesson Development (20 minutes)**

**Step 1:** Warm-up Activity

- Lead the class in a short warm-up that includes stretching and basic hopping movements.

- Ask students to hop on the spot, then hop forward, backward, and to the sides, helping them understand directionality.

**Step 2:** Hopping Directions Game

- Set up space markers around the gym area.

- Call out different directions (e.g., "hop forward 5 hops!" or "hop left!") and have students hop according to the instructions.

- This will help develop their spatial awareness and understanding of directions.

**Step 3:** Discussion and Reflection

- Gather students in a circle and ask them which direction they found easiest or hardest to hop in and why.

- Discuss how hopping in different directions can help keep our bodies strong and healthy, linking back to the key inquiry question.

**Step 4:** Fitness Hopping Relay

- Divide the students into small groups.

- Set up a small relay race where each student hops to a marker and back in various directions before tagging the next person.

- Emphasize teamwork and fitness benefits.

**Conclusion (5 minutes)**

- Summarize key points learned in the lesson about different hopping directions and their benefits.

- Conduct a fun closing activity: “Hop like different animals!” (e.g., hop like a bunny, frog, kangaroo).

- Preview next session's focus on another type of movement and ask students to think about their favorite way to move.

**Extended Activities:**

- Hopping Journal: Encourage students to keep a hopping journal at home where they can record how many hops they do each day and the directions they try.

- Hopping Obstacle Course: Create an obstacle course in the playground where students must hop over, under, and around objects, focusing on different hopping directions.

- Healthy Habits Poster: Have students create a poster about the benefits of hopping and other physical activities, which can be displayed in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 4**

**Strand:** Creating and Executing

**Sub Strand:** Hopping

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Mention animals which hop

- Draw pictures of animals which hop

- Appreciate hopping in different directions for fitness

**Key Inquiry Question(s):**

- Which animals hop?

**Learning Resources:**

- Creative activities Grade 2 curriculum design

- Picture books about animals (e.g., "Jump, Frog, Jump!" by Robert Kalan)

- Drawing materials (paper, crayons, markers)

**Organisation of Learning:**

**Introduction (5 minutes)**

1. Begin with a review of the previous lesson. Ask students what they remember about different animal movements.

2. Introduce the key inquiry question: "Which animals hop?" Facilitate a brief discussion, encouraging students to share their ideas.

**Lesson Development (20 minutes)**

**Step 1:** Discuss & List

- Lead a conversation about animals that can hop, such as kangaroos, frogs, rabbits, and grasshoppers. List these animals on the board as students mention them.

- Ask students why they think these animals hop. Discuss the benefits of hopping (e.g., escaping predators, moving efficiently).

**Step 2:** Group Drawing Activity

- Divide students into small groups. Each group will choose one hopping animal to research briefly (using picture books or drawing inspiration from the classroom).

- Have them create a large poster that includes the animal's name, a picture they draw, and one fun fact about it.

**Step 3:** Demonstration & Movement

- Lead students outside or to an open space where they can practice hopping.

- Encourage them to hop like different animals. For instance, hop like a rabbit or a frog.

- Discuss the importance of hopping for fitness and moving in different directions.

**Step 4:** Share & Present

- Have each group present their poster and share what they learned about their hopping animal.

- Encourage students to add to each other's presentations with any facts they may know.

**Conclusion (5 minutes)**

1. Summarize the key points from the lesson: the animals that hop and their importance.

2. Conduct a brief interactive activity: Encourage students to hop around the classroom and call out the names of the animals while hopping.

3. Prepare students for the next session by asking them to think about where they might see these hopping animals and what other movements animals do.

**Extended Activities:**

- Create an animal hop dance: Students can choreograph a short dance that incorporates hopping and other animal movements.

- Hopping obstacle course: Set up an obstacle course where students have to hop between stations, mirroring different animals.

- "Hop Around the World": Learn about hopping animals in different cultures (like the kangaroo in Australia), and have students create a simple infographic.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 5**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Hopping

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Mention animals which hop.

- Draw pictures of animals which hop.

- Appreciate hopping in different directions for fitness.

**Key Inquiry Question(s):**

- Why do animals hop?

**Learning Resources:**

- Creative activities from Grade 2 curriculum design

- Flash cards of various hopping animals

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about different types of animal movements.

- Ask students questions about the animals they learned. For example, “Can anyone tell me how a frog moves?”

- Guide learners to read and discuss relevant content about hopping animals from the flashcards, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Identify Hopping Animals

- Have students share animals they know that hop (like frogs, kangaroos, and rabbits).

- Write their responses on a whiteboard to create a "Hopping Animals" list.

**Step 2:** Learn About Hopping

- Discuss why some animals hop and how it helps them (e.g., for escaping predators, reaching food).

- Show flashcards and encourage students to guess which animals hop and why.

**Step 3:** Draw Hopping Animals

- Give each child a sheet of paper and crayons.

- Ask them to draw their favorite hopping animal and label it.

**Step 4:** Hopping Activity

- Take the class outside for a hopping relay race.

- Instruct students to hop like different animals (frog hops, kangaroo jumps) to emphasize fitness and fun.

**Conclusion (5 minutes):**

- Summarize key points: the animals that hop, why they hop, and the fitness benefits of hopping.

- Conduct a brief interactive question session: “What was your favorite hopping animal and why?”

- Prepare learners for the next session by previewing a new topic, such as “How do animals move differently?” Encourage them to think about other types of movements they might learn about next.

**Extended Activities:**

- Hopping Animal Research Project: Assign students to choose one hopping animal to research at home. They can present their findings in the next class.

- Hopping Journal: Start a hopping journal where students can log different types of hops they try at home, like bunny hops or frog jumps, and note how far they can hop.

- Storytime: Read a story featuring hopping animals and discuss it as a class.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 6**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Hopping

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- State different directions of hopping

- Watch video clips of pupils hopping

- Appreciate hopping in different directions for fitness

**Key Inquiry Question:**

- Can you name animals that hop?

**Learning Resources:**

- Creative activities (Grade 2 curriculum)

- Digital devices (e.g., tablets, computers) for videos

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a quick review of what was learned in the previous lesson about movement.

- Ask students if they can remember any animals that hop. Write their answers on the board.

- Discuss the importance of hopping for fitness and how it can be fun!

**Lesson Development (20 minutes)**

**Step 1:** Introduce Hopping Directions

- Explain the concept of hopping in different directions (forward, backward, sideways).

- Demonstrate each hopping direction in the classroom.

**Step 2:** Watch Video Clips

- Play selected video clips of pupils hopping in various directions.

- Pause after each clip to ask students about what direction they observed and how it might help in staying fit.

**Step 3:** Group Activity - Hopping Directions

- Organize students into small groups.

- Challenge each group to create a short sequence of hops using different directions.

- Allow groups to practice and prepare to show the class.

**Step 4:** Group Presentations

- Invite groups to present their hopping sequences to the class.

- Encourage classmates to cheer and give positive feedback.

**Conclusion (5 minutes)**

- Summarize the key points discussed, including the different directions of hopping and why it's a great activity for fitness.

- Conduct a brief interactive game: "Hopping Animal Charades," where students act out animals that hop while others guess.

- Preview the next lesson by asking students what they think they will learn about other movements in physical fitness.

**Extended Activities:**

- Create a Hopping Journal: Students can draw and write about an animal that hops and describe how they can hop like that animal.

- Organize a "Hopping Olympics" day where students can participate in hopping races or obstacle courses that require various hopping skills.

- Use digital devices to research different animals that hop and create a presentation to share with the class in a future lesson.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 7**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Hopping

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- State different directions of hopping.

- Watch video clips of pupils hopping.

- Appreciate hopping in different directions for fitness.

**Key Inquiry Question(s):**

- In which directions can we hop?

- How does hopping help us stay fit and healthy?

**Learning Resources:**

- Video clips of pupils hopping in different directions

- Creative activities from the Grade 2 curriculum

- Digital devices (tablets or smartboards)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by asking students what they remember about hopping and its benefits.

- Guide learners in reading and discussing content about hopping from the learning resources, focusing on the idea of hopping in various directions (forward, backward, sideways).

**Lesson Development (20 minutes)**

**Step 1:** Direction Exploration

- Gather students in a circle and request them to hop in place while facing different directions. Prompt them to hop forwards, backwards, left, and right.

- Ask students to share how each direction feels and which they found easiest or hardest.

**Step 2:** Video Observation

- Show video clips of pupils hopping in various directions. As a class, discuss what they see.

- Ask guided questions: “What direction is each child hopping?” and “How do their bodies move when they hop in different ways?”

**Step 3:** Group Activity

- Divide the class into small groups. Assign each group a direction: forward, backward, and sideways.

- Each group must create a short demonstration of hopping in their assigned direction for the class.

**Step 4:** Fitness Connection

- Gather students again and ask them to reflect on how hopping helps keep our bodies strong and healthy.

- Encourage students to share their thoughts on when they might use hopping in games or sports.

**Conclusion (5 minutes)**

- Summarize the key points: different directions for hopping and the fitness benefits of hopping.

- Conduct a fun short-group hopping game to reinforce movement and enjoyment of the activity.

- Preview the next lesson focused on another movement skill like jumping or skipping.

**Extended Activities:**

- Encourage students to create a hopping challenge at home, inviting family members to join in and hop in different directions.

- Create a hopping journal where students can note when and how they hopped during the week, reflecting on their experiences.

- Have students draw pictures that illustrate different hopping directions and explain how each direction helps their fitness.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Creating and Executing

**Sub Strand:** Hopping

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Outline different patterns of hopping.

- Make pattern formations while hopping in different directions for coordination.

- Appreciate hopping in different directions for fitness.

**Key Inquiry Question(s):**

- What patterns can we form when hopping?

**Learning Resources:**

- Creative activities from the Grade 2 curriculum design

**Organisation of Learning:**

**Introduction (5 minutes)**

1. Review: Begin with a quick recap of the previous lesson on movements and coordination.

2. Discussion: Ask students to share what they remember about hopping. Introduce the inquiry question: “What patterns can we form when hopping?” Record students' responses on the board.

**Lesson Development (20 minutes)**

**- Step 1:** Pattern Introduction

- Demonstrate different hopping patterns (straight, curved, circular, zigzag).

- Have students mimic each hopping pattern while explaining how to perform each one correctly.

**- Step 2:** Group Activity

- Divide students into small groups and assign each group a specific pattern (e.g., Group 1: straight, Group 2: curved).

- Each group practices their assigned pattern and prepares to present it to the class.

**- Step 3:** Pattern Formations

- Let each group demonstrate their pattern to the class. Encourage other students to observe the coordination involved and cheer for their classmates!

**- Step 4:** Directional Hopping

- Play a directional hopping game. Call out directions (left, right, forward, backward) and have students hop in those directions. Incorporate fitness by increasing the speed or adding a fun activity (like hopping to music).

**Conclusion (5 minutes)**

1. Summarize: Review the patterns learned and the importance of hopping for fitness.

2. Interactive Activity: Engage the students in a quick game, asking them to hop to different areas of the classroom based on your prompts (e.g., "hop in a circle, hop straight back").

3. Preview: Briefly discuss what they will learn in the next lesson about jumping and leaping.

**Extended Activities:**

- Hopping Obstacle Course: Create an obstacle course that encourages students to incorporate different hopping patterns while navigating through it.

- Pattern Journals: Have students draw or write about the different hopping patterns they practiced at home or in the next class and how it made them feel.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Creating and Executing

**Sub Strand:** Hopping

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Outline different patterns of hopping.

- Create pattern formations while hopping in different directions for coordination.

- Appreciate hopping in different directions for fitness.

**Key Inquiry Question(s):**

- What patterns can we make when we hop?

**Learning Resources:**

- Creative activities from the Grade 2 curriculum design.

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin the lesson by reviewing the previous lesson on different movements, such as walking and skipping.

- Introduce the concept of hopping and ask the students to share if they have ever hopped before and where they might hop (e.g., playground, games).

- Read a short portion from the learning resources about hopping and discuss its benefits for fitness and fun.

**Lesson Development (20 minutes)**

**Step 1:** Exploring Hopping Patterns

- Gather students in a large, open space.

- Demonstrate different ways to hop (forward, backward, sideways).

- Ask students to join in and practice these hops while counting aloud to build rhythm.

**Step 2:** Creating Patterns

- Divide students into small groups.

- Challenge each group to create a sequence of hops. For example: hop forward (1), hop sideways (2), hop backward (3).

- Allow groups to practice their patterns and decide on a name for their pattern sequence.

**Step 3:** Coordination through Direction

- Bring the class back together to demonstrate their patterns.

- Encourage students to add clapping or a chant that goes along with their hopping patterns.

- Guide them through performing each group’s pattern together as a class.

**Step 4:** Fitness Appreciation

- Lead a quick discussion on why hopping is good for our bodies and health.

- Ask students how they feel after hopping in different directions.

- Have students perform a “Hopping Challenge” where they hop back and forth across a designated area.

**Conclusion (5 minutes)**

- Summarize the different patterns and directions explored during the lesson.

- Conduct a brief interactive game where students have to hop in the direction (forward, backward, side) called out by the teacher.

- Preview the next session’s topic: “How does hopping help us in games like hopscotch?”

**Extended Activities:**

- Hopping Obstacle Course: Create a simple obstacle course with cones and hoops where students must hop around or through at different points.

- Pattern Hunt: Have students find and create new hopping patterns around the playground or classroom.

- Reflective Journals: Ask students to draw or write about their favorite hopping patterns and how they felt after hopping during the lesson.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** Creating and Executing

**Sub Strand:** Hopping

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Outline different patterns of hopping.

- Practice hopping in different directions and forming patterns.

- Appreciate hopping in different directions for fitness.

**Key Inquiry Question:**

- What is the importance of hopping?

**Learning Resources:**

- Creative activities from the Grade 2 curriculum design

**Organisation of Learning:**

**Introduction (5 minutes)**

- Welcome students and review the previous lesson on basic movements.

- Introduce the concept of hopping. Ask students if they can demonstrate hopping and share stories about when they have hopped during playtime.

- Discuss why hopping is fun and how it helps our bodies stay healthy.

**Lesson Development (20 minutes)**

**Step 1:** Hopping Patterns Introduction

- Explain different patterns of hopping (e.g., hopping like a bunny, hopping on one foot, alternating feet).

- Demonstrate each pattern and encourage students to mimic the movements.

**Step 2:** Practice Hopping in Different Directions

- Create an open space for students to practice hopping in various directions: forward, backward, and sideways.

- Call out directions and patterns for the students to hop along with you.

**Step 3:** Forming Hopping Patterns

- Divide the class into small groups. Each group picks a pattern they enjoyed and decides on a sequence to perform together.

- Allow groups to present their hopping patterns to the class.

**Step 4:** Fitness Appreciation

- Gather students and lead a discussion about how hopping can improve fitness and coordination.

- Ask students how they feel after all the hopping and what other activities can help us stay fit.

**Conclusion (5 minutes)**

- Recap the key points from the lesson: the different hopping patterns, directions, and the health benefits of hopping.

- Engage students in a quick interactive game like "Hop and Freeze" where they hop on command and freeze when the music stops.

- Prepare them for the next session by previewing that they will learn more about movement games and teamwork.

**Extended Activities:**

- Hopping Bingo: Create a bingo card with different hopping patterns to complete, such as “hop on one foot 5 times” or “hop backward”.

- Hopping Relay Race: Organize a relay race where teams must hop to a designated point and back, fostering teamwork and friendly competition.

- Creative Hopping Story: Encourage students to write or draw a short story about a character that hops on an adventure.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 4**

**Strand:** Creating and Executing

**Sub Strand:** Hopping

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Outline different patterns of hopping.

- Practice hopping in different directions and forming patterns.

- Appreciate hopping in different directions for fitness.

**Key Inquiry Question:**

- What is the importance of hopping?

**Learning Resources:**

- Creative activities from the Grade 2 curriculum design

**Organisation of Learning:**

**Introduction (5 minutes)**

- Welcome students and review the previous lesson on basic movements.

- Introduce the concept of hopping. Ask students if they can demonstrate hopping and share stories about when they have hopped during playtime.

- Discuss why hopping is fun and how it helps our bodies stay healthy.

**Lesson Development (20 minutes)**

**Step 1:** Hopping Patterns Introduction

- Explain different patterns of hopping (e.g., hopping like a bunny, hopping on one foot, alternating feet).

- Demonstrate each pattern and encourage students to mimic the movements.

**Step 2:** Practice Hopping in Different Directions

- Create an open space for students to practice hopping in various directions: forward, backward, and sideways.

- Call out directions and patterns for the students to hop along with you.

**Step 3:** Forming Hopping Patterns

- Divide the class into small groups. Each group picks a pattern they enjoyed and decides on a sequence to perform together.

- Allow groups to present their hopping patterns to the class.

**Step 4:** Fitness Appreciation

- Gather students and lead a discussion about how hopping can improve fitness and coordination.

- Ask students how they feel after all the hopping and what other activities can help us stay fit.

**Conclusion (5 minutes)**

- Recap the key points from the lesson: the different hopping patterns, directions, and the health benefits of hopping.

- Engage students in a quick interactive game like "Hop and Freeze" where they hop on command and freeze when the music stops.

- Prepare them for the next session by previewing that they will learn more about movement games and teamwork.

**Extended Activities:**

- Hopping Bingo: Create a bingo card with different hopping patterns to complete, such as “hop on one foot 5 times” or “hop backward”.

- Hopping Relay Race: Organize a relay race where teams must hop to a designated point and back, fostering teamwork and friendly competition.

- Creative Hopping Story: Encourage students to write or draw a short story about a character that hops on an adventure.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 5**

**Strand:** CREATING AND EXECUTING

**Sub Strand**: Hopping

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify different patterns of hopping.

- Watch video clips of hopping in different directions.

- Appreciate hopping in different directions for fitness.

**Key Inquiry Question(s):**

- Why is hopping activity important as a physical activity?

**Learning Resources:**

- Creative activities from the Grade 2 curriculum design

- Video clips demonstrating different hopping patterns

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin the lesson by briefly reviewing how movement activities help us stay healthy.

- Ask students to share their experiences with hopping or jumping activities.

- Introduce the key inquiry question: "Why is hopping activity important as a physical activity?" and encourage a few responses.

**Lesson Development (20 minutes)**

**Step 1:** Exploring Hopping Patterns

- Introduce different patterns of hopping (e.g., forward, backward, sideways, and in a circle).

- Demonstrate each pattern and model proper form.

- Ask students to practice each pattern while you provide feedback.

**Step 2:** Watching Video Clips

- Show a series of video clips highlighting hopping in various directions and styles (e.g., hopping races, artistic hopping).

- Pause to discuss what they see in the videos. Ask guiding questions: "What direction are they hopping in?" "How does hopping differently make you feel?"

**Step 3:** Group Activity

- Divide students into small groups.

- Each group chooses a different pattern of hopping to practice together.

- Observe and assist the groups while they hop around the space.

**Step 4:** Reflection and Sharing

- Regroup and ask each group to share their chosen hopping pattern with the class.

- Encourage them to talk about how they felt while hopping and what they enjoyed most. Reinforce the importance of hopping for fitness.

**Conclusion (5 minutes)**

- Summarize key points: recognition of different hopping patterns and the importance of movement in fitness.

- Conduct a brief interactive activity such as a hopping challenge, where students hop around an area for a set time or distance.

- Prepare learners for the next session by introducing the idea of mixing different movements (like hopping with skipping or walking) and ask them to think of other ways they can move in class or at home.

**Extended Activities:**

- Create a "Hopping Journal," where students track their daily hopping activities at home, noting how many hops they can do, different methods they try, or how they felt after hopping.

- Plan a hopscotch game as a class and encourage students to create their own hopscotch patterns, which incorporate hopping in different ways.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 6**

**Strand:** Creating and Executing

**Sub-Strand:** Hopping

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify different patterns of hopping.

- Observe safety while hopping.

- Appreciate hopping in different directions for fitness.

**Key Inquiry Question:**

- Which safety measures should you observe while hopping?

**Learning Resources:**

- Creative activities Grade 2 curriculum design chart

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Review the previous lesson about different forms of movement (like running or jumping).

2. Introduce hopping by asking students if they know how to hop and if they can demonstrate it.

3. Guide students in reading and discussing the learning resources focusing on safety measures for hopping, like good shoes, safe surfaces, and being aware of surroundings.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Hopping Patterns

- Activity: Have students hop in place and then hop forward. Discuss and demonstrate different patterns of hopping (e.g., two hops forward, side hops).

- Guiding Questions: How does your body feel when you hop in place vs. when you hop forward? What are different places you can hop?

**Step 2:** Safety Observation

- Discussion: Talk about the safety measures that need to be observed while hopping. Create a list of safety rules on the board, such as wearing proper shoes, avoiding slippery surfaces, and making sure the area is clear of obstacles.

- Activity: In pairs, have students identify a safe and unsafe hopping area in the classroom or playground.

**Step 3:** Exploring Hopping in Different Directions

- Activity: Guide students to hop in various directions (forward, backward, sideways). Encourage them to think about how each direction feels.

- Discussion: Ask them to share which direction felt the easiest or hardest and why.

**Step 4:** Fitness and Fun

- Activity: Organize a hopping relay race where students hop to a designated point and back. Emphasize fitness and fun.

- Reflection: After the relay, discuss how hopping can be a good exercise for the body.

**Conclusion (5 minutes):**

1. Summarize the key points discussed: different patterns of hopping, safety measures, and the benefits of hopping for fitness.

2. Conduct a brief interactive activity where students hop in place while counting to reinforce the concept of fitness.

3. Prepare students for the next session by asking, "What other fun ways can we move our bodies in the next lesson?"

**Extended Activities:**

- Hopping Journals: Encourage students to keep a diary of their hopping experiences throughout the week at home or during recess. They can draw pictures or write about the patterns they practiced.

- Safety Posters: Have students create a safety poster highlighting what they learned about safe hopping and display them in the classroom or school hallway.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 7**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Drawing and Painting

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify texture on surfaces

- Observe pictures in the environment to explore rough and smooth textures

- Value drawing and painting for enjoyment

**Key Inquiry Question(s):**

- What is texture?

**Learning Resources:**

- Creative activities Grade 2 curriculum design pictures

**Organisation of Learning:**

**Introduction (5 minutes):**

- Welcome the students and engage them in a brief review of the previous lesson, highlighting any relevant concepts.

- Introduce the day’s topic by displaying an image or real object demonstrating different textures (e.g., sandpaper vs. silk).

- Initiate a discussion by asking, “What do you think texture means?” and encourage students to share their thoughts.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Textures

- Show students various objects or pictures that exhibit different textures (e.g., smooth, rough, bumpy).

- Guide students to touch and feel certain materials, describing what they observe. Ask questions like, “How does this feel?” and “Is it rough or smooth?”

**Step 2:** Observational Drawing

- Hand out paper and crayons/colored pencils.

- Instruct students to choose one texture from the objects/pictures they observed and draw a representation of it.

- Encourage them to use lines and patterns that reflect the texture they chose.

**Step 3:** Group Discussion

- Invite students to share their drawings with the class.

- Prompt discussions about how each drawing represents texture, encouraging peers to ask questions or give compliments.

**Step 4:** Painting Textures

- Provide watercolors or tempera paints.

- Have students pick a different texture than what they drew and create a painting that illustrates it.

- Encourage creativity by allowing them to mix colors to represent different textures creatively.

**Conclusion (5 minutes):**

- Summarize the day’s learning by restating what texture is and the different surfaces they explored.

- Conduct a brief interactive activity, such as a “Texture Hunt” where students find and describe additional textures around the classroom.

- Preview the next session by asking, “What other materials can we use to create art?” and encourage students to think about what they might want to explore next.

**Extended Activities:**

- Create a Texture Collage: Students can collect different textured materials (like fabric, paper, or natural items) and create a collage, discussing the textures as they work.

- Texture Scavenger Hunt: Organize a scavenger hunt outside or within the classroom where students find and touch natural objects and classify them based on their textures (e.g., bumpy rocks, smooth leaves).

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1**

**Strand:** Creating and Executing

**Sub Strand:** Drawing and Painting

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify texture on surfaces

- Observe pictures in the environment to identify rough and smooth texture

- Value drawing and painting for enjoyment

**Key Inquiry Question:**

- How do we identify texture?

**Learning Resources:**

- Creative activities Grade 2 curriculum design

- Pictures showcasing different textures (e.g., sandpaper, fabric, leaves)

- Various drawing and painting materials (paper, crayons, watercolors)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson about colors and shapes.

- Ask students to share what they know about textures. Prompt discussion by asking, "What does rough feel like?" and "What does smooth feel like?"

- Introduce the key inquiry question: “How do we identify texture?”

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Textures

- Show students a selection of objects (e.g., a smooth stone and a rough rock).

- Discuss the difference between rough and smooth textures.

- Ask students to describe what they feel and encourage them to use words like "bumpy," "flat," "soft," and "hard."

**Step 2:** Observing Textures in Pictures

- Present various pictures from the environment (e.g., a tree bark, a beach, a fabric).

- Ask students to identify and name the textures they see in the pictures.

- Together, make a list of textures on the board (e.g., rough, smooth, bumpy, soft).

**Step 3:** Textured Drawing Activity

- Give each student a piece of paper and some crayons or pastels.

- Instruct them to draw something they see outside the classroom (like a tree or a flower) and to include at least two textures in their drawing.

- Remind students to think about how they can show texture using lines and colors.

**Step 4:** Sharing and Reflection

- Invite students to share their drawings with the class.

- As they present, prompt them to explain the textures in their artwork.

- Encourage their classmates to ask questions or give compliments about the textures they notice.

**Conclusion (5 minutes)**

- Summarize the key points learned about identifying textures and the difference between rough and smooth.

- Conduct a quick interactive game where students have to choose a texture from the pictures shown earlier when you call out the texture name (e.g., "Show me rough!").

- Give a preview of the next lesson where they will explore colors in relation to textures.

**Extended Activities:**

- Texture Scavenger Hunt: Organize a scavenger hunt where students find items around the classroom or school that have different textures and classify them as rough or smooth.

- Texture Collage: Have students create a collage using different materials (cut from magazines, fabric, sandpaper) that show a variety of textures, and discuss in small groups what they found.

- Story Time: Read a picture book that mentions different textures, and have students discuss how illustrations represent those textures.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Drawing and Painting

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Outline different types of texture

- Create texture on paper by rubbing on surfaces

- Value drawing and painting for enjoyment

**Key Inquiry Question(s):**

- What are the different types of textures you can find around us?

**Learning Resources:**

- Creative activities Grade 2 curriculum design

- Various textured materials (e.g., leaves, sandpaper, fabric)

- Paper and crayons or colored pencils

**Organisation of Learning:**

**Introduction (5 minutes)**

- Welcome students and review what was learned in the previous lesson about colors and shapes.

- Introduce the concept of texture. Ask students if they can name types of textures (smooth, rough, bumpy, soft, etc.).

- Discuss why textures are important in art and how they can make our drawings and paintings more interesting.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Textures

- Display images or real examples of different textures (e.g., bark, rocks, cloth).

- Discuss and name the textures as a class. Encourage students to touch and feel the materials if available.

- Connect textures to everyday life.

**Step 2:** Demonstrating Rubbing Technique

- Show students how to create texture by rubbing a crayon or pencil over a textured surface (e.g., a piece of sandpaper or a leaf).

- Guide them through the process step-by-step, demonstrating how to place paper over the textured object and rub gently.

- Allow students to practice this technique using their materials and explore various surfaces.

**Step 3:** Creating Texture Art

- Instruct students to choose their favorite texture they discovered and use the rubbing technique to create a piece of textured artwork.

- Encourage creativity by suggesting they can layer different textures or create a scene using textures.

- Circulate to provide assistance and encouragement as they work.

**Step 4:** Sharing and Reflecting

- Have students share their artwork with a partner or the group, describing the textures they used and how it feels to create with texture.

- Discuss what they enjoyed about the process and how it can enhance their drawings and paintings.

**Conclusion (5 minutes)**

- Summarize the lesson by reviewing the types of textures discussed and the rubbing technique learned.

- Engage students with a brief interactive activity where they can close their eyes and describe a texture they felt during the lesson.

- Provide a preview of the next lesson, where they will learn to combine texture with color in their artwork.

**Extended Activities:**

- Texture Hunt: Encourage students to go on a texture hunt at home or in the schoolyard, collecting small items or making rubbings of textured surfaces to share in class.

- Texture Collage: Create a collage using different textured materials (fabric, paper, natural items) glued onto a larger piece of paper.

- Texture Storybook: Write a short story or poem about different textures found in their environment, illustrating it with texture rubbings.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 3**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Drawing and Painting

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Outline different types of texture.

- Create texture on paper by rubbing on surfaces.

- Value drawing and painting for enjoyment.

**Key Inquiry Question(s):**

- Which surfaces create a rough texture?

**Learning Resources:**

- Creative Activities Grade 2 Curriculum Design

- Various textured surfaces (sandpaper, leaves, fabric, corrugated cardboard, etc.)

- Rubbing plates or crayons

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on colors and shapes in art.

- Engage students in a brief discussion about what textures they remember.

- Guide learners to read and discuss relevant content from the textbook, focusing on understanding textures in art.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Texture

- Explain the concept of texture.

- Show examples of different textures (smooth, rough, bumpy, etc.) using pictures or real objects.

- Ask guiding questions: "What does rough feel like?" "Can you think of something in the classroom that is smooth?"

**Step 2:** Identifying Textured Surfaces

- Show various surfaces (e.g., sandpaper, leaves).

- Let students touch and feel the different materials.

- Lead a discussion on which surfaces feel rough and which feel smooth.

**Step 3:** Creating Textures on Paper

- Distribute paper and crayons.

- Instruct students to experiment by rubbing a crayon on the paper over different textured surfaces.

- Allow students to create their own textured artworks, encouraging them to try multiple surfaces.

**Step 4:** Sharing and Reflection

- Invite students to share their artwork and describe the textures they created.

- Ask them to reflect on their feelings about creating this textured art.

**Conclusion (5 minutes):**

- Summarize the key points: different types of textures, how to create textures by rubbing, and the enjoyment of drawing and painting.

- Conduct a quick interactive activity by asking students to describe how certain textures made them feel while creating their artwork.

- Prepare students for the next session by previewing they will learn about colors and how they interact with different textures.

**Extended Activities:**

- Texture Hunt: Give students a list of different textures to find around their home or school. They can sketch or take photos of their findings to share in the next class.

- Texture Collage: Encourage students to create a collage using pieces of textured material (fabric, paper, etc.) to further explore textures in 3D.

- Art Journal: Provide students with an art journal to document their textures experiments, ideas, and feelings about their art.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 4**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Drawing and Painting

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Outline different types of texture.

- Create texture on paper by rubbing on surfaces.

- Value drawing and painting for enjoyment.

**Key Inquiry Question(s):**

- Which surfaces create a smooth texture?

**Learning Resources:**

- Creative activities Grade 2 curriculum design.

- Various textured surfaces (sandpaper, leaves, fabric, etc.)

- Crayons or colored pencils.

- Blank sheets of paper.

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on colors and shapes in art.

- Guide learners to read and discuss relevant content from the resources about texture, prompting them to think about how texture is present in the world around them (smooth, rough, bumpy).

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Texture

- Discuss what texture is and ask students to describe different textures they feel in the classroom (e.g., smooth desks, rough walls).

- Show examples of different textures using real-life items (e.g., sandpaper, leaves).

**Step 2:** Rubbing Techniques

- Demonstrate how to create a texture rubbing. Place a piece of paper over a textured surface and rub a crayon on it to transfer the texture.

- Allow students to choose their own textured surfaces and practice creating rubbings on their papers.

**Step 3:** Sharing Textures

- Have students pair up and share their texture rubbings with each other, discussing the different surfaces they used and how they felt about the textures.

**Step 4:** Creativity with Textures

- Encourage students to create a simple drawing that includes at least two different textures. They can integrate their rubbings into their artwork or use crayons to draw additional textures around them.

**Conclusion (5 minutes)**

- Summarize key points: what textures are, how to create rubbings, and the fun of using textures in art.

- Conduct a brief interactive activity where students share their drawings and one texture they used.

- Prepare learners for the next session by asking them to consider other surfaces they might want to rub or draw in future classes (Preview next topic: Using color to enhance textures).

**Extended Activities:**

- Texture Scavenger Hunt: Have students go around the school or home and find objects with different textures to create rubbings at home. They can bring them to class to share.

- Texture Collage: After the lesson, students can collect different materials (e.g., fabric, paper, leaves) to make a collage featuring a variety of textures.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 5**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Drawing and Painting

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify forms.

- Apply texture on drawn forms.

- Value drawing and painting for enjoyment.

**Key Inquiry Question(s):**

- What are forms?

**Learning Resources:**

- Creative activities Grade 2 curriculum design chart

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson on shapes and colors.

- Engage learners in a discussion about the key inquiry question, "What are forms?"

- Read selected sections from the learning resources together, focusing on identifying forms in art.

**Lesson Development (20 minutes):**

**Step 1:** Identify Forms

- Introduce various common forms (e.g., circle, square, triangle, rectangle) and their characteristics.

- Show examples of each form.

- Have students identify forms in their surroundings (e.g., in the classroom or pictures).

**Step 2:** Drawing Forms

- Provide each student with a piece of paper and drawing tools.

- Guide them to draw at least three different forms using what they learned in Step 1.

- Encourage them to label each form with its name.

**Step 3:** Introducing Texture

- Explain what texture means in art. Use examples like rough vs. smooth, soft vs. hard.

- Discuss how texture can make drawings more interesting.

**Step 4:** Applying Texture

- Instruct students to choose one of their drawn forms and add texture using crayons, paints, or textured materials (like fabric scraps).

- Allow them time to create and encourage creativity.

**Conclusion (5 minutes):**

- Summarize the key points: identifying forms, drawing them, and applying texture.

- Conduct a brief interactive activity: students can show their drawings and describe the forms and textures they used.

- Preview the next session, which will focus on colors and how they can express emotions in their artwork.

**Extended Activities:**

- Create a “Form and Texture” collage using magazines, fabric, or natural materials.

- Encourage students to make a “texture book” where they collect different textured items and label their forms.

- Organize an art corner where students can continue to explore drawing different forms and applying textures during free time.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 6**

**Strand:** Creating and Executing

**Sub Strand:** Drawing and Painting

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify forms in drawings.

- Apply texture to drawn forms.

- Value drawing and painting for enjoyment.

**Key Inquiry Question(s):**

- What is the importance of forms?

**Learning Resources:**

- Creative activities Grade 2 curriculum design chart

**Organisation of Learning:**

**Introduction (5 minutes)**

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

2. Introduce the key inquiry question: "What is the importance of forms?" Engage students in a brief discussion to generate ideas about the forms they see in everyday life (like circles for balls, squares for windows, etc.).

**Lesson Development (20 minutes)**

**Step 1:** Identify Forms

- Show various images (photos or drawings) of common objects and ask students what shapes or forms they notice.

- Have students draw simple forms using pencils on paper (e.g., circle, square, triangle) and label their drawings.

**Step 2:** Explore Texture

- Explain what texture is using descriptive words (smooth, rough, bumpy). Show examples of different textures (fabric, rocks, etc.) using real-life objects or pictures.

- Ask students to feel objects, and then share their feelings about the textures.

**Step 3:** Apply Texture to Forms

- Instruct students to add texture to their drawn forms using crayons, markers, or colored pencils. Encourage them to experiment with lines and patterns (e.g., wavy lines for water, dots for sand).

- Walk around and provide support and positive feedback as they're drawing.

**Step 4:** Reflect on Enjoyment

- Gather students and ask them how they felt about drawing and adding texture. Discuss how art can be fun and important for expressing themselves.

- Encourage students to share their artwork with a partner and explain the forms and textures they used.

**Conclusion (5 minutes)**

- Summarize key points made during today’s lesson: the importance of identifying forms, how texture enhances art, and the joy of creating.

- Conduct a brief interactive activity where students clap or shout out their favorite forms or textures as a class.

- Preview next session’s topic on color mixing and ask them to think about what colors they might like to mix together.

**Extended Activities:**

1. Texture Hunt: Send students on a "texture hunt" around the classroom or home to find objects with different textures and draw them.

2. Art Gallery Walk: Create a mini art gallery in class where students can display their textured artwork and "tour" each other's work.

3. Story of Shapes: Ask students to write a simple story incorporating the forms they drew, describing what fun adventures they could have with these forms.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 7**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Drawing and Painting

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify doodles on a chart

- Create texture in the doodle by rubbing on differently textured surfaces

- Value drawing and painting for enjoyment

**Key Inquiry Question:**

- What is a doodle?

**Learning Resources:**

- Creative Activities Grade 2 Curriculum Design Chart

- Various textured materials (e.g., sandpaper, fabric, leaves)

- Paper for doodling

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin the lesson by briefly reviewing what was learned in the previous class.

- Ask students what they remember about doodling. Write their responses on the board.

- Guide learners to read a section from the Creative Activities chart that defines doodles and shares their purposes.

**Lesson Development (20 minutes)**

**Step 1:** Discover Doodles

- Display the chart with different doodles.

- Ask students to identify and name the doodles they see.

- Discuss the different styles and shapes of doodles as a class.

**Step 2:** Experiment with Textures

- Introduce various textured materials to the class.

- Allow students to explore each material and describe how it feels.

- Explain how we will create textures in our doodles using rubbing techniques.

**Step 3:** Create Textured Doodles

- Hand out paper and crayons to students.

- Instruct students to lay their paper over a textured surface and rub the crayon over the top to create an impression.

- Ask them to incorporate their doodles into the textured backgrounds they have created.

**Step 4:** Sharing and Reflection

- Have students share their textured doodles with a partner.

- Encourage them to discuss what they enjoyed most about creating their doodles and textures.

- Ask a few students to share with the class.

**Conclusion (5 minutes)**

- Summarize key points: what doodles are, how to create texture, and the fun of drawing and painting.

- Conduct a brief interactive activity: play a “Doodle Simon Says” game where students must doodle specific shapes when prompted.

- Preview next session: Discuss upcoming activities that will build on this lesson, such as exploring colors in drawings.

**Extended Activities**

- Encourage students to create a doodle book at home where they can doodle each day and experiment with different textures.

- Introduce the idea of combining doodles with storytelling—students can draw scenes or characters and write short stories about them.

- Provide a "Texture Hunt" activity where students collect various textured items from home and bring them to class for use in future projects.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** Creating and Executing

**Sub Strand:** Drawing and Painting

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify doodles on a chart.

- Create texture in a doodle by rubbing on differently textured surfaces.

- Value drawing and painting for enjoyment.

**Key Inquiry Question:**

- How are doodles created?

**Learning Resources:**

- Creative activities from Grade 2 curriculum design.

- Textured surfaces (such as sandpaper, cotton fabric, foil, etc.).

- Chart paper and crayons or colored pencils.

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the last lesson where students learned about basic drawing techniques.

- Introduce the concept of doodles and invite students to share any doodles they know or have created.

- Present a chart with various doodles and encourage a discussion on what makes doodles unique.

**Lesson Development (20 minutes)**

**Step 1:** Explore Doodles

- Show students several examples of doodles on a chart.

- As a class, identify features of doodles, such as shapes and patterns.

- Engage students in a discussion: What do you notice about these doodles?

**Step 2:** Texture Exploration

- Introduce different textured surfaces (sandpaper, fabric, foil, etc.).

- Allow students to feel and explore these textures.

- Discuss how textures can add depth to their drawings.

**Step 3:** Doodle Creation

- Instruct students to choose one doodle from the chart and recreate it on their own paper.

- Encourage them to think about how they can add texture to their doodle using the rubbing technique.

**Step 4:** Adding Texture

- Provide each student with a piece of paper and a crayon.

- Teach them how to place the paper over a textured surface and rub the crayon to create a textured design.

- Have students incorporate this texture into their doodle.

**Conclusion (5 minutes)**

- Gather students and ask them to share their doodles with the class.

- Summarize the key points: What are doodles? How can we change their appearance with texture?

- Conduct a quick interactive activity where students name one thing they enjoyed about doodling today.

- Preview the next lesson on colors and patterns in art, encouraging students to think about how they could use those aspects in their doodles.

**Extended Activities:**

- Doodle Treasure Hunt: Send students on a treasure hunt around the classroom or playground to find and sketch items that could inspire doodles.

- Texture Books: Create a texture book where students can collect different textures they find at home or school and create a doodle that represents each texture.

- Collaborative Doodle Wall: Set up a wall in the classroom where students can add their doodles throughout the week, creating a collaborative piece of art.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 4: LESSON 2**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Drawing and Painting

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify natural forms found in the environment.

- Draw natural forms and apply appropriate textures (rough or smooth).

- Value drawing and painting for enjoyment.

**Key Inquiry Question(s):**

- What are natural forms?

**Learning Resources:**

- Creative Activities Grade 2 Curriculum Design (art supplies, examples of natural forms)

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin by asking the students to share their experiences of being outdoors.

- Encourage them to name some things they have seen in nature (e.g., trees, flowers, rocks).

- Discuss the term "natural forms" to ensure students understand its meaning.

**Lesson Development (20 minutes)**

**Step 1:** Exploration of Natural Forms

- Show images or real-life examples of various natural forms (leaves, flowers, stones, etc.).

- Have students discuss in pairs what they see and describe the textures they notice.

**Step 2:** Drawing Practice

- Provide students with paper and crayons/colored pencils.

- Instruct them to choose one natural form they like and draw it on their paper.

- Encourage them to think about whether the texture of their chosen natural form is rough or smooth and to represent that in their drawing.

**Step 3:** Painting Textures

- Introduce the use of paint to add more texture to their drawings.

- Guide students in exploring how to create rough or smooth textures using different brush techniques (e.g., dabbing for rough, smooth strokes for smooth).

- Allow time for students to paint over their drawings, enhancing their natural forms with texture.

**Step 4:** Sharing and Discussing

- Invite students to share their drawings with the class and explain what natural form they chose and how they represented texture.

- Discuss how each person's artwork is unique and the joy creativity brings.

**Conclusion (5 minutes)**

- Summarize key points: what natural forms are and how we can represent them through drawing and painting.

- Conduct a quick interactive activity: have students quietly feel their own textured clothing and suggest what natural form texture it might represent.

- Preview the next session: mention that they will be exploring colors in nature and how to mix paints.

**Extended Activities:**

- Nature Walk: Organize a short walk outside where students can sketch what they see in their surroundings.

- Texture Hunt: Have students collect different natural items (leaves, stones) to bring to class and create a textured collage.

- Story Connection: Read a book about nature and have students draw or paint their favorite scene or character inspired by the text.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 3**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Drawing and Painting

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Mention natural forms found in the environment.

- Draw the natural forms found in the environment and apply appropriate texture (rough or smooth).

- Value drawing and painting for enjoyment.

**Key Inquiry Question(s):**

- What natural forms can we find in our environment?

**Learning Resources:**

- Creative activities Grade 2 curriculum design chart

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a quick review of the last lesson, asking students what they remember about drawing and painting.

- Introduce the learning resources and read them together as a class. Discuss the importance of observing nature and identifying shapes and textures.

**Lesson Development (20 minutes)**

**- Step 1:** Identify Natural Forms

- Engage students in a discussion about the natural world around them. Have them name different types of natural forms they see daily (e.g., leaves, flowers, rocks, clouds).

- Ask students to share their favorite natural form and how it looks.

**- Step 2:** Observe and Sketch

- Provide students with paper and pencils.

- Take students outside, or have them look out a window, to observe their surroundings.

- Instruct them to select one natural form to sketch, focusing on shapes and outlines.

**- Step 3:** Texture Application

- Once sketches are completed, discuss how different natural forms have different textures.

- Introduce concepts of "rough" and "smooth" textures.

- Encourage students to look back at their sketches and think about how they can show texture using crayons or colored pencils.

**- Step 4:** Color and Finish

- Students will color their sketches representing the textures they have learned about.

- Walk around the classroom to assist and encourage students, helping them choose appropriate colors.

**Conclusion (5 minutes)**

- Bring the class back together and ask a few students to share their drawings and explain the natural form they chose.

- Summarize the key points: identifying natural forms, understanding textures, and the enjoyment of drawing.

- Preview the next lesson, explaining that they will be combining these skills to create a larger art project using mixed media.

**Extended Activities**

- Nature Walk: Organize a nature walk where students can collect leaves, twigs, or small stones. They can create a collage or use these items for a texture workshop in the next lesson.

- Art Gallery: Create a classroom art gallery displaying the students' drawings. Invite other classes to view and appreciate their work, fostering a sense of pride and accomplishment.

- Storytime Connection: Integrate a storybook that discusses nature or discusses textures, allowing for a reading and art connection during circle time.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 4**

**Strand:** Creating and Executing

**Sub Strand:** Drawing and Painting

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify different colours

- Mix colours using bloating techniques

- Enjoy mixing colours

**Key Inquiry Question(s):**

- Can you name 5 colours?

**Learning Resources:**

- Creative activities from Grade 2 curriculum design

**Organisation of Learning:**

**Introduction (5 minutes)**

- Start the lesson by asking students to recall their favourite colours.

- Review the previous lesson on basic colour recognition.

- Show some colour swatches and encourage students to discuss them in pairs, focusing on how colours can change when mixed.

**Lesson Development (20 minutes)**

**Step 1:** Identify Different Colours

- Present a colour wheel and point out the primary colours: red, blue, and yellow.

- Discuss secondary colours: green, orange, and purple.

- Ask students to name their favourite colour from the colour wheel.

- Engage them in a quick activity, where they take turns pointing to different colours and naming them.

**Step 2:** Introduce Bloating Techniques

- Explain what bloating techniques are (a way of mixing paint or colours).

- Demonstrate how to use a straw to blow paint on paper, creating different patterns and textures.

- Allow students to practice by using a range of colours and observing how they mix when blown together.

**Step 3:** Mixing Colours

- Provide students with a palette of primary colours.

- Have them pair up and mix their own secondary colours using paint and a mixing tool (like a brush or a small spoon).

- Encourage students to share the new colours they’ve created with each other.

**Step 4:** Enjoy the Creation!

- Set up a collaborative art piece where students can add their mixed colours to a large paper.

- Emphasise the importance of expressing creativity and enjoying the process of making art.

**Conclusion (5 minutes)**

- Gather students and summarize what they learned about colours and mixing techniques.

- Ask each student to share one new colour they created today.

- Conduct a brief interactive game, like Colour Bingo, to reinforce the names of the colours they learned.

- Preview the next session: “Next time, we will learn about shapes and how to combine them with our colours!”

**Extended Activities:**

- At Home Activity: Students can go on a colour scavenger hunt around their home or outside, finding items that match the colours they learned today and sharing their findings in the next class.

- Art Journal: Create a personal art journal where students can practice mixing colours at home and write about their experiences with different colour combinations.

- Colour Collage: Provide magazines or printouts and have students create a collage of different colours, grouping them by primary and secondary.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 5**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Drawing and Painting

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify different colors.

- Mix colors using the bloating technique.

- Enjoy the process of mixing colors.

**Key Inquiry Question(s):**

- What is the bloating technique?

**Learning Resources:**

- Creative Activities: Grade 2 Curriculum Design

- Paints, water, droppers, and paper for practice

**Organisation of Learning**

**Introduction (5 minutes):**

- Review the previous lesson on colors and their basic properties.

- Ask students to recall their favorite colors and share with a partner.

- Introduce today’s topic and the key inquiry question: "What is the bloating technique?" together with the plan for today's lesson.

**Lesson Development (20 minutes):**

**Step 1:** Identify Different Colors

- Present a color wheel.

- Discuss primary colors (red, blue, yellow) and secondary colors (green, orange, purple).

- Allow students to identify colors in their environment or from images in the learning resource.

**Step 2:** Introduce Bloating Technique

- Explain the bloating technique: using a dropper to place water and paint on paper, creating a "bloating" or spreading effect.

- Show a quick demonstration of the technique using a dropper filled with paint and how it spreads when water is added.

**Step 3:** Guided Practice

- Distribute paper and paint to each student.

- Walk them through the process of using the dropper to mix primary colors together using the bloating technique.

- Encourage them to observe and discuss what new colors they create.

**Step 4:** Independent Exploration

- Allow students to freely mix colors using the bloating technique on their paper.

- Walk around the classroom, providing encouragement and answering any questions.

**Conclusion (5 minutes):**

- Summarize what they learned about colors and the bloating technique.

- Engage the class in a quick interactive activity: "What color do you see?" where students describe colors they made and how they bloated.

- Preview the next session: "Next time, we will use our new colors to create a beautiful painting!"

**Extended Activities:**

- Color Scavenger Hunt: Challenge students to find and photograph different items around their home or school using specific colors they learned about.

- Color Journal: Create a daily journal where students can explore and draw their emotions associated with different colors using the mixing techniques discussed in class.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 6**

**Strand:** Creating and Executing

**Sub Strand:** Drawing and Painting

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify different colours.

- Mix colours using painting techniques.

- Enjoy mixing colours.

**Key Inquiry Question(s):**

- Which tool do you mix colour on?

**Learning Resources:**

- Creative activities Grade 2 curriculum design palette.

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson about colours. Ask students to name some colours they learned.

- Introduce the main theme of the day: mixing colours. Read a passage from the learning resource about colour mixing, and discuss why it's important and fun.

**Lesson Development (20 minutes)**

**Step 1:** Identify Different Colours

- Show students a colour wheel or flashcards with different colours.

- Ask students to name each colour and check if they can recognize them.

- Discuss how primary colours (red, blue, yellow) mix to create secondary colours (green, orange, purple).

**Step 2:** Prepare for Mixing

- Introduce the tools they will use for mixing, such as palettes, brushes, or sponges.

- Explain how to set up their workspace (place down paper or a canvas and limit the area for paint).

**Step 3:** Mixing Colours

- Guide students through a simple demonstration where you mix two primary colours to create a secondary colour.

- Allow students to try mixing colours on their palettes as you walk around and support them in the process.

- Encourage them to document their mixtures by painting them onto paper.

**Step 4:** Enjoy the Process

- Encourage students to experiment with their colours and be creative.

- Remind them to enjoy the mixing process, and create fun artworks that use the colours they’ve mixed.

- Play some upbeat background music to encourage a lively atmosphere.

**Conclusion (5 minutes)**

- Recap the key points: the primary colours, secondary colours, and the tools for mixing.

- Ask students to share one colour they mixed and what it looks like.

- Conduct a brief interactive activity (e.g., a "colour dance" where they can show their favourite mixed colour with a call-and-response game).

- Preview next session: "Next time, we will create a masterpiece using our mixed colours!"

**Extended Activities:**

- Colour Hunt: Have students find objects around the classroom that match the colours they mixed and create a collage.

- Family Art Project: Ask students to mix colours at home with family members and bring in their creations to share with the class.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 7**

**Strand:** Creating and Executing

**Sub Strand:** Drawing and Painting

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify regular and irregular shapes.

- Paint regular shapes using a brush.

- Engage in value drawing and painting for enjoyment.

**Key Inquiry Question(s):**

- What are regular shapes?

- Can you name some examples of irregular shapes?

**Learning Resources:**

- Creative activities from the Grade 2 curriculum design

- Painting brushes

- Paper and coloring materials

**Organization of Learning:**

**Introduction (5 minutes)**

- Start the lesson with a quick review of the previous session on shapes.

- Ask students to recall what they learned about regular and irregular shapes.

- Introduce the key inquiry question: "What are regular shapes?"

- Encourage students to share their thoughts aloud.

**Lesson Development (20 minutes)**

**Step 1:** Shape Identification

- Provide students with various shape cutouts (square, circle, triangle for regular shapes; and shapes like a star, cloud for irregular shapes).

- Guide the class in identifying and categorizing each shape.

- Have students take turns naming the shapes and grouping them on a board.

**Step 2:** Transforming Shapes through Painting

- Demonstrate how to use a paintbrush and paint to fill in the shapes with color.

- Encourage students to paint 2-3 regular shapes on their paper.

- Remind them to keep their brushes clean and to use steady strokes.

**Step 3:** Introduction to Value Drawing

- Explain the concept of value in drawing (lightness and darkness of colors).

- Show examples of darker and lighter shades of colors they can use to create depth.

- Allow students to experiment with mixing colors to create different shades.

**Step 4:** Creative Exploration

- Let students use their painted shapes as inspiration to create a unique artwork by combining regular and irregular shapes.

- Encourage them to be creative and explore their personal style in painting.

**Conclusion (5 minutes)**

- Summarize what students learned about regular and irregular shapes and the painting process.

- Engage the students in a brief interactive activity where they share their paintings and identify the shapes used.

- Prepare learners for the next session by introducing the topic of "Texture in Art" and asking them what textures they might incorporate in their work.

**Extended Activities:**

- Shape Scavenger Hunt: Have students go on a scavenger hunt around the classroom or schoolyard to find and name objects that are regular or irregular shapes.

- Shape Art Collage: Encourage students to create a collage using magazines to find images of various shapes.

- Home Project: Ask students to draw a picture of their home using only regular shapes and paint it at home.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** Creating and Executing

**Sub Strand:** Drawing and Painting

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify regular and irregular shapes.

- Paint regular shapes using a brush.

- Engage in value drawing and painting for enjoyment.

**Key Inquiry Question(s):**

- What are regular shapes?

- Can you name some examples of irregular shapes?

**Learning Resources:**

- Creative activities from the Grade 2 curriculum design

- Painting brushes

- Paper and coloring materials

**Organization of Learning:**

**Introduction (5 minutes)**

- Start the lesson with a quick review of the previous session on shapes.

- Ask students to recall what they learned about regular and irregular shapes.

- Introduce the key inquiry question: "What are regular shapes?"

- Encourage students to share their thoughts aloud.

**Lesson Development (20 minutes)**

**Step 1:** Shape Identification

- Provide students with various shape cutouts (square, circle, triangle for regular shapes; and shapes like a star, cloud for irregular shapes).

- Guide the class in identifying and categorizing each shape.

- Have students take turns naming the shapes and grouping them on a board.

**Step 2:** Transforming Shapes through Painting

- Demonstrate how to use a paintbrush and paint to fill in the shapes with color.

- Encourage students to paint 2-3 regular shapes on their paper.

- Remind them to keep their brushes clean and to use steady strokes.

**Step 3:** Introduction to Value Drawing

- Explain the concept of value in drawing (lightness and darkness of colors).

- Show examples of darker and lighter shades of colors they can use to create depth.

- Allow students to experiment with mixing colors to create different shades.

**Step 4:** Creative Exploration

- Let students use their painted shapes as inspiration to create a unique artwork by combining regular and irregular shapes.

- Encourage them to be creative and explore their personal style in painting.

**Conclusion (5 minutes)**

- Summarize what students learned about regular and irregular shapes and the painting process.

- Engage the students in a brief interactive activity where they share their paintings and identify the shapes used.

- Prepare learners for the next session by introducing the topic of "Texture in Art" and asking them what textures they might incorporate in their work.

**Extended Activities:**

- Shape Scavenger Hunt: Have students go on a scavenger hunt around the classroom or schoolyard to find and name objects that are regular or irregular shapes.

- Shape Art Collage: Encourage students to create a collage using magazines to find images of various shapes.

- Home Project: Ask students to draw a picture of their home using only regular shapes and paint it at home.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 2**

**Strand:** Creating and Executing

**Sub Strand:** Drawing and Painting

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify regular and irregular shapes.

- Paint regular shapes using a brush.

- Value drawing and painting for enjoyment.

**Key Inquiry Question(s):**

- What is the difference between regular and irregular shapes?

**Learning Resources:**

- Creative activities Grade 2 curriculum design

- Cut-outs of both regular and irregular shapes

- Paints and brushes

- Drawing paper

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by discussing what was learned about shapes.

- Guide students to read and discuss relevant content from the learning resources, helping them to understand regular vs. irregular shapes.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Shapes

- Show students cut-outs of both regular shapes (like squares and circles) and irregular shapes (like star and cloud shapes).

- Ask students to name the shapes they see and categorize them into regular and irregular shapes on the board.

**Step 2:** Defining the Shapes

- Engage students in a discussion about the characteristics of regular and irregular shapes.

- Encourage students to describe what makes a shape regular (e.g., equal sides, equal angles) and how irregular shapes differ from them.

**Step 3:** Painting Regular Shapes

- Provide each student with a piece of drawing paper and some paint.

- Instruct them to paint at least three regular shapes using a brush. Reinforce that they should think about the colors they want to use.

**Step 4:** Display and Share

- Once the paintings are dry, have students display their artwork around the classroom.

- Invite each student to share their favorite shape and explain its regularity to the class.

**Conclusion (5 minutes)**

- Summarize key points discussed in the lesson, emphasizing the difference between regular and irregular shapes.

- Conduct a brief interactive activity where students take turns finding objects in the classroom that resemble regular shapes.

- Preview upcoming topics about combining shapes and creating new designs using both regular and irregular shapes.

**Extended Activities:**

- Shape Hunt: Give students a worksheet where they must find and draw one regular and one irregular shape from their home or neighborhood.

- Shape Collage: Encourage students to create a collage using magazine cut-outs of regular and irregular shapes, discussing the differences as they work.

- Shape Stories: Have students write a short story that includes regular and irregular shapes as characters in their adventure.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 3**

**Strand:** Creating and Executing

**Sub Strand:** Rhythm and Pattern Making

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify different ways of creating rhythms in music.

- Watch a live or recorded performance of various ways of creating rhythms.

- Appreciate ways of creating rhythms.

**Key Inquiry Question(s):**

- What is a rhythm?

**Learning Resources:**

- Creative activities from the Grade 2 curriculum design.

- Digital devices for viewing performances (such as tablets or smartboards).

**Organisation of Learning:**

**Introduction (5 minutes)**

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

- Ask the students if they remember anything about beats or rhythms. Prompt discussion by asking: "What do you think rhythm means?"

- Guide learners to read and discuss the relevant content from the learning resources, ensuring they understand the concept of rhythm.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Rhythm

- Define rhythm in simple terms: "Rhythm is the way music sounds; it’s like the heartbeat of the song."

- Show a short video clip that features different types of music, emphasizing various rhythms. Pause at intervals to discuss what rhythm means in each clip.

**Step 2:** Exploring Rhythms

- Introduce students to clapping games. Demonstrate clapping a simple rhythm (like clapping twice, then a pause, followed by three claps) and have students repeat it back.

- Encourage students to create their own simple rhythms with their hands or feet and share them with a partner.

**Step 3:** Listening to Rhythm Performances

- Play a recorded performance of a musical group or drummer that features noticeable rhythms.

- Ask students to listen and raise their hands every time they hear a new rhythm. Discuss the different instruments creating rhythms in the performance.

**Step 4:** Appreciation and Creation

- Discuss how people can express their feelings through rhythm and music.

- Introduce a creative activity where students can use classroom instruments (like tambourines or maracas) to create their own rhythms. Pair them up to try out their rhythms in small groups.

**Conclusion (5 minutes)**

- Summarize key points: What is a rhythm? How do we create and identify different rhythms?

- Conduct a brief clapping or stomping activity where everyone follows a simple rhythm together to reinforce the lesson.

- Preview the next session: "Next time, we will explore patterns in music. What patterns do you think we might find?"

**Extended Activities:**

- Encourage students to create a "Rhythm Journal" where they can draw or write about different rhythms they hear in everyday life (e.g., during car rides, while watching TV, etc.).

- Organize a "Rhythm Day" where students bring in their favorite music and share it with the class, focusing on the rhythms in those songs.

**Teacher Self-Evaluation:**

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|  | **GRADE 2** | **CREATIVE ACTIVITIES** |  |  |  |

**WEEK 5: LESSON 4**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Rhythm and Pattern Making

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify different ways of creating rhythms in music.

- Watch a video clip on various ways of creating rhythms.

- Appreciate ways of creating rhythms.

**Key Inquiry Question:**

- What are some ways to create rhythm?

**Learning Resources:**

- Creative activities from Grade 2 curriculum design (digital devices, video clips)

**Organisation of Learning:**

**Introduction (5 minutes)**

1. Begin the class by briefly reviewing what was learned in the previous lesson about music and rhythms.

2. Engage students in a discussion about the last lesson. Ask questions like, "What did we learn about music essentials?" to assess prior knowledge and guide them into today's topic.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Rhythm

- Explain what rhythm is in a simple way: "Rhythm is the way we move to music and how we can create sounds in a pattern."

- Use clapping hands, tapping feet, or a simple percussion instrument to demonstrate rhythm.

**Step 2:** Exploring Rhythm Creation

- Show a short video clip that illustrates different ways to create rhythms using body percussion (like clapping, stomping) and instruments (like drums or shakers).

- After the video, ask students to share what they saw and heard. Prompt them with questions like, "What sounds did they make?" and "How did they move?"

**Step 3:** Group Activity – Making Our Own Rhythms

- Divide students into small groups and give them 2-3 minutes to create their own rhythmic patterns. They can use claps, snaps, or stomps as sounds.

- Have each group perform their rhythmic pattern for the class.

**Step 4:** Discussing Our Rhythms

- Invite each group to share what they created. Discuss what was similar and different about their rhythms.

- Reinforce appreciation for the different ways they created their patterns, encouraging them to listen to each other.

**Conclusion (5 minutes)**

1. Summarize the key points gotten from the lesson: different ways to create rhythms using our bodies and instruments.

2. Conduct a quick interactive activity where students call out their favorite rhythm they discovered and have the class mimic it together.

3. Prepare learners for the next session by teasing upcoming topics or questions: "Tomorrow, we will explore how rhythm can tell a story!"

**Extended Activities:**

- Rhythm Journal: Have students keep a rhythm journal where they can draw a picture or write about different rhythms they hear throughout the week, like during recess or at home.

- Rhythm Relay: Create a relay game where students pass a rhythm from one group to another, each adding their own twist to it.

- Instrument Exploration: If possible, allow students to explore different instruments at school, encouraging them to create and record their rhythms using those instruments.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 2** | **CREATIVE ACTIVITIES** |  |  |  |

**WEEK 5: LESSON 5**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Rhythm and Pattern Making

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify the importance of rhythm in music.

- Demonstrate ways of creating a rhythm.

- Appreciate different methods of creating rhythms.

**Key Inquiry Question:**

- What is the importance of rhythm in music?

**Learning Resources:**

- Creative activities Grade 2 curriculum design chart

**Organisation of Learning:**

**Introduction (5 minutes)**

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

- Ask students what they remember about music and its elements.

- Introduce the key concepts of rhythm and patterns through a brief discussion.

**Lesson Development (20 minutes)**

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

- Explain that rhythm is like the heartbeat of music.

- Ask students to share why they think rhythm is important in songs.

- Show an example of a song they know and have them clap along to identify the rhythm.

**Step 2:** Clap and Create

- Divide students into small groups and give them body percussion instruments (clapping hands, stomping feet).

- Have each group create a simple rhythm pattern.

- After a few minutes, ask each group to share their rhythm with the class.

**Step 3:** Use Words and Sounds

- Introduce the concept of rhythm using words.

- Demonstrate by saying a simple phrase (e.g., "We love to play!") in rhythm.

- Encourage students to come up with their own rhythmic phrases and share them with the class.

**Step 4:** Hum It Out

- Explain that they can also create rhythms with sounds.

- Lead students in a humming activity where they hum a rhythm created by the teacher.

- Encourage them to create their own rhythm through humming and share with a partner.

**Conclusion (5 minutes)**

- Summarize the key points discussed, emphasizing the importance of rhythm in music and the different ways to create it.

- Conduct a brief interactive game, such as "Rhythm Echo," where the teacher creates a rhythm and students repeat it back.

- Prepare learners for the next session by previewing that they will explore more musical elements and how they work together.

**Extended Activities:**

- Rhythm Art: Invite students to draw patterns that represent different rhythms they created.

- At-Home Activity: Encourage students to identify rhythms in their favorite songs at home and practice clapping or tapping them out.

- Rhythm Stories: Students can create a short story or a poem and share it using rhythmic speech patterns.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 6**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Rhythm and Pattern Making

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify the importance of rhythm in music.

- Demonstrate ways of creating a rhythm.

- Appreciate ways of creating rhythms.

**Key Inquiry Question:**

- How is a rhythm created?

**Learning Resources:**

- Creative Activities Grade 2 Curriculum Design Chart

**Organisation of Learning:**

**Introduction (5 minutes)**

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

- Introduce the key inquiry question: "How is a rhythm created?"

- Briefly discuss the meaning of rhythm and its role in music, emphasizing its importance.

**Lesson Development (20 minutes)**

**Step 1:** Identify the Importance of Rhythm

- Explain to students that rhythm is the heartbeat of music. Show them simple examples of songs with prominent rhythms.

- Ask students how they feel when they hear a rhythm (excited, happy, calm, etc.) and guide a discussion around emotions and movements connected with rhythm.

**Step 2:** Demonstrate Ways to Create Rhythm

- Engage students in clapping their hands to create a rhythm. Start with a simple pattern, like clapping twice and then stomping once (clap, clap, stomp).

- Have students repeat the pattern together as a class and then encourage them to try creating their own simple rhythmic patterns using clapping or stomping.

**Step 3:** Exploring Various Rhythmic Activities

- Introduce other ways to create rhythm, such as humming a tune, using percussion instruments like tambourines or shakers, and tapping their feet.

- Allow students to pair up and practice creating rhythms using different methods. Walk around to assist and encourage them.

**Step 4:** Rhythm Appreciation

- Play a short piece of music and ask students to nod their heads or tap their feet to the rhythm.

- Afterward, discuss how this rhythm made them feel and relate it back to how rhythms can be found in everyday life, such as in clapping games or dance.

**Conclusion (5 minutes)**

- Summarize the key points: What rhythm is, why it's important, and how we've created different rhythms today.

- Conduct a quick interactive game, such as "Echo Clapping," where the teacher claps a rhythm for the students to repeat.

- Preview the next lesson by introducing the idea of musical patterns and asking students to think about patterns they see and hear in the world around them before the next class.

**Extended Activities:**

- Rhythm Exploration at Home: Ask students to listen to their favorite song and clap along to the rhythm. They can also share the name of the song and how it makes them feel in the next class.

- Create a Simple Rhythm Chart: Provide students with materials to create a visual chart showing different rhythms they learned in class and additional rhythms they discover on their own.

- Rhythm in Nature: Encourage students to listen to the sounds of nature (like raindrops or birds) and identify any rhythmic patterns they hear while playing outside with a family member.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 7**

**Strand:** Creating and Executing

**Sub Strand:** Rhythm and pattern making

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Mention animals and objects which have rhythmic sounds.

- Imitate rhythmic sounds produced by objects and animals in the environment.

- Appreciate ways of creating rhythms.

**Key Inquiry Question(s):**

- Which objects produce rhythmic sounds?

**Learning Resources:**

- Creative activities Grade 2 curriculum design

- Objects: clock, bell, drums, and any animal sounds available to imitate (e.g. donkey, chicken, sirens).

**Organisation of Learning**

**Introduction (5 minutes)**

- Review: Begin by recapping important points from the previous lesson on sound and music.

- Discussion: Engage students in a brief discussion about what they remember and know about different sounds and rhythms.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Rhythmic Sounds

- Activity: As a class, brainstorm animals and objects that produce rhythmic sounds. Create a list on the board (e.g., clapping hands, clock ticking, rooster crowing, etc.).

- Discussion: Ask students to describe what makes a sound rhythmic and how they feel when they hear those sounds.

**Step 2:** Imitating Sounds

- Activity: Play a fun game where you demonstrate a sound from the list. Students will take turns imitating the sound. For example, mimic the ticking of a clock or the sound a donkey makes.

- Participation: Encourage students to be expressive and to exaggerate rhythms when imitating sounds.

**Step 3:** Creating Rhythms with Objects

- Activity: Introduce objects like bells and drums. Allow students to experiment with making rhythmic patterns using these objects while the class counts out loud or claps together to keep a steady beat.

- Collaboration: Pair students and have them create simple rhythmic patterns, then showcase them to the class.

**Step 4:** Appreciating Natural Sounds

- Activity: Have students listen to various recordings of nature sounds, such as rain, wind, or animal calls. Discuss how these sounds can also have rhythm.

- Reflection: Ask students to identify which natural sounds they liked the most and why.

**Conclusion (5 minutes)**

- Summarize: Recap the main points discussed: types of objects and animals that make rhythmic sounds, how those sounds can be imitated, and the importance of rhythm in music and our environment.

- Interactive Activity: Conduct a quick clapping rhythm game where the teacher starts a rhythm and students must follow or repeat.

- Preview: Introduce what to expect in the next lesson, such as different ways to combine rhythms to make music.

**Extended Activities:**

- Create a Rhythm Book: Have students create a small booklet where they draw and describe different objects and animals that produce rhythmic sounds, including their own imitations.

- Rhythm Walk: Take the class outside and encourage them to listen for rhythmic sounds in nature and the environment (leaves rustling, birds chirping).

- Soundscapes: Ask students to gather household items and create their own rhythmic soundscapes which they can share with the class in the next session.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 1**

**Strand:** Creating and Executing

**Sub Strand:** Rhythm and Pattern Making

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify animals and objects that make rhythmic sounds.

- Imitate the rhythmic sounds produced by various objects and animals in the environment.

- Appreciate different ways of creating rhythms.

**Key Inquiry Question(s):**

- Name 2 animals that produce rhythmic sounds?

**Learning Resources:**

- Creative activities Grade 2 curriculum design

- Recorded rhythmic sounds of animals

- Charts showcasing various animals and objects with rhythmic sounds

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on sound and rhythm. Ask students what sounds they remember.

- Guide learners to read and discuss relevant content from the learning resources, focusing on how sounds can be repetitive and rhythmic.

**Lesson Development (20 minutes):**

**Step 1:** Discussion and Identification

- Introduce the concept of rhythmic sounds. Ask students to name animals they know. Facilitate a conversation about the sounds those animals make (e.g., "What sound does a cow make?" "Can anyone sound like a chicken?").

**Step 2:** Rhythmic Sound Imitation

- Play recorded sounds of animals and objects (e.g., donkey braying, clock ticking, siren) and have students imitate those sounds. Encourage them to exaggerate the rhythm while imitating.

**Step 3:** Creating Rhythms with Objects

- Bring in simple classroom items (e.g., pencils, books, or drums). Ask students to explore creating their own rhythmic patterns using these items. Allow them to take turns demonstrating their rhythms to the class.

**Step 4:** Group Activity

- Divide the class into small groups and assign each group an animal or object. Have them create a short rhythmic performance that includes imitation of their assigned sound. After preparation time, let each group perform for the class.

**Conclusion (5 minutes):**

- Summarize key points: what rhythmic sounds were learned and how they were created.

- Conduct a brief interactive activity where students suggest and imitate their favorite sounds from the lesson.

- Prepare learners for the next session by giving a preview: "Next time, we will learn how to combine rhythms to make music!"

**Extended Activities:**

- Rhythm Hunt: Encourage learners to identify and record rhythmic sounds at home or in their environment. They can share their discoveries during the next class.

- Sound Collage: Have students create a sound collage using drawings of animals and objects along with written descriptions of their rhythmic sounds.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand:** Creating and Executing

**Sub Strand:** Rhythm and Pattern Making

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify animals and objects that produce rhythmic sounds.

- Imitate rhythmic sounds made by animals and objects in the environment.

- Appreciate different ways to create rhythms.

**Key Inquiry Question(s):**

- Which animals produce rhythmic sounds?

**Learning Resources:**

- Creative activities Grade 2 curriculum design

- Recorded rhythmic sounds of animals

- Visual charts of animals and their sounds

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on sound and music.

- Introduce today’s topic by discussing various sounds in the environment.

- Engage learners by asking if they can name any animals or objects that make rhythmic sounds.

**Lesson Development (20 minutes)**

**Step 1:** Identify Rhythmic Sounds

- Show visual charts featuring different animals and objects.

- Discuss sounds made by each animal or object (e.g., donkey, clock, siren, chicken).

- Encourage students to share sounds they’ve heard or know.

**Step 2:** Listening Activity

- Play recorded rhythmic sounds of various animals and objects.

- After each sound, ask students to guess which animal or object it is.

- Discuss what makes the sound rhythmic (e.g., beats, repetition).

**Step 3:** Imitation Activity

- Guide students in imitating the rhythmic sounds they just heard.

- Use clapping, vocal sounds, or body percussion (stomping feet) to recreate the rhythms.

- Have students perform in small groups to encourage collaboration and confidence.

**Step 4:** Creating Rhythm Patterns

- Challenge students to create their own short rhythm patterns using their bodies or classroom instruments.

- Allow them to share their patterns with the class, encouraging appreciation of creativity.

**Conclusion (5 minutes)**

- Summarize the key points from the lesson: identifying rhythmic sounds from animals and objects, imitating them, and creating rhythms.

- Conduct a brief interactive activity where students clap back a rhythm that you create, reinforcing the main concepts.

- Prepare learners for the next session by introducing the idea of exploring rhythm in music and dance.

**Extended Activities:**

1. Rhythm Scavenger Hunt: Ask students to go home and listen for rhythmic sounds in their environment. They can create a list to share in the next class.

2. Sound Collage: Have students work in pairs to create a "sound collage" using drawings of animals/objects and writing a few sentences about the sounds they produce.

3. Rhythm Journals: Encourage students to keep a rhythm journal where they can note down any new rhythms they discover or create at home.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** Creating and Executing

**Sub Strand:** Rhythm and Pattern Making

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Outline the natural speech rhythm of simple words.

- Recite and clap the rhythmic patterns of simple words.

- Appreciate rhythmic improvisation as a way of developing rhythm skills.

**Key Inquiry Question:**

- What are rhythmic patterns?

**Learning Resources:**

- Creative activities from Grade 2 curriculum design

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin the lesson by reviewing the previous lesson's content about sounds and music.

- Ask students if they remember any rhythms they practiced before.

- Introduce the concept of rhythmic patterns; ask students to think about what makes a pattern.

**Lesson Development (20 minutes)**

**Step 1:** Discovering Natural Speech Rhythm

- Introduce simple words: "coffee," "tea," "soda," "cat," "kitten."

- Together, clap hands while saying these words. Emphasize the rhythm that naturally comes with each word.

- Example: “coff-ee (clap) tea (clap) so-da (clap)”

- Ask students to find other simple words with rhythms.

**Step 2:** Reciting Rhythmic Patterns

- Practice clapping and saying rhythmic patterns:

- “cat, cat (clap, clap)”

- “kitten, kitten, cat (clap, clap, clap)”

- Divide the class into pairs and have them create their own patterns using similar simple words.

- Have each pair share their patterns with the class.

**Step 3:** Exploring Improvisation

- Encourage students to improvise their own rhythmic patterns by combining different words they know.

- Allow them to tap out their rhythms using their desks or clap loudly while they say the words.

- Discuss how improvisation helps express their unique rhythm.

**Step 4:** Group Activity – Rhythm Circle

- Form a circle with all students.

- Start by clapping a simple rhythm and ask students to repeat it in turn.

- Gradually increase the complexity to reinforce their understanding of rhythmic patterns.

**Conclusion (5 minutes)**

- Summarize the key points of natural rhythm, clapping patterns, and improvisation.

- Conduct a quick interactive game: Students can take turns leading a rhythmic pattern for the group to follow.

- Briefly preview the next lesson topic, which might involve using their bodies to make rhythmic sounds.

**Extended Activities:**

1. Rhythm in Nature: Have students listen for rhythms in their environment (like birds chirping, rain falling) and then create rhythmic patterns based on what they hear.

2. Rhythm Books: Encourage students to look for books with rhythmic text, such as "Brown Bear, Brown Bear, What Do You See?" and practice reciting them with rhythm.

3. Create a Rhythm Band: Suggest that they gather household items (like pots, pans, or boxes) to make their own rhythm instruments to practice with at home.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 4**

**Strand:** Creating and Executing

**Sub Strand:** Rhythm and Pattern Making

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Outline the natural speech rhythm of simple words.

- Recite and clap the rhythmic patterns of simple words.

- Appreciate rhythmic improvisation as a way of developing rhythm skills.

**Key Inquiry Question:**

- How can rhythmic patterns be made?

**Learning Resources:**

- Creative activities Grade 2 curriculum design chart

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson's key points.

- Introduce the concept of rhythm by asking students if they can think of some words they enjoy saying.

- Read and discuss relevant content from the learning resources, highlighting the rhythmic patterns in speech.

**Lesson Development (20 minutes)**

**Step 1:** Recognizing Natural Rhythm

- Teacher models how to say simple words with rhythm. Use words like “coffee,” “tea,” “soda.”

- Ask students to repeat the words after you while tapping their knees to emphasize the rhythm.

**Step 2:** Clapping Patterns

- Introduce clapping as a way to create rhythm. Say the words loudly and in a fun manner (“coffee, tea, soda”) while clapping hands on each word.

- Have students practice clapping and reciting together, ensuring that everyone can follow the rhythm.

**Step 3:** Group Activity - Create Your Own Rhythm

- Split the class into small groups and assign each group a simple phrase (e.g., “cat, cat,” or “kitten, kitten, cat”).

- In their groups, they work to come up with their own rhythmic clapping patterns for their arranged phrases.

**Step 4:** Share and Perform

- Ask each group to present their clapping pattern to the class.

- Encourage students to cheer and give support to their classmates as they perform their rhythms.

**Conclusion (5 minutes)**

- Summarize the key points discussed: natural rhythm of words, clapping patterns, and group creation.

- Conduct a brief interactive activity where students improvise a rhythmic pattern using words or phrases of their choice.

- Prepare students for the next session by providing a preview of future topics, such as the relationship between music and movement.

**Extended Activities:**

- Rhythm Journals: Encourage students to keep a “Rhythm Journal” where they can write down new words or phrases they find interesting and create clapping patterns for them.

- Home Activity: Have students look for objects around their house that make sounds and explore how those sounds can fit into different rhythmic patterns.

- Rhythmic Games: Create a game where students pass a soft ball while clapping out rhythmic patterns. The next student must either repeat the pattern or create a new one.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 5**

**Strand:** Creating and Executing

**Sub Strand:** Rhythm and Pattern Making

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Outline the natural speech rhythm of simple words.

- Recite and clap the rhythmic patterns of simple words.

- Appreciate rhythmic improvisation as a way of developing rhythm skills.

**Key Inquiry Question:**

- How can rhythmic patterns be made?

**Learning Resources:**

- Creative activities Grade 2 curriculum design chart

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson's key points.

- Introduce the concept of rhythm by asking students if they can think of some words they enjoy saying.

- Read and discuss relevant content from the learning resources, highlighting the rhythmic patterns in speech.

**Lesson Development (20 minutes)**

**Step 1:** Recognizing Natural Rhythm

- Teacher models how to say simple words with rhythm. Use words like “coffee,” “tea,” “soda.”

- Ask students to repeat the words after you while tapping their knees to emphasize the rhythm.

**Step 2:** Clapping Patterns

- Introduce clapping as a way to create rhythm. Say the words loudly and in a fun manner (“coffee, tea, soda”) while clapping hands on each word.

- Have students practice clapping and reciting together, ensuring that everyone can follow the rhythm.

**Step 3:** Group Activity - Create Your Own Rhythm

- Split the class into small groups and assign each group a simple phrase (e.g., “cat, cat,” or “kitten, kitten, cat”).

- In their groups, they work to come up with their own rhythmic clapping patterns for their arranged phrases.

**Step 4:** Share and Perform

- Ask each group to present their clapping pattern to the class.

- Encourage students to cheer and give support to their classmates as they perform their rhythms.

**Conclusion (5 minutes)**

- Summarize the key points discussed: natural rhythm of words, clapping patterns, and group creation.

- Conduct a brief interactive activity where students improvise a rhythmic pattern using words or phrases of their choice.

- Prepare students for the next session by providing a preview of future topics, such as the relationship between music and movement.

**Extended Activities:**

- Rhythm Journals: Encourage students to keep a “Rhythm Journal” where they can write down new words or phrases they find interesting and create clapping patterns for them.

- Home Activity: Have students look for objects around their house that make sounds and explore how those sounds can fit into different rhythmic patterns.

- Rhythmic Games: Create a game where students pass a soft ball while clapping out rhythmic patterns. The next student must either repeat the pattern or create a new one.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 6**

**Strand:** Creating and Executing

**Sub-Strand:** Rhythm and Pattern Making

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- State the importance of rhythmic patterns.

- Clap, tap, and recite their own created rhythmic patterns.

- Appreciate rhythmic improvisation as a way of developing rhythm skills.

**Key Inquiry Question(s):**

- What is the importance of rhythmic patterns?

**Learning Resources:**

- Creative activities from the Grade 2 curriculum.

- Digital devices (computers or tablets) for research and creative activities.

**Organisation of Learning:**

**Introduction (5 Minutes):**

1. Begin the lesson with a quick review of the previous class. Ask students to share something they remember about music and rhythm.

2. Introduce the key inquiry question: "What is the importance of rhythmic patterns?"

3. Discuss rhythmic patterns briefly using examples; tap your hands or feet to demonstrate.

**Lesson Development (20 Minutes):**

**Step 1:** Understanding Rhythmic Patterns

- Explain what a rhythmic pattern is and why it’s important in music and dance.

- Ask students to listen and identify rhythmic patterns from songs played on digital devices.

- Guide a brief discussion on how rhythmic patterns give structure to music.

**Step 2:** Creating Rhythmic Patterns

- Provide students with instruments (or use clapping and tapping).

- Instruct them to create their own rhythmic patterns (e.g., clap-clap-tap)!

- Have students share their patterns with a partner, clapping and tapping them out.

**Step 3:** Practicing Rhythmic Patterns

- Choose a few students to share their patterns with the class.

- As a group, practice clapping and tapping along to each presented pattern, encouraging everyone to follow along.

**Step 4:** Rhythmic Improvisation

- Briefly explain rhythmic improvisation as creating music spontaneously.

- Invite students to improvise their own patterns for 30 seconds while the class claps along.

- Discuss how improvisation can help develop rhythm skills.

**Conclusion (5 Minutes):**

1. Summarize the key points of the lesson: importance of rhythm, how to create patterns, and improvisation.

2. Conduct a quick interactive activity where students clap out patterns in a circle, reinforcing their learning.

3. Preview the next session by hinting at exploring different instruments and how they produce rhythms. Encourage students to think of their favor music beat.

**Extended Activities:**

1. Rhythm Journal: Have students keep a rhythm journal at home to write down or draw their rhythms. They can include what instruments they also like to use.

2. Rhythm Scavenger Hunt: Students can find everyday sounds around their home or neighborhood that create rhythmic patterns and share them in the next class.

3. Group Rhythm Game: Organize a fun group game where each student creates a unique rhythmic pattern, and the class works to remember and repeat the combination!

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 7**

**Strand:** Creating and Executing

**Sub-Strand:** Rhythm and Pattern Making

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- State the importance of rhythmic patterns.

- Clap, tap, and recite their own created rhythmic patterns.

- Appreciate rhythmic improvisation as a way of developing rhythm skills.

**Key Inquiry Question(s):**

- What is the importance of rhythmic patterns?

**Learning Resources:**

- Creative activities from the Grade 2 curriculum.

- Digital devices (computers or tablets) for research and creative activities.

**Organisation of Learning:**

**Introduction (5 Minutes):**

1. Begin the lesson with a quick review of the previous class. Ask students to share something they remember about music and rhythm.

2. Introduce the key inquiry question: "What is the importance of rhythmic patterns?"

3. Discuss rhythmic patterns briefly using examples; tap your hands or feet to demonstrate.

**Lesson Development (20 Minutes):**

**Step 1:** Understanding Rhythmic Patterns

- Explain what a rhythmic pattern is and why it’s important in music and dance.

- Ask students to listen and identify rhythmic patterns from songs played on digital devices.

- Guide a brief discussion on how rhythmic patterns give structure to music.

**Step 2:** Creating Rhythmic Patterns

- Provide students with instruments (or use clapping and tapping).

- Instruct them to create their own rhythmic patterns (e.g., clap-clap-tap)!

- Have students share their patterns with a partner, clapping and tapping them out.

**Step 3:** Practicing Rhythmic Patterns

- Choose a few students to share their patterns with the class.

- As a group, practice clapping and tapping along to each presented pattern, encouraging everyone to follow along.

**Step 4:** Rhythmic Improvisation

- Briefly explain rhythmic improvisation as creating music spontaneously.

- Invite students to improvise their own patterns for 30 seconds while the class claps along.

- Discuss how improvisation can help develop rhythm skills.

**Conclusion (5 Minutes):**

1. Summarize the key points of the lesson: importance of rhythm, how to create patterns, and improvisation.

2. Conduct a quick interactive activity where students clap out patterns in a circle, reinforcing their learning.

3. Preview the next session by hinting at exploring different instruments and how they produce rhythms. Encourage students to think of their favor music beat.

**Extended Activities:**

1. Rhythm Journal: Have students keep a rhythm journal at home to write down or draw their rhythms. They can include what instruments they also like to use.

2. Rhythm Scavenger Hunt: Students can find everyday sounds around their home or neighborhood that create rhythmic patterns and share them in the next class.

3. Group Rhythm Game: Organize a fun group game where each student creates a unique rhythmic pattern, and the class works to remember and repeat the combination!

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 7: LESSON 1**

**Strand:** Creating and Executing

**Sub Strand:** Rhythm and Pattern Making

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- State the importance of rhythmic patterns.

- Clap/tap/recite own created rhythmic patterns.

- Appreciate rhythmic improvisation as a way of developing rhythm skills.

**Key Inquiry Question:**

- What is the importance of rhythmic patterns?

**Learning Resources:**

- Creative activities Grade 2 curriculum design chart

- Rhythm instruments (claves, tambourines, etc.)

- Sound recording device (optional)

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson on rhythm basics, asking students to share what they remember.

- Introduce the topic of rhythmic patterns by discussing their role in music and dance. Guide learners to discuss what they've learned from the curriculum chart and emphasize the key concepts of rhythm.

**Lesson Development (20 minutes)**

**Step 1:** Discussion of Rhythmic Patterns

- Ask students why they think rhythmic patterns are important in music and everyday life. Facilitate a brief discussion on how rhythms help create feelings and moods in songs.

- Have students listen to a short piece of music and identify the rhythmic elements they hear.

**Step 2:** Creating Rhythmic Patterns

- Provide students with simple percussion instruments. In pairs, have them create their own rhythmic patterns (e.g., clap and tap).

- Encourage students to experiment with different sounds and rhythms using their instruments. Each pair should come up with a 4-beat pattern.

**Step 3:** Sharing Patterns

- Invite each pair to share their created rhythmic pattern with the class. Encourage them to clap, tap, or recite their pattern for everyone to hear.

- As they perform, the other students should listen and follow along, practicing body percussion (clapping or tapping) in response.

**Step 4:** Rhythmic Improvisation

- Explain what rhythmic improvisation is and why it is useful.

- Lead a call-and-response activity where you clap a rhythm, and students repeat it back. Gradually, allow students to add their own improvisation to the exercise, encouraging creativity.

**Conclusion (5 minutes)**

- Summarize the importance of rhythmic patterns discussed today, emphasizing how they are used in music and can express different feelings.

- Conduct a quick interactive activity, such as a rhythm relay where students take turns improvising a short rhythm for the class to repeat.

- Preview the next session: "Next time, we'll explore how rhythm can tell a story in music."

**Extended Activities**

1. Rhythm Journals: Have students create their own rhythm journal where they write down claps or taps they create at home and share them in class.

2. Rhythm Art: Encourage students to create a piece of art that represents a rhythm they enjoy listening to. They can draw lines or shapes that visualize their rhythm.

3. Family Rhythm Night: Invite students to show their family what they learned by having a rhythm night at home where they perform their patterns together.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 2**

**Strand:** Creating and Executing

**Sub Strand:** Turning

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify different directions of turning in movement.

- Demonstrate turning in different directions.

- Appreciate turning as a basic skill for body movement during play.

**Key Inquiry Question:**

- Which directions can we turn?

**Learning Resources:**

- Creative activities Grade 2 curriculum design (includes movement games and turn-related exercises).

**Organisation of Learning:**

**Introduction (5 minutes)**

1. Review the previous lesson by asking students to share what they learned about movement.

2. Guide learners in reading a short passage from the learning resources about turning. Discuss key concepts such as left, right, forward, and backward turning.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Directions of Turning

- Discuss the terms "left," "right," "clockwise," and "counterclockwise" with simple definitions.

- Have students stand in a circle and practice turning in place, calling out the directions as they turn.

**Step 2:** Demonstrating Turning in Different Directions

- Organize a simple game where students will turn in different directions based on your cues (e.g., "Turn left!", "Turn right!").

- Introduce some fun movements (like turning to jump, spin while turning or moving while turning) to engage students physically.

**Step 3:** Repeating Turns in Movement

- Set up an obstacle course where students have to turn at different points (e.g., cones or markers) while moving forward. Explain that they will practice turning both left and right as they navigate through the course.

**Step 4:** Appreciate the Skill of Turning

- Discuss where they can see turns while playing games (like tag, soccer, or dance).

- Encourage them to think of other games or activities that require turning and how it helps them in play.

**Conclusion (5 minutes)**

- Summarize key points discussed: definitions of turning, the importance of turning, and directions.

- Conduct a quick group activity where students take turns calling out a direction and everyone moves accordingly (e.g., "Everyone turn right and clap!").

- Prepare students for the next session by previewing the question: "How can we combine turning with other movements?"

**Extended Activities:**

- Turning Relay Race: Create small teams, and have students participate in a relay race that requires them to turn at specific markers along a track.

- Art Project: Have students create a collage or drawing showing different ways they can turn in different sports or games.

- Dance Activity: Encourage students to make their own turning dance moves and share them with the class.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** Creating and Executing

**Sub Strand:** Turning

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify different directions of turning in movement.

- Demonstrate turning in different directions.

- Appreciate turning as a basic skill for body movement during play.

**Key Inquiry Question(s):**

- Can you name 2 directions we can turn?

**Learning Resources:**

- Creative activities tailored for Grade 2 curriculum design (e.g., movement charts, turn direction cards).

**Organisation of Learning**

**Introduction (5 minutes):**

- Begin the lesson by reviewing what was learned in the previous session about movements and spatial awareness.

- Introduce the idea of turning. Ask the students to share what they know about turning and where they use turning in play.

- Read a short passage or display images that illustrate turning in different directions (left, right, and full turn).

**Lesson Development (20 minutes):**

**Step 1:** Identify Directions of Turning

- Introduce the two main directions: left and right.

- Use visual aids (such as arrows) to show how the body turns in each direction.

- Ask students to stand and practice turning left and right while calling out the direction.

**Step 2:** Practice Turning in Movement

- Set up a small obstacle course where students can practice turning while moving. For example, navigating around cones.

- Encourage students to turn left at some cones and right at others, calling out the direction as they turn.

**Step 3:** Group Demonstration

- Divide students into pairs and let them demonstrate turns to each other while one observes and provides feedback.

- Have one student turn while the other counts how many turns they can do in a minute (right and left).

**Step 4:** Reflect

- Gather students and discuss what they learned about turning.

- Ask questions such as: “What did you like about turning?” and “How does turning help us play games?”

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: the importance of turning, the directions (left and right), and how it benefits movement in play.

- Conduct a fun interactive activity where students form a circle and spin to the left or right on a count of three.

- Preview for the next session: "Next time, we will learn how to balance while we turn!"

**Extended Activities:**

- Turning Dance Party: Organize a dance activity where students can turn left and right in rhythm with music. Discuss how turning can be fun in dance.

- Turning Direction Art: Have students create artwork using arrows to show the different ways a person can turn when drawing movements.

- Turn and Predict: In pairs, one student turns while the other guesses the direction. This can help them pay attention to turns in different games or activities.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 4**

**Strand:** CREATING AND EXECUTING

**Sub Strand**: Turning

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Outline the importance of the turning skill for a player during a game.

- Watch video clips of players applying the turning skill in a game.

- Appreciate turning as a basic skill for body movement during play.

**Key Inquiry Question:**

- What is the importance of the turning skill for a player?

**Learning Resources:**

- Video clips demonstrating turning skills in various games (soccer, basketball, etc.).

- Creative activity materials (e.g., paper, colors, scissors).

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson focusing on body movement in sports.

- Discuss what students remember about how players move and the role of body skills.

- Introduce the key concept: turning is important for changing directions quickly and effectively in games.

**Lesson Development (20 minutes)**

**Step 1:** Discussion

- Ask students how they think turning could help a player in a game (e.g., dodging an opponent, getting to the ball faster).

- Write students' ideas on the board, highlighting key terms like "speed," "agility," and "strategy."

**Step 2**: Video Viewing

- Show video clips of athletes demonstrating turning skills in different sports.

- Pause the video at key moments to point out how the athletes use their turning skills effectively.

- After the video, have students share what they noticed about the turning skill and how it was used.

**Step 3:** Demonstration

- Lead a short activity where students practice turning in a designated space.

- Encourage them to turn in different ways (e.g., turning left, right, and pivoting).

- Discuss how each type of turn can be useful during play.

**Step 4:** Reflection and Drawing

- Ask students to think of a time they saw a good turn in a game, either in real life or the video.

- Provide them with art supplies to draw their favorite turning moment.

- Share their drawings with a partner and discuss the importance of turning in that situation.

**Conclusion (5 minutes)**

- Gather the students and summarize the importance of the turning skill (changing direction quickly, avoiding obstacles).

- Conduct a quick interactive activity: Have students practice a simple game where they must turn to face different directions based on verbal cues from the teacher.

- Prepare students for the next session by previewing upcoming topics, such as different types of movements in sports.

**Extended Activities:**

- At Home Activity: Encourage students to practice turning by playing a game in their yard or at a local park (like tag) where they have to change directions.

- Classroom Creation: Students can create a short skit or role-play demonstrating how turning is used in a specific sport, which they can perform for the class.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 5**

**Strand:** CREATING AND EXECUTING

**Sub Strand**: Turning

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Outline the importance of the turning skill for a player during a game.

- Watch video clips of players applying the turning skill in a game.

- Appreciate turning as a basic skill for body movement during play.

**Key Inquiry Question:**

- What is the importance of the turning skill for a player?

**Learning Resources:**

- Video clips demonstrating turning skills in various games (soccer, basketball, etc.).

- Creative activity materials (e.g., paper, colors, scissors).

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson focusing on body movement in sports.

- Discuss what students remember about how players move and the role of body skills.

- Introduce the key concept: turning is important for changing directions quickly and effectively in games.

**Lesson Development (20 minutes)**

**Step 1:** Discussion

- Ask students how they think turning could help a player in a game (e.g., dodging an opponent, getting to the ball faster).

- Write students' ideas on the board, highlighting key terms like "speed," "agility," and "strategy."

**Step 2**: Video Viewing

- Show video clips of athletes demonstrating turning skills in different sports.

- Pause the video at key moments to point out how the athletes use their turning skills effectively.

- After the video, have students share what they noticed about the turning skill and how it was used.

**Step 3:** Demonstration

- Lead a short activity where students practice turning in a designated space.

- Encourage them to turn in different ways (e.g., turning left, right, and pivoting).

- Discuss how each type of turn can be useful during play.

**Step 4:** Reflection and Drawing

- Ask students to think of a time they saw a good turn in a game, either in real life or the video.

- Provide them with art supplies to draw their favorite turning moment.

- Share their drawings with a partner and discuss the importance of turning in that situation.

**Conclusion (5 minutes)**

- Gather the students and summarize the importance of the turning skill (changing direction quickly, avoiding obstacles).

- Conduct a quick interactive activity: Have students practice a simple game where they must turn to face different directions based on verbal cues from the teacher.

- Prepare students for the next session by previewing upcoming topics, such as different types of movements in sports.

**Extended Activities:**

- At Home Activity: Encourage students to practice turning by playing a game in their yard or at a local park (like tag) where they have to change directions.

- Classroom Creation: Students can create a short skit or role-play demonstrating how turning is used in a specific sport, which they can perform for the class.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 6**

**Strand:** Creating and Executing

**Sub Strand:** Turning

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Outline safety measures to observe while applying turning skills in a game.

- Sing action songs while turning in different directions.

- Appreciate turning as a basic skill for body movement during play.

**Key Inquiry Question:**

- What are 5 safety measures you should observe during turning when playing a game?

**Learning Resources:**

- Creative Activities Grade 2 Curriculum Design

- Action songs and movement games

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin the lesson by reviewing key points from the previous lesson. Ask the students to share what they remember about movement and playing games.

- Introduce the focus of today’s lesson on turning. Read a short segment from the learning resources about turning and discuss its importance in games.

**Lesson Development (20 minutes)**

**Step 1:** Discuss Safety Measures

- Engage students in a conversation about safety. Ask them to think about and suggest what might happen if you turn too quickly or without looking.

- Guide the class to outline 5 safety measures to remember while turning:

1. Look around before turning.

2. Turn at a safe speed.

3. Keep your arms in close to your body.

4. Make sure the area is clear of obstacles.

5. Communicate with friends before turning.

**Step 2:** Action Song

- Introduce a fun action song that involves turning movements.

- Sing the song together, encouraging students to turn in different directions as they sing. Use directions like "turn left," "turn right," and "twirl around."

**Step 3:** Practice Turning

- Set up a small game where students move around a designated area, practicing their turning skills while following the safety measures discussed.

- Use cones or markers to guide their movements and emphasize looking around before turning.

**Step 4:** Reflection

- Bring the group back together for a discussion. Ask questions such as, "Why is it important to use safety measures while turning?" and "How did it feel to turn while singing?"

- Encourage students to share their experiences during the activity.

**Conclusion (5 minutes)**

- Summarize the key points discussed in the lesson: the importance of safety measures while turning and the fun of incorporating movements into songs.

- Conduct a brief interactive activity: Have students stand in a circle and pass a soft ball while turning to the right or left, reinforcing the lesson in action.

- Prepare learners for the next session by giving a sneak peek into what they will explore next (e.g., other body movements in games).

**Extended Activities:**

- Turning Obstacle Course: Create a simple obstacle course where students must turn around cones, practice the safety measures, and time each other to promote fun and engagement.

- Home Movement Diary: Encourage students to keep a "movement diary" at home for a week, where they note down any games they play that involve turning and any safety measures they remember to use.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 7**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Turning

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Outline safety measures to observe while applying the turning skill in a game.

- Sing action songs while turning in different directions.

- Appreciate turning as a basic skill for body movement during play.

**Key Inquiry Question(s):**

- What is the importance of observing safety measures while turning?

**Learning Resources:**

- Grade 2 curriculum design field materials (action song lyrics, safety guidelines, and kinesthetic activity resources).

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson on basic body movements.

- Guide learners to share their experiences with turning during play and introduce the concept of safety while turning.

**Lesson Development (20 minutes)**

**Step 1:** Discuss Safety Measures

- Engage with students to outline safety measures while turning, such as:

- Looking around before turning.

- Making sure there is enough space to turn.

- Avoiding running into others.

- Write down the safety tips on a whiteboard or chart paper.

**Step 2:** Action Songs Introduction

- Introduce a fun action song that involves turning (e.g., "The Hokey Pokey").

- Teach the chorus where students turn to different directions while singing.

- Practice it together a couple of times.

**Step 3:** Practice Turning Skills

- Set up a space where students can practice turning safely.

- Have them practice turning in place, focusing on the safety measures discussed.

- Encourage them to count out loud as they turn to enhance coordination.

**Step 4:** Group Activity - Turning Game

- Organize a simple game where students follow a leader who calls out directions (e.g., "Turn right," "Turn left").

- Reinforce safety measures while playing and highlight turns made during the game.

**Conclusion (5 minutes)**

- Summarize key points about safety measures and the importance of turning in games.

- Conduct a brief interactive wrap-up, asking students what they learned about safety and turning.

- Preview next session: Discuss how the skill of turning can be applied in various sports.

**Extended Activities:**

1. Safety Poster Creation: Have students create a colorful poster illustrating the safety measures for turning, which can be displayed in the classroom.

2. Turn and Tell: In pairs, have students take turns performing their favorite turning move and sharing why they enjoy that movement or game element.

3. Choreography Challenge: Invite students to create a short dance or movement routine that incorporates at least three different turning movements and perform it for the class.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 1**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Turning

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Outline safety measures to observe while applying turning skill in a game.

- Sing action songs while turning in different directions.

- Appreciate turning as a basic skill for body movement during play.

**Key Inquiry Question(s):**

- Which safety measures should you observe when turning?

**Learning Resources:**

- Creative activities from Grade 2 curriculum

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson on movement.

- Ask students about their experiences with turning while playing games.

- Guide learners to read and discuss safety in movement from the learning resources, emphasizing the importance for both enjoyment and safety.

**Lesson Development (20 minutes)**

**Step 1:** Discuss Safety Measures

- Introduce key safety measures for turning, such as:

- Looking around to avoid bumping into others.

- Keeping a safe distance from walls and furniture.

- Being aware of their surroundings.

- Encourage students to share their thoughts on why these measures are important.

**Step 2:** Practice Turning Safely

- Lead the class in a turning exercise.

- Have students practice turning in place while paying attention to their safety measures.

- Provide guidance and correct posture while turning to ensure they are following the discussed safety measures.

**Step 3:** Sing and Turn

- Introduce an action song with turning movements (e.g., "Head, Shoulders, Knees and Toes" with additional movements).

- Encourage students to sing along while turning in different directions.

**Step 4:** Reflection on Turning

- Discuss how turning can be fun and important in games.

- Ask students how they felt while turning and singing: "What did you enjoy about turning?"

**Conclusion (5 minutes)**

- Summarize the key points discussed: safety measures and enjoyment of turning.

- Conduct a quick interactive game, such as “Simon Says,” to reinforce turning while incorporating safety awareness.

- Preview the next lesson, which will introduce more skills related to body movement and how to combine them with games.

**Extended Activities:**

- Obstacle Course: Create a simple obstacle course where students must safely navigate turning corners.

- Art Project: Have students draw or collage pictures showing safe spaces to turn in (playground, gym, home).

- Storytime: Read a story where characters use turning and discuss safety measures as they act out parts of the story.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** Creating and Executing

**Sub Strand:** Mosaic

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Recognize a mosaic picture

- Observe pictures of mosaics

- Appreciate mosaic pictures for aesthetic awareness

**Key Inquiry Question(s):**

- What is a mosaic?

**Learning Resources:**

- Creative activities Grade 2 curriculum materials

- Pictures of various mosaic artworks

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson, focusing on the concept of artistic expression.

- Show students a few example pictures of mosaics and ask if they know what these images are.

- Discuss the term "mosaic" and encourage students to share their thoughts and any prior knowledge about the topic.

**Lesson Development (20 minutes)**

**Step 1:** Recognizing Mosaics

- Display various mosaic pictures.

- Guide children to observe the images and point out the use of different colors and shapes.

- Ask students to describe what they see and what they think makes a picture a mosaic.

**Step 2:** Observing Mosaic Art

- Introduce a hands-on activity: Provide students with colored paper squares (or pre-cut shapes) and the outlines of a simple mosaic design.

- Instruct students to fill in the design with the colored paper squares, emphasizing how tiny pieces come together to make a bigger picture.

**Step 3**: Discussing Aesthetic Awareness

- As students work, encourage them to discuss what colors they chose and how those colors look together.

- Share thoughts about how different colors and shapes can make us feel. Ask questions such as, "What emotions do these mosaics make you feel?"

**Step 4:** Sharing and Presentation

- Allow students to present their finished mosaic designs to the class.

- Encourage classmates to compliment their peers and discuss what they like about each other's mosaics.

**Conclusion (5 minutes)**

- Summarize the lesson by revisiting the key points: what mosaics are, how they are made, and why they are beautiful.

- Conduct a brief interactive activity where students can vote on their favorite color combinations or designs from their classmates' work.

- Prepare learners for the next session by hinting at another form of art or a different medium they will explore.

**Extended Activities:**

- Mosaic Collage Creation: Encourage students to create a larger class mosaic by bringing in small items from home (like buttons, magazine cut-outs, or colored paper pieces) to combine into a “class mosaic.”

- Mosaic Storytelling: Have students create a short story inspired by their mosaic design and present it to the class.

- Field Trip/Virtual Tour: Consider organizing a field trip to a local art museum or a virtual tour that features mosaics around the world (such as ancient Roman mosaics or modern street art).

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 3**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Mosaic

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

1. Identify materials used to make a mosaic picture.

2. Collect materials for making mosaic pictures.

3. Appreciate mosaic pictures for aesthetic awareness.

**Key Inquiry Question:**

- What materials are used to make mosaics?

**Learning Resources:**

- Creative activities Grade 2 curriculum

- Glue

- Coloured pieces of paper

- Example pictures of mosaics

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson about shapes and colors.

- Ask students, "What is a mosaic?" and guide them to discuss their ideas.

- Read a short description of what mosaics are and how they are made, emphasizing the materials used.

**Lesson Development (20 minutes)**

**Step 1**: Identify Materials

- Show examples of mosaic pictures and discuss the materials (colored paper, tiles, glass).

- Ask students to name materials they see in the examples.

- Create a chart on the board of materials students mention.

**Step 2:** Gathering Materials

- Provide students with various colored paper and materials available in the classroom.

- Have them work in pairs to collect different colored pieces of paper or other materials for their own mosaic creation.

**Step 3:** Creating Mosaic Pictures

- Instruct students to start arranging their collected materials into a simple mosaic picture on a piece of cardstock.

- Encourage them to use glue to stick down their designs.

**Step 4:** Appreciation and Discussion

- Once students finish, ask them to display their mosaics and share with the class what materials they used.

- Lead a discussion on how they feel about their mosaics and what they like or appreciate about each other's work.

**Conclusion (5 minutes)**

- Summarize the key points: materials used, the process of creating a mosaic, and the beauty of each student's artwork.

- Conduct a brief interactive activity where students can vote on their favorite colors used in the mosaics (using thumbs up/down).

- Prepare learners for the next session by asking them to think about shapes they can use in their next art project.

**Extended Activities:**

- Suggest students create a scrapbook page including pictures of mosaic art from magazines or the internet and write a sentence about each one.

- Encourage students to find mosaics in their community or at home and draw or take a picture of them to share in the next class.

- Organize a “Mosaic Day” where students can bring different materials from home to create larger mosaics collaboratively.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 4**

**Strand:** Creating and Executing

**Sub Strand:** Mosaic

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify the importance of mosaic in creative arts.

- Collect materials for making mosaic pictures.

- Appreciate mosaic pictures for aesthetic awareness.

**Key Inquiry Question:**

- What is the importance of mosaic in creative arts?

**Learning Resources:**

- Creative Activities Grade 2 curriculum

- Glue

- Coloured pieces of paper (construction paper, magazine cutouts, etc.)

- Examples of mosaic art (printed images or digital slides)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a review of the previous lesson on different textures in art.

- Introduce the concept of mosaics by showing images of famous mosaic artworks (e.g., from ancient cultures).

- Discuss briefly what makes these artworks unique and beautiful.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Mosaics

- Explain what a mosaic is: a picture or pattern made from small colored pieces of material.

- Discuss the importance of mosaics in culture and art, such as in decorating buildings and public spaces.

**Step 2:** Identifying Materials

- Guide students in identifying different materials they could use to create their own mosaics (e.g., colored paper, buttons, beads).

- Show examples of these materials and allow students to touch and feel them to understand their texture and color.

**Step 3:** Collecting Materials

- Have students gather the materials they would like to use. Encourage them to pick a variety of colors and shapes.

- Ensure that each student has a selection of materials to work with by the end of this step.

**Step 4:** Planning the Mosaic

- Ask students to think about what picture or pattern they want to create with their materials.

- They should draw a simple sketch of their intended mosaic on a piece of paper to plan their design.

**Conclusion (5 minutes):**

- Summarize the key points from the lesson: the definition of mosaic, its importance in art, and the materials needed to create them.

- Conduct a quick interactive activity by asking students to share what they plan to create and why they chose those specific colors or materials.

- Preview the next session where students will begin assembling their own mosaic artworks.

**Extended Activities:**

- Mosaic Art Gallery: After completing their mosaics in the next class, have students exhibit their work in a classroom "art gallery" where peers can appreciate each other's mosaics.

- Story of Mosaics: Encourage students to write a short story about their mosaic artwork, describing the inspiration for their design and the materials they chose.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 5**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Mosaic

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Recognize a mosaic picture.

- Cut and paste mosaic pictures in their books.

- Appreciate mosaic pictures for aesthetic awareness.

**Key Inquiry Question(s):**

- What tools can we use to cut and paste mosaic pictures?

**Learning Resources:**

- Creative Activities Grade 2 Curriculum

- A pair of scissors

- Glue

- Assorted colored paper or magazines

**Organisation of Learning:**

**Introduction (5 minutes)**

1. Begin with a brief review of what a mosaic is and some examples (show visual aids if applicable).

2. Engage the students in a discussion about the previous lesson, asking questions like: "What do you remember about mosaics?"

3. Introduce the tools we’ll use today: scissors and glue.

**Lesson Development (20 minutes)**

**Step 1:** Recognition of a Mosaic Picture

- Show several examples of different mosaic pictures (real artworks, photos, etc.).

- Ask students to describe what they see and identify the colors and shapes.

- Discuss why they think these pictures are beautiful or interesting.

**Step 2:** Introduction to Cutting

- Demonstrate how to use scissors safely.

- Show how to cut simple shapes that they will use for their mosaics (e.g., squares, triangles).

- Allow students to practice cutting shapes from colored paper.

**Step 3:** Pasting Shapes into Books

- Provide students with their cut shapes and glue.

- Instruct them to create their own mosaic pictures in their books by gluing the shapes down in an appealing arrangement.

- Walk around to offer support and encourage creativity.

**Step 4:** Sharing and Appreciation

- Have students pair up and share their mosaic with each other, explaining what shapes they chose and why.

- Invite a few students to share their creations with the whole class, discussing what they like about their piece.

**Conclusion (5 minutes)**

- Summarize the key points: what mosaics are, how to cut shapes, and how to create a simple mosaic.

- Conduct a brief interactive activity: Have students call out their favorite colors and ask them to describe how they used those colors in their mosaics.

- Preview the next class: "Next time, we'll learn about famous mosaics from around the world!"

**Extended Activities:**

- Mosaic Nature Walk: Go for a nature walk and collect small leaves, petals, and twigs. Back in class, have students use these materials to create natural mosaics on paper.

- Class Mosaic Project: Plan an extended project where each student contributes a piece to a large class mosaic mural. This fosters teamwork and a sense of community.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 6**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Mosaic

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Recognize a mosaic picture

- Cut and paste mosaic pictures in their books

- Appreciate mosaic pictures for aesthetic awareness

**Key Inquiry Question(s):**

- What do you use to paste papers in mosaic?

**Learning Resources:**

- Creative Activities Grade 2 Curriculum

- Design glue chart

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson about different types of art. Ask students what they remember and how those forms of art relate to mosaics.

- Introduce the concept of a mosaic by showing examples (digital or printed). Discuss their colors and shapes, guiding learners to recognize certain features of mosaics.

**Lesson Development (20 minutes)**

**Step 1:** Recognizing Mosaics

- Show students various mosaic pictures.

- Conduct a discussion: What do you notice about these pictures? Are they made of shapes? What colors do you see? This will develop their observation skills.

**Step 2:** Cutting Mosaic Pieces

- Provide students with colored paper (or printed mosaic patterns) that they can cut into small squares or shapes.

- Demonstrate safe cutting techniques and allow them to practice cutting out their shapes, emphasizing the importance of neatness.

**Step 3:** Pasting Mosaic Pictures

- Explain the types of glue they can use (glue sticks, liquid glue) for pasting their pieces.

- Give students a small piece of cardstock to start creating their mosaic. They'll arrange and glue their cut pieces onto the cardstock, forming a simple picture.

**Step 4:** Sharing and Appreciating

- Once their mosaics are complete, allow students to share their artwork with a partner or the class.

- Ask guiding questions: How did you choose your colors? What does your picture represent? This will help students to appreciate the art created by their peers.

**Conclusion (5 minutes)**

- Summarize key concepts learned about mosaics: recognizing them, creating them with cut pieces, and their aesthetic appeal.

- Conduct a brief interactive activity by inviting students to shout out one word that describes how they feel about mosaics.

- Preview the next session by asking them to think about how they can create a mosaic using themes from nature, such as trees or flowers.

**Extended Activities:**

- Encourage students to create a mosaic at home using natural materials (like leaves, seeds, or flower petals) and bring in a picture of their creation for the next lesson.

- Create a class mosaic collage by having each student contribute a piece they create at home, which will collectively form a larger mosaic when pieced together in class.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 7**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Mosaic

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Outline the importance of mosaic in creative arts.

- Exhibit his or her own mosaic work.

- Appreciate mosaic pictures for aesthetic awareness.

**Key Inquiry Question:**

- How do we make a mosaic?

**Learning Resources:**

- Creative activities Grade 2 curriculum design

- Mosaic art examples (photos or printed images)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing what the students learned in the previous lesson (e.g., introduction to different forms of art).

- Ask the students if they have seen any mosaics before and what they think they are made of.

- Introduce the concept of mosaics and discuss their significance in the world of art through examples.

**Lesson Development (20 minutes)**

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

- Explain what a mosaic is and how it is made up of various materials (tiles, glass, stones).

- Show examples of famous mosaics (images).

- Discuss how mosaics are used in art and architecture, and why they are important for cultural expression.

**Step 2:** Introduce the Materials Needed

- Present the materials that students will use for their own mosaics (colored paper squares, glue, scissors).

- Explain how these materials represent the tiles used in real mosaics and discuss safety while using scissors.

**Step 3:** Create a Mosaic Artwork

- Guide students in creating their own simple mosaic on paper using the colored paper squares.

- Encourage them to think about patterns and colors they want to use.

- Walk around and provide assistance as needed.

**Step 4:** Share and Exhibit Their Work

- Allow students to present their mosaic artworks to the class.

- Encourage each student to explain their choice of colors and any patterns they created.

- Appreciate the ideas and creativity of each student’s work.

**Conclusion (5 minutes)**

- Summarize the importance of mosaic art and the steps to create one.

- Engage the class in a brief interactive activity: Have students close their eyes and imagine a colorful mosaic they would like to see in their favorite place.

- Preview the next lesson, which might include more on patterns and colors in art.

**Extended Activities:**

- Mosaic Collage at Home: Students can create a larger mosaic project at home using natural materials (leaves, flowers) or magazines.

- Mosaic Gallery Walk: Set up a display of the students' mosaics in the classroom and invite other classes to view them, allowing the students to explain their works.

- Story Time: Read a story that includes mosaics or art, and have students imagine and draw their own mosaic story character.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** Creating and Executing

**Sub-Strand:** Mosaic

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Outline the importance of mosaic in creative arts.

- Exhibit his or her own mosaic work.

- Appreciate mosaic pictures for aesthetic awareness.

**Key Inquiry Question(s):**

- How do we make a mosaic?

**Learning Resources:**

- Creative activities Grade 2 curriculum design

- Examples of mosaic art (images or physical samples)

- Colored paper, scissors, glue, and sturdy paper for creating mosaics

**Organisation of Learning:**

**Introduction (5 minutes)**

1. Review the Previous Lesson: Begin by asking students what they remember about art and using different materials to create something special.

2. Discussion: Introduce the concept of mosaics. Show a few examples of mosaic art and ask students what they notice about these artworks. Discuss how the colors and shapes come together to make one picture.

**Lesson Development (20 minutes)**

**Step 1:** Understanding Mosaics

- Explain what a mosaic is: a piece of art made by putting together small pieces of colorful materials (tiles, glass, stones, etc.).

- Discuss why mosaics are important in creative arts—mention how they are used in buildings, sculptures, and decorations.

**Step 2:** Materials for Mosaic Making

- Show the materials that will be used to create their own mosaics.

- Let students feel the textures and observe the colors of the colored paper to spark their creativity.

**Step 3:** Creating a Mosaic

- Provide each student with sturdy paper and colored paper cut into small squares or shapes.

- Instruct them to arrange these pieces on their paper to create a mosaic design. Allow students to express themselves freely, reminding them that there’s no right or wrong way to create art.

**Step 4:** Sharing Work

- Once students have finished, invite them to share their mosaics with the class.

- Discuss what they like about each other’s work, helping them to appreciate different styles and techniques.

**Conclusion (5 minutes)**

- Summarize Key Points: Recap what a mosaic is and why it’s important in art. Highlight the creativity seen in their individual works.

- Interactive Closing Activity: Play a quick game where students call out different colors or shapes they used in their mosaics, reinforcing their learning.

- Preview of Next Session: Get students excited about the next lesson by hinting at exploring areas of collaboration in art.

**Extended Activities:**

- Home Project: Encourage students to find items around their home (like old magazines or wrappers) that can be used to create a mosaic. They can bring their creations back to class to share.

- Nature Mosaics: Plan a day to create mosaics outside using natural items like leaves, stones, and flowers. Discuss how nature can inspire art.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Mosaic

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- State safety measures to be observed when creating a mosaic.

- Make a simple mosaic for self-expression.

- Appreciate mosaic pictures for aesthetic awareness.

**Key Inquiry Question(s):**

- Which safety measures should you observe when creating a mosaic?

**Learning Resources:**

- Creative activities from the Grade 2 curriculum design.

- Samples of mosaic art for inspiration.

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin the lesson by reviewing what was learned in the previous class about art and creativity.

- Present and discuss images of various mosaics, asking students what they notice about them.

**Lesson Development (20 minutes)**

**Step 1:** Discuss Safety Measures

- Ask learners to brainstorm ideas about what safety means when working with materials for mosaics (e.g., using scissors carefully, cleaning up broken pieces).

- Write down key safety rules on the board and discuss each one.

**Step 2:** Introduce Mosaic Materials

- Show the materials (colored paper, tiles, glue, scissors).

- Explain how these materials are used in creating a mosaic, emphasizing the importance of working carefully and following the safety rules discussed previously.

**Step 3:** Creation Time

- Distribute materials to students.

- Guide them to create their own simple mosaic on paper using shapes and colors to express themselves. Encourage creativity and personal expression.

**Step 4:** Share and Appreciate

- Allow students to share their mosaics with the class.

- Create a simple "gallery walk" where students can display their work and appreciate the different pieces created by their classmates. Ask them what they like about each mosaic.

**Conclusion (5 minutes)**

- Summarize the key points learned: safety in creating mosaics, the creative process of making one, and appreciating art.

- Conduct a brief interactive activity: ask students to clap for their favorite mosaics (without choosing favorites, simply recognition!) to reinforce the appreciation aspect.

- Preview the next lesson on exploring different cultures through their mosaic art.

**Extended Activities:**

- Ask students to create a mosaic at home using different materials such as seeds, buttons, or beans. They can bring it in to share with the class.

- Encourage learners to research a famous mosaic artist and create a small poster to present in class next week.

**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 this lesson, learners should be able to:

- Identify melodic variations in simple tunes for aural discrimination.

- Listen to simple familiar songs with similar and varied melodic phrases and sing or hum the tune.

- Value melodic variations in creating a melody.

**Key Inquiry Question:**

- What is melody?

**Learning Resources:**

- Creative activities from Grade 2 curriculum

- Digital devices (for listening to songs)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on sounds and rhythms.

- Introduce the concept of melody by asking students what they think melody means. Encourage them to share familiar songs they can hum.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Melody

- Explain what melody is: a sequence of notes that is musically satisfying.

- Play a few simple melodies on a digital device and have students clap or tap the rhythm. Discuss how they are different and similar.

**Step 2:** Listening Activity

- Play a series of familiar songs (e.g., "Twinkle, Twinkle, Little Star", "Mary Had a Little Lamb").

- Ask students to listen carefully and identify any melodic variations in the phrases. Encourage them to hum along to reinforce learning.

**Step 3:** Singing with Variations

- Choose one of the melodies and modify it slightly (e.g., change a note or rhythm).

- Have students sing it together, highlighting the changes. Discuss how small changes can create a new melody.

**Step 4:** Create Your Own Melodies

- Encourage students to create simple melodic variations using digital devices or musical instruments, if available.

- Pair them up to share their variations with classmates and discuss the differences they notice.

**Conclusion (5 minutes)**

- Summarize key points about melody and its variations discussed in the lesson.

- Conduct a brief interactive activity where students identify their favorite melody and explain why they like it.

- Provide a preview of the next session, encouraging students to think of a new melody they would like to create.

**Extended Activities:**

- Melody Hunt: Encourage students to listen for melodies in their favorite cartoons or movies and bring examples to share in the next class.

- Drawing Melodies: Have students draw pictures that represent different melodies they listen to, discussing how the melody makes them feel.

- Rhythm and Melody Connection: Introduce a simple percussion instrument, and have students create a rhythm that complements a melody they enjoy.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 4**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Melody

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify melodic variations in simple tunes for aural discrimination.

- Listen to simple familiar songs with similar and varied melodic phrases and sing or hum the tune.

- Value melodic variations in creating a melody.

**Key Inquiry Question(s):**

- What is melodic variation?

**Learning Resources:**

- Creative activities from Grade 2 curriculum design

- Digital devices for listening to music clips

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review: Begin the lesson by asking students to recall a song they learned in the previous class. Encourage a few students to sing a line from that song.

- Discussion: Introduce the idea of melodic variation by explaining that it can change the way a song sounds while keeping the same main tune. Discuss with students what they think makes songs sound different or special.

**Lesson Development (20 minutes):**

**Step 1:** \*Listening for Differences\*

- Play a clip of two similar songs that have melodic variations. For example, "Twinkle, Twinkle, Little Star" and "The Alphabet Song."

- Ask students to listen carefully and raise their hands when they hear something that sounds different in the tunes.

**Step 2:** \*Identify Melodic Variations\*

- On a whiteboard, write down the titles of the songs and ask students to identify what they think is different about the tunes.

- Guide students to understand terms like "high," "low," "fast," and "slow" as they describe the differences.

**Step 3:** \*Singing and Humming\*

- Invite students to sing or hum a simple melody with variations (e.g., "Row, Row, Row Your Boat").

- Encourage students to change the melody slightly by altering pitch or rhythm.

**Step 4:** \*Create Your Own Melodic Variations\*

- Divide students into small groups. Give them a simple melody to work with (like "This Old Man").

- Task each group with creating their own variation of the melody, selecting changes in pitch or rhythm to make it unique.

- Allow groups to share their creations with each other by performing.

**Conclusion (5 minutes):**

- Summarize: Gather students and ask what they learned about melodic variations. Reinforce what they shared with key points and objectives achieved.

- Interactive Activity: Sing a familiar tune as a class and ask for volunteers to suggest one change they could make to create a variation.

- Preview: Give a sneak peek into the next lesson on rhythms and how they are different from melodies, encouraging students to think about songs they hear that have special rhythms.

**Extended Activities:**

- Melody Match: Provide students with a worksheet that has images of different musical notes. Ask them to find and circle notes that make a variation of the melody they learned.

- Melody Storytime: Encourage students to create a short story and then come up with a melody to go along with it. They can share their story and melody with the class.

- Listening Diary: Assign students to listen to a song at home with their family and describe one melodic variation they noticed and how it made them feel.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 5**

**Strand:** Creating and Executing

**Sub Strand:** Melody

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Mention basic shapes.

- Draw basic shapes to represent melodic variations in a simple song.

- Value melodic variations in creating a melody.

**Key Inquiry Question(s):**

- What are basic shapes?

**Learning Resources:**

- Creative activities from the Grade 2 curriculum design

- Drawing materials (crayons, markers, paper)

- Simple songs (audio/video or sheet music)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by greeting the class and engaging them in a quick review of the previous lesson on melodies.

- Ask the students if they remember any shapes and how they might represent sounds or melodies. Write responses on the board.

- Introduce the concept of using shapes to describe music. Explain that different shapes can represent different sounds in a melody.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Basic Shapes

- Present basic shapes (circle, square, triangle) using visuals.

- Discuss how each shape can be associated with different sounds (e.g., circles can be soft sounds, squares can be strong sounds).

- Engage students in a brief discussion about their favorite shapes and sounds.

**Step 2:** Listening Activity

- Play a simple song and have students close their eyes and visualize the shapes that come to mind as they listen.

- After the song, ask students to share the shapes they envisioned and what emotions or images those shapes brought to them.

**Step 3:** Drawing Melodic Variations

- Provide each student with paper and drawing materials.

- Instruct them to draw basic shapes that represent the melody of the song they just heard. Encourage them to think about how high and low sounds might influence the shapes they choose.

- Walk around to provide support and ideas as students create their drawings.

**Step 4:** Sharing and Valuing Variations

- Have students pair up and share their drawings with a partner, explaining the choices they made. Encourage them to discuss how different shapes can illustrate different musical ideas.

- Select a few students to share with the class and showcase their drawings on the board.

**Conclusion (5 minutes):**

- Summarize the lesson by highlighting the importance of shapes in understanding and creating melodies.

- Reinforce the concept that music can be expressed visually through shapes.

- Conduct a quick interactive group activity: ask the class to clap their hands in different rhythms, corresponding each rhythm to a shape they learned.

- Briefly preview the next lesson, which will focus on creating their own simple melodies using these shapes.

**Extended Activities:**

1. Shape Sound Hunt: Have students go on a 'shape sound hunt' around the classroom or at home, identifying objects that they can associate with specific shapes and sounds.

2. Shape Songs: Encourage students to create their own simple song using three different shapes and present it to the class in the next session.

3. Art and Sound Journal: Have students keep a journal where they draw shapes that represent songs they hear at home or in class, along with a description of how the shape makes them feel.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 6**

**Strand:** Creating and Executing

**Sub Strand:** Melody

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Students will identify basic shapes (circle, square, triangle, rectangle).

- Students will create cutouts of basic shapes to represent melodic variations in a simple song.

- Students will understand the value of melodic variations in creating a melody.

**Key Inquiry Question(s):**

- What are the names of basic shapes?

**Learning Resources:**

- Creative activities Grade 2 curriculum.

- Paper, scissors, crayons, or markers for creating shapes.

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Begin by reviewing the previous lesson on melodies and musical notes.

2. Ask the students to recall and describe what makes a melody.

3. Present the key inquiry question: “Can anyone name some basic shapes?”

4. Briefly discuss the shape names and their characteristics with the class.

**Lesson Development (20 minutes):**

**Step 1:** Shape Recognition

- Present different shapes (circle, square, triangle, rectangle) using visual aids or cutouts.

- Engage students in a quick discussion about each shape. Have them show hand gestures to represent each shape.

**Step 2:** Introduction to Melodic Variations

- Explain what melodic variations are using simple terms. Show a melody and ask how it can change (e.g., faster/slower, higher/lower).

- Introduce the idea of using shapes to represent these variations in music.

**Step 3:** Creating Shape Cutouts

- Provide students with paper, scissors, and crayons/markers.

- Instruct each student to create at least one cutout of each shape.

- Encourage creativity by suggesting they decorate their shapes in different colors.

**Step 4:** Representing a Simple Song

- Select a simple song (e.g., "Twinkle, Twinkle, Little Star") and discuss its melody.

- Have students use their cutouts to demonstrate variations of the melody (e.g., use a triangle when the melody rises, a square when it falls).

- Each student can share their cutouts and demonstrate how they would use them to represent the music.

**Conclusion (5 minutes):**

1. Recap the key points discussed:

- Basic shapes and their names.

- How shapes relate to creating melodic variations.

2. Conduct an interactive activity where students match each shape with its corresponding musical note or variation.

3. Preview the next session: “Next time, we will explore how rhythms can also be represented using shapes!”

**Extended Activities:**

- Art Integration: Encourage students to create a shape collage that tells a story, incorporating melodies they’ve learned.

- Shape Songs: Have students create their own short songs using the shapes they made, fostering a deeper connection between shapes and melodies.

- Shape Melody Wall: Create a class display where students can post their shape cutouts with a brief explanation of their musical significance.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 7**

**Strand:** Creating and Executing

**Sub Strand:** Melody

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Students will identify basic shapes (circle, square, triangle, rectangle).

- Students will create cutouts of basic shapes to represent melodic variations in a simple song.

- Students will understand the value of melodic variations in creating a melody.

**Key Inquiry Question(s):**

- What are the names of basic shapes?

**Learning Resources:**

- Creative activities Grade 2 curriculum.

- Paper, scissors, crayons, or markers for creating shapes.

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Begin by reviewing the previous lesson on melodies and musical notes.

2. Ask the students to recall and describe what makes a melody.

3. Present the key inquiry question: “Can anyone name some basic shapes?”

4. Briefly discuss the shape names and their characteristics with the class.

**Lesson Development (20 minutes):**

**Step 1:** Shape Recognition

- Present different shapes (circle, square, triangle, rectangle) using visual aids or cutouts.

- Engage students in a quick discussion about each shape. Have them show hand gestures to represent each shape.

**Step 2:** Introduction to Melodic Variations

- Explain what melodic variations are using simple terms. Show a melody and ask how it can change (e.g., faster/slower, higher/lower).

- Introduce the idea of using shapes to represent these variations in music.

**Step 3:** Creating Shape Cutouts

- Provide students with paper, scissors, and crayons/markers.

- Instruct each student to create at least one cutout of each shape.

- Encourage creativity by suggesting they decorate their shapes in different colors.

**Step 4:** Representing a Simple Song

- Select a simple song (e.g., "Twinkle, Twinkle, Little Star") and discuss its melody.

- Have students use their cutouts to demonstrate variations of the melody (e.g., use a triangle when the melody rises, a square when it falls).

- Each student can share their cutouts and demonstrate how they would use them to represent the music.

**Conclusion (5 minutes):**

1. Recap the key points discussed:

- Basic shapes and their names.

- How shapes relate to creating melodic variations.

2. Conduct an interactive activity where students match each shape with its corresponding musical note or variation.

3. Preview the next session: “Next time, we will explore how rhythms can also be represented using shapes!”

**Extended Activities:**

- Art Integration: Encourage students to create a shape collage that tells a story, incorporating melodies they’ve learned.

- Shape Songs: Have students create their own short songs using the shapes they made, fostering a deeper connection between shapes and melodies.

- Shape Melody Wall: Create a class display where students can post their shape cutouts with a brief explanation of their musical significance.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 1**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Melody

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Select appropriate text to an existing tune.

- Improvise new words to existing tunes for self-expression.

- Enjoy improvising text to familiar tunes.

**Key Inquiry Question:**

- What is a tune in music?

**Learning Resources:**

- Grade 2 creative activities curriculum

- Musical instruments (if available)

- Resource person (e.g., music teacher)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Take a moment to review the previous lesson on music concepts.

- Ask students if they remember what a "tune" is. Prompt discussion on different tunes they know.

- Share some examples of familiar tunes (e.g., "Twinkle, Twinkle Little Star").

**Lesson Development (20 minutes)**

**Step 1:** Understanding Tunes

- Introduce the concept of a tune. Explain that a tune is a series of musical notes that are sung or played one after the other.

- Engage students by singing a familiar song together.

- Discuss what makes the song catchy and fun.

**Step 2:** Selecting Text to a Tune

- Provide students with the lyrics to a familiar song.

- Guide students to choose new words or phrases that could fit the tune.

- Allow them to work in pairs to create their new lyrics.

**Step 3:** Improvising New Words

- Ask students to improvise and sing their new lyrics to the class.

- Encourage creativity and expressiveness in their performances.

**Step 4:** Enjoying Music

- Have a short jam session where students can express their ideas through movement.

- If available, let them experiment with simple instruments or clapping rhythms to the tunes they created.

**Conclusion (5 minutes)**

- Summarize the key points from the lesson: understanding what a tune is, selecting words, and improvising.

- Conduct an interactive activity where each student shares one new word they used in their lyrics.

- Peek ahead to the next session, hinting at learning about different types of musical genres.

**Extended Activities:**

- Encourage students to create a "family song" using new lyrics and share it at home.

- Organize pairs to create a short skit using a familiar tune with their new lyrics and perform it for the class.

- Suggest students explore different melodies at home and think of words that could go with them, bringing ideas to the next class.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 2** | **CREATIVE ACTIVITIES** |  |  |  |

**WEEK 11: LESSON 2**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Melody

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Select appropriate text to an existing tune.

- Improvise new words to existing tunes for self-expression.

- Enjoy improvising text to familiar tunes.

**Key Inquiry Question(s):**

- What is the importance of a tune in music?

**Learning Resources:**

- Creative activities from the Grade 2 curriculum

- Musical instruments (e.g., tambourines, maracas)

- Guest speaker/resource person (musician or music teacher)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Start by reviewing the last lesson where students might have learned about different musical instruments and their sounds.

- Ask students to share what they remember about how tunes are created and used in music.

- Introduce the key inquiry question: “What is the importance of a tune in music?” and encourage a brief discussion.

**Lesson Development (20 minutes)**

**Step 1:** Listen and Discuss

- Play a simple, familiar tune (e.g., "Twinkle, Twinkle, Little Star") using a musical instrument.

- Ask students to listen carefully and identify the tune.

- Facilitate a discussion on what makes this tune special. Discuss the emotions and thoughts it evokes.

**Step 2:** Word Selection

- Provide students with a short list of simple words or phrases (e.g., happy, dog, run, sun).

- Guide them to select one or two words that they feel could match the tune they just heard.

- Invite a few students to share their word choices and explain why they think it fits.

**Step 3:** Improvise New Lyrics

- Divide students into small groups and ask them to think of a short story or idea that relates to the words they picked.

- In their groups, have them create new lyrics that can fit to the melody of the tune they listened to.

- After they create their lyrics, allow them to practice with the selected tune.

**Step 4:** Perform and Share

- Ask each group to present their new version of the song to the class.

- Encourage students to clap along and show enthusiasm as their classmates perform.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson:

- Importance of tunes in music and how they can express feelings and ideas.

- The fun in creating new lyrics and personal expression through songs.

- Conduct a brief interactive activity by having the whole class choose a simple, fun action to do when they sing a repeated phrase of the song to reinforce learning.

- Prepare learners for the next session by teasing that they will explore how to create their own unique tunes next time.

**Extended Activities:**

- Songwriting Journal: Encourage students to keep a music journal where they can write down ideas for lyrics or melodies they think of at home.

- Family Music Night: Invite students to perform their favorite song, with their own lyrics, during a family music night at school or home to share their creativity with their family.

- Visit Professional: Organize a visit from a local musician to talk about how they create music and involve students in an interactive song creation session.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 3**

**Strand:** CREATING AND EXECUTING

**Sub Strand:** Melody

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Select appropriate text to an existing tune.

- Improvise new words to existing tunes for self-expression.

- Enjoy improvising text to familiar tunes.

**Key Inquiry Question:**

- How do we improvise new words to existing tunes?

**Learning Resources:**

- Creative activities Grade 2 curriculum

- Musical instruments

- Resource person (music teacher or guest musician)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson, asking students to share what they learned about melody and tunes.

- Introduce the lesson's objectives, highlighting the importance of creativity in music.

- Read a familiar song together and discuss its tune, encouraging students to share their favorite songs.

**Lesson Development (20 minutes)**

**Step 1:** Selecting an Existing Tune

- Choose a well-known nursery rhyme (e.g., "Twinkle, Twinkle, Little Star").

- Sing it together as a class.

- Discuss what makes the tune easy to remember and sing along with.

**Step 2:** Understanding Improvisation

- Explain what improvisation means in a simple way (changing words to make something new).

- Show examples by changing a few words of the nursery rhyme. Share a few silly variations with the class (e.g., “Twinkle, twinkle, little cat”).

- Encourage kids to think of funny or interesting words they could use.

**Step 3:** Group Activity - Creating New Lyrics

- Break students into small groups and ask them to create new lyrics to the tune of the nursery rhyme.

- Provide each group with a few minutes to discuss and come up with their own version.

**Step 4:** Sharing Creations

- Invite each group to share their new lyrics with the class, singing their new version aloud.

- Encourage applause and positive feedback for each group's creativity.

**Conclusion (5 minutes)**

- Summarize the key points learned: What tune we used, how we created new words, and the fun of expressing ourselves through music.

- Conduct a quick interactive activity, such as asking each student to say one word they would add to a familiar song to make it funny or silly.

- Preview the next session by asking them to think about a favorite story or experience they might want to turn into a song.

**Extended Activities:**

- Encourage students to create a "class songbook" where they can write down their new lyrics alongside illustrations.

- Have students bring in a favorite song title and describe how they might change the lyrics to it in class discussion.

- Optionally, introduce simple instruments and have students create a rhythm to go along with their new words.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 4**

**Strand:** Performing and Displaying

**Sub Strand:** Singing Games - Western Style

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify singing games in Western style

- Watch video clips of performances of singing games

- Enjoy performing singing games in Western style

**Key Inquiry Question(s):**

- What are singing games?

**Learning Resources:**

- Creative Activities Grade 2 Curriculum

- Digital devices (tablets, computers)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson about music and rhythm. Ask students to share what they remember.

- Introduce the topic of singing games. Explain that these are fun songs we sing while playing games. Ask students if they know any singing games and what they are.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Singing Games

- Explain what singing games are. Use simple definitions and examples (e.g., “A singing game is a fun song you can sing while doing movements or dances.”).

- Show a short video clip that features a singing game.

**Step 2:** Identifying Singing Games

- Play another video clip of a different singing game.

- After viewing, ask students to identify the main elements of the singing game (e.g., "What did they sing? What movements did they do?").

**Step 3:** Group Activity

- Divide students into small groups and give each group a different singing game to discuss and prepare.

- Provide them with the lyrics if available and basic movements they can do while singing.

**Step 4:** Perform Singing Games

- Have each group perform their chosen singing game to the class. Encourage them to sing loudly and do the movements together.

**Conclusion (5 minutes)**

- Summarize key points: what singing games are, examples watched, and what students did in groups.

- Wrap up with an interactive activity: have students create a simple clapping pattern that they can add to a singing game.

- Briefly preview the next lesson's topic: “Next time, we’ll learn about how singing games are played in different cultures.”

**Extended Activities:**

- At Home Activity: Encourage students to play a singing game with their family members and teach them the song or dance they learned in class.

- Art Integration: Ask students to draw their favorite part of the singing game they learned and explain why they liked it.

- Research Assignment: Have students research a traditional singing game from another culture and present it in the next class.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 5**

**Strand:** Performing and Displaying

**Sub Strand:** Singing Games - Western Style

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Identify singing games in western style

- Watch video clips of performances of singing games

- Enjoy performing singing games in western style

**Key Inquiry Question:**

- Why is it good to perform singing games from other cultures?

**Learning Resources:**

- Grade 2 curriculum creative activities

- Digital devices for video access

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by singing a familiar song or game to engage students.

- Review the previous lesson's focus and ask students to recall their favorite singing game.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the importance of cultural exchange in music.

**Lesson Development (20 minutes)**

**\*Step 1:** Introduction to Singing Games

- Explain what singing games are and discuss their significance in Western culture.

- Share a brief example of a popular western-style singing game, such as "Ring a Rosy."

**\*Step 2:** Watch Video Clips

- Show video clips of various western-style singing games.

- Pause after each clip to discuss what students noticed about the movements, music, and interaction.

**\*Step 3:** Group Activity

- Divide students into small groups and assign each group a different singing game.

- Let them practice the song and movements together, encouraging creativity in their performances.

**\*Step 4:** Class Performance

- Have each group perform their singing game for the class.

- Provide positive feedback and encourage students to cheer for their classmates.

**Conclusion (5 minutes)**

- Summarize key points and learning objectives achieved during the lesson, highlighting the variety of singing games learned.

- Conduct a brief interactive activity, such as a “guess the game” quiz based on the performances they just saw.

- Preview the next session by mentioning they will explore more singing games and how these can connect with games from around the world.

**Extended Activities:**

1. Create Your Own Singing Game - Encourage students to create a new singing game with simple lyrics and movements, then present it to the class.

2. Cultural Comparison - Have students research a singing game from another culture and prepare a short presentation on it for the class.

3. Singing Game Booklet - Compile a class booklet with descriptions and illustrations of singing games learned, which can be shared with parents.

4. Video Reflection - Students can record a short video of themselves explaining a song and its movements at home and share it in the next class.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 6**

**Strand:** Performing and Displaying

**Sub Strand:** Singing Games - Western Style

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Outline aspects of a singing game.

- Use props in performing a singing game in Western style.

- Enjoy performing singing games in Western style.

**Key Inquiry Question(s):**

- What are props?

**Learning Resources:**

- Creative Activities Grade 2 Curriculum Design

- Songs and lyrics for singing games

- Various props (e.g., scarves, shakers, ribbons)

**Organisation of Learning**

**Introduction (5 minutes):**

- Begin with a short review of the previous lesson about music and games.

- Ask students about any singing games they know and discuss what makes them fun.

- Introduce the concept of a prop and ask students to think of examples (e.g., hats, instruments, scarves).

**Lesson Development (20 minutes):**

**Step 1**: Understanding Singing Games

- Explain what a singing game is. Give examples of popular singing games like "Ring a Ring o' Roses."

- Discuss the key elements of a singing game, including music, movement, and lyrics.

- Encourage students to identify any games they have played before that involve singing and movement.

**Step 2:** Introducing Props

- Discuss the role of props in a singing game. Explain how they can enhance the performance and make it more fun.

- Show the available props and let students share how they think each item could be used in a game.

- Engage students in a short demonstration using one or two props to illustrate their use in a singing game.

**Step 3:** Learning a Singing Game

- Teach the class a simple Western style singing game. Include movements and actions to accompany the lyrics.

- Have students practice the song together as a group, using the props introduced earlier.

**Step 4:** Performance Practice

- Divide the class into small groups and assign each group a prop to incorporate into their singing game.

- In these groups, students will practice the game, allowing them to explore creativity through the use of props.

**Conclusion (5 minutes):**

- Summarize what students learned about singing games and the role of props.

- Invite a few groups to perform their singing game in front of the class.

- Ask the students to think about what props they might want to use next time and preview the topic of musical storytelling for the next lesson.

**Extended Activities:**

- Singing Game Creation: Encourage students to create their own simple singing game with props and share it with the class in the next session. They could also write down the lyrics and illustrate their game.

- Family Participation: Invite students to teach a singing game to their family at home and report back on the experience during class.

- Props Exploration: Let students bring one simple prop from home to share with the class and explain how it can be used in a game or performance.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 7**

**Strand:** Performing and Displaying

**Sub Strand:** Singing Games - Western Style

**Specific Learning Outcomes:**

By the end of this lesson, learners should be able to:

- Outline aspects of a singing game.

- Use props in performing a singing game in western style.

- Enjoy performing singing games in western style.

**Key Inquiry Question:**

- What is the importance of props in music?

**Learning Resources:**

- Creative Activities Grade 2 Curriculum

- Design Props Chart

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson on singing games. Ask students to share what they remember.

- Introduce the key inquiry question: "What is the importance of props in music?"

- Use the relevant content from learning resources to guide discussion on how props can enhance singing games.

**Lesson Development (20 minutes)**

**Step 1:** Understanding Singing Games

- Explain what a singing game is, using simple language and examples.

- Discuss different aspects of singing games (e.g., rhythm, melody, lyrics).

- Have students read a short description of a popular western singing game.

**Step 2:** Exploring Props

- Show examples of props that might be used in singing games (e.g., scarves, musical instruments, hats).

- Discuss why props are important. Ask questions like, “How do props make the game more fun?” and “What do props help us do?”

- Let students brainstorm other props they might want to use.

**Step 3:** Practicing with Props

- Divide students into small groups and give each group a set of props.

- Choose a simple western singing game and guide each group in preparing to perform it using their props.

- Encourage students to be creative with their use of the props while performing.

**Step 4:** Performing

- Groups take turns performing their singing game in front of the class.

- Encourage classmates to give positive feedback on how props were used to enhance the performance.

**Conclusion (5 minutes)**

- Summarize the key points learned about singing games and the role of props.

- Conduct a brief interactive activity, such as a quick class discussion or a fun call-and-response singing game.

- Prepare students for the next session by previewing what will be covered next, such as learning a new singing game.

**Extended Activities:**

- Home Activity: Encourage students to create their own props at home using materials like paper plates, fabric scraps, or cardboard and bring them to the next music class for use in a singing game.

- Follow-Up Activity: Set up a “Singing Games Day” where students can rotate between different stations, each featuring a different singing game they can try out, using various props.

**Teacher Self-Evaluation:**