CREATIVE ARTS GRADE 3 SCHEMES OF WORK TERM 1

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| WK | LSN | STRAND | SUBSTRAND | SPECIFIC LEARNING OUTCOME | LEARNING EXPERIENCES | KEY INQUIRY QUESTION | LEARNING RESOURCES | ASSESSMENT METHODS | REFL | |
| 1 | 1 | CREATING AND EXPLORATION | Painting | **By the end of the lesson the learner should be able to:**  -identify sample picture for inspiration  -watch videos on how to mix colour by spraying and blowing technique  -appreciate made pictures for expression | **The learner is guided to:**  -identify sample picture for inspiration  -watch videos on how to mix colour by spraying and blowing technique | how are pictures used in our environment? | Grade 3 creative Activities curriculum design  digital devices | -oral questions  -observation  -written questions |  | |
|  | 2 | CREATING AND EXPLORATION | Painting | **By the end of the lesson the learner should be able to:**  -identify sample picture for inspiration  -watch videos on how to mix colour by spraying and blowing technique  -appreciate made pictures for expression | -identify sample picture for inspiration  -watch videos on how to mix colour by spraying and blowing technique | What is blowing technique in creative arts? | Grade 3 creative Activities curriculum design | -oral questions  -written questions |  | |
|  | 3 | CREATING AND EXPLORATION | Painting | **By the end of the lesson the learner should be able to:**  -identify different colours  -mix colours using spraying and blowing techniques  -appreciate use of colours in creative arts | -identify different colours  -mix colours using spraying and blowing techniques  -appreciate use of colours in creative arts | name primary colours? | Grade 3 creative Activities curriculum design | -oral questions  -written questions |  | |
|  | 4 | CREATING AND EXPLORATION | Painting | **By the end of the lesson the learner should be able to:**  -identify different colours  -mix colours using spraying and blowing techniques  -appreciate use of colours in creative arts | -identify different colours  -mix colours using spraying and blowing techniques  -appreciate use of colours in creative arts | how do we get secondary colours? | Grade 3 creative Activities curriculum design  Chart  field | -oral questions  -written questions |  | |
|  | 5 | CREATING AND EXPLORATION | Painting | **By the end of the lesson the learner should be able to:**  -state the importance of mixing colours  -watch video clips of mixing colours using spraying and blowing techniques  - appreciate use of colours in creative arts | -list the importance of mixing colours  -watch video clips of mixing colours using spraying and blowing techniques  - appreciate use of colours in creative arts | What is the importance of mixing colours? |  | -oral questions  -written questions |  | |
|  | 6 | CREATING AND EXPLORATION | Painting | **By the end of the lesson the learner should be able to:**  -state the importance of mixing colours  -watch video clips of mixing colours using spraying and blowing techniques  -appreciate use of colours in creative arts | -list the importance of mixing colours  -watch video clips of mixing colours using spraying and blowing techniques  - appreciate use of colours in creative arts | Give three uses of colours? |  | -oral questions  -written questions |  | |
|  | 7 | CREATING AND EXPLORATION | Painting | **By the end of the lesson the learner should be able to:**  -identify simple pictures  -draw and paint simple forms using regular and irregular shapes  -appreciate use of colours in creative arts | -identify simple pictures from a picture chart  -draw and paint simple forms using regular and irregular shapes | What are regular shapes? |  | -oral questions  -written questions |  | |
| 2 | 1 | CREATING AND EXPLORATION | Painting | **By the end of the lesson the learner should be able to:**  -identify simple pictures  -draw and paint simple forms using regular and irregular shapes  -appreciate use of colours in creative arts | -identify simple pictures from a picture chart  -draw and paint simple forms using regular and irregular shapes | What are irregular shapes? |  | -oral questions  -written questions |  | |
|  | 2 | CREATING AND EXPLORATION | Painting | **By the end of the lesson the learner should be able to:**  -identify different colours  -spray colours randomly using improvised brushes  -appreciate use of colours in creative arts | -identify different colours  -spray colours randomly using improvised brushes and clean hands and brushes after use | Why is it important to clean our hands and brushes after use? | Grade 3 creative Activities curriculum design  Chart  digital devices | -oral questions  -written questions |  | |
|  | 3 | CREATING AND EXPLORATION | Painting | **By the end of the lesson the learner should be able to:**  -identify different colours  -spray colours randomly using improvised brushes  -appreciate use of colours in creative arts | -identify different colours  -spray colours randomly using improvised brushes and clean hands and brushes after use | Name 5 colours? | Grade 3 creative Activities curriculum design  digital devices | -oral questions  -observation  -written questions |  | |
|  | 4 | CREATING AND EXPLORATION | Painting | **By the end of the lesson the learner should be able to:**  -identify a simple picture  -paint the picture creatively for expression  -value made pictures for self expression | -name a simple picture  -paint the picture creatively for expression  -display their work for peer feedback | Name the pictures from the chart? | Grade 3 creative Activities curriculum design  digital devices | -oral questions  -observation  -written questions |  | |
|  | 5 | CREATING AND EXPLORATION | Painting | **By the end of the lesson the learner should be able to:**  -identify a simple picture  -paint the picture creatively for expression  -value made pictures for self expression | -name a simple picture  -paint the picture creatively for expression  -display their work for peer feedback |  | Grade 3 creative Activities curriculum design  colours | -oral questions  -observation  -written questions |  | |
|  | 6 | CREATING AND EXPLORATION | Painting | **By the end of the lesson the learner should be able to:**  -identify different colours  -mix colours using spraying and blowing techniques  -appreciate use of colours in creative arts | -identify different colours  -mix colours using spraying and blowing techniques  -appreciate use of colours in creative arts | how do we get secondary colours? | Grade 3 creative Activities curriculum design  colours | -oral questions  -observation  -written questions |  | |
|  | 7 | CREATING AND EXPLORATION | Painting | **By the end of the lesson the learner should be able to:**  -state the importance of mixing colours  -watch video clips of mixing colours using spraying and blowing techniques  - appreciate use of colours in creative arts | -list the importance of mixing colours  -watch video clips of mixing colours using spraying and blowing techniques  - appreciate use of colours in creative arts | What is the importance of mixing colours? | Grade 3 creative Activities curriculum design  digital devices | -oral questions  -observation  -written questions |  | |
| 3 | 1 | CREATING AND EXPLORATION | Painting | **By the end of the lesson the learner should be able to:**  -state the importance of mixing colours  -watch video clips of mixing colours using spraying and blowing techniques  -appreciate use of colours in creative arts | -list the importance of mixing colours  -watch video clips of mixing colours using spraying and blowing techniques  - appreciate use of colours in creative arts | Give three uses of colours? | Grade 3 creative Activities curriculum design  digital devices | -oral questions  -observation  -written questions |  | |
|  | 2 | CREATING AND EXPLORATION | Painting | **By the end of the lesson the learner should be able to:**  -identify simple pictures  -draw and paint simple pictures using regular and irregular shapes  -appreciate use of colours in creative arts | -identify simple pictures from a picture chart  -draw and paint simple pictures using regular and irregular shapes | What are regular shapes? | Grade 3 creative Activities curriculum design  cut outs of regular shapes | -oral questions  -written questions |  | |
|  | 3 | CREATING AND EXPLORATION | Painting | **By the end of the lesson the learner should be able to:**  -identify different colours  -spray colours randomly using improvised brushes  -appreciate use of colours in creative arts | -identify different colours  -spray colours randomly using improvised brushes and clean hands and brushes after use | Why is it important to clean our hands and brushes after use? | Grade 3 creative Activities curriculum design  cut outs of irregular shapes | -oral questions  -written questions |  | |
|  | 4 | CREATING AND EXPLORATION | Painting | **By the end of the lesson the learner should be able to:**  -identify different colours  -spray colours randomly using improvised brushes  -appreciate use of colours in creative arts | -identify different colours  -spray colours randomly using improvised brushes and clean hands and brushes after use | Why is it important to clean our hands and brushes after use? | Grade 3 creative Activities curriculum design  colours  brushes | -oral questions  -observation  -written questions |  | |
|  | 5 | CREATING AND EXPLORATION | Painting | **By the end of the lesson the learner should be able to:**  -identify different colours  -spray colours randomly using improvised brushes  -appreciate use of colours in creative arts | -identify different colours  -spray colours randomly using improvised brushes and clean hands and brushes after use | Name 5 colours? | Grade 3 creative Activities curriculum design  colours | -oral questions  -observation  -written questions |  | |
|  | 6 | CREATING AND EXPLORATION | Painting | **By the end of the lesson the learner should be able to:**  -identify a simple picture  -paint the picture creatively for expression  -value made pictures for self expression | -name a simple picture  -paint the picture creatively for expression  -display their work for peer feedback | name the pictures from the chart? | Grade 3 creative Activities curriculum design  Picture charts | -oral questions  -observation  -written questions |  | |
|  | 7 | CREATING AND EXPLORATION | Rhythm | **By the end of the lesson the learner should be able to:**  -identify simple rhythmic patterns in simple melodies  -recite simple rhythmic patterns as they maintain beat  -appreciate performing rhythms for skill development | -identify simple rhythmic patterns in simple melodies  -recite simple rhythmic patterns as they maintain beat | What is a rhythm? | Grade 3 creative Activities curriculum design  Picture charts | -oral questions  -observation  -written questions |  | |
| 4 | 1 | CREATING AND EXPLORATION | Rhythm | **By the end of the lesson the learner should be able to:**  -identify different sound durations in simple songs  -sing simple familiar songs for farmiliarisation of short and long sounds -appreciate performing rhythms for skill development | -identify different sound durations in simple songs  -sing simple familiar songs for farmiliarisation of short and long sounds | how are rhythms created? | Grade 3 creative Activities curriculum design | -oral questions  -written questions |  | |
|  | 2 | CREATING AND EXPLORATION | Rhythm | **By the end of the lesson the learner should be able to:**  -identify different sound durations in simple songs  -watch video clips of songs with short and long sounds  -appreciate performing rhythms for skill development | -identify different sound durations in simple songs  -watch video clips of songs with short and long sounds | How are rhythms created? | Grade 3 creative Activities curriculum design  digital devices | -oral questions  -written questions |  | |
|  | 3 | CREATING AND EXPLORATION | Rhythm | **By the end of the lesson the learner should be able to:**  -identify simple songs  -clap rhythmic patterns of simple songs  -appreciate performing rhythms for skill development | -identify simple songs  -clap rhythmic patterns of simple songs | How do we clap rhythmic patterns of simple songs? | Grade 3 creative Activities curriculum design | -oral questions  -written questions |  | |
|  | 4 | CREATING AND EXPLORATION | Rhythm | **By the end of the lesson the learner should be able to:**  -identify simple songs  -clap rhythmic patterns of simple songs  -appreciate performing rhythms for skill development | -identify simple songs  -clap rhythmic patterns of simple songs | How do we clap rhythmic patterns of simple songs? | Grade 3 creative Activities curriculum design | -oral questions  -observation  -written questions |  | |
|  | 5 | CREATING AND EXPLORATION | Rhythm | **By the end of the lesson the learner should be able to:**  -outline the importance of creating rhythms  -improvise rhythmic accompaniment to simple songs using long and short sounds  -appreciate performing rhythms for skill development | -outline the importance of creating rhythms  -improvise rhythmic accompaniment to simple songs using long and short sounds | what is the importance of creating rhythms? | Grade 3 creative Activities curriculum design | -oral questions  -written questions |  | |
|  | 6 | CREATING AND EXPLORATION | Rhythm | **By the end of the lesson the learner should be able to:**  -outline the importance of creating rhythms  -improvise rhythmic accompaniment to simple songs using long and short sounds  -appreciate performing rhythms for skill development | -outline the importance of creating rhythms  -improvise rhythmic accompaniment to simple songs using long and short sounds | What is rhythmic accompaniment? | Grade 3 creative Activities curriculum design | -oral questions  -observation  -written questions |  | |
|  | 7 | CREATING AND EXPLORATION | Rhythm | **By the end of the lesson the learner should be able to:**  -mention percussion instruments  -use short and long sounds to create simple rhythmic patterns using body percussion or percussion instrument  -appreciate performing rhythms for skill development | -mention percussion instruments  -use short and long sounds to create simple rhythmic patterns using body percussion or percussion instrument  -appreciate creating rhythms and patterns | What are percussion instruments? | Grade 3 creative Activities curriculum design    percussion instruments | -oral questions  -written questions |  | |
| 5 | 1 | CREATING AND EXPLORATION | Rhythm | **By the end of the lesson the learner should be able to:** -mention percussion instruments  -use short and long sounds to create simple rhythmic patterns using body percussion or percussion instrument  -appreciate performing rhythm for skill development | -mention percussion instruments  -use short and long sounds to create simple rhythmic patterns using body percussion or percussion instrument | Give examples of body percussion? | Grade 3 creative Activities curriculum design | -oral questions  -written questions |  | |
|  | 2 | CREATING AND EXPLORATION | Rhythm | **By the end of the lesson the learner should be able to:**  -identify basic shapes on the floor  -move in rhythm around basic shapes drawn on the floor  -appreciate performing rhythm for skill development | -identify basic shapes on the floor  -draw geometric basic shapes on the ground and move in rhythm on the shapes by skipping, sliding or galloping | name the basic shapes? | Grade 3 creative Activities curriculum design  Chart  field | -oral questions  -written questions |  | |
|  | 3 | CREATING AND EXPLORATION | Rhythm | **By the end of the lesson the learner should be able to:**  -identify basic shapes on the floor  -move in rhythm around basic shapes drawn on the floor  -appreciate performing rhythm for skill development | -identify basic shapes on the floor  -draw geometric basic shapes on the ground and move in rhythm on the shapes by skipping, sliding or galloping | what is gal loping? | Grade 3 creative Activities curriculum design  Chart  field | -oral questions  -written questions |  | |
|  | 4 | CREATING AND EXPLORATION | Rhythm | **By the end of the lesson the learner should be able to:**  -select objects to make patterns  -make a random repeat patterns using the selected objects  -appreciate performing rhythm for skill development | -select objects to make patterns such as a leaf, banana stalk  -print a random pattern alternating colours to suggest rhythm | what is a pattern? | Grade 3 creative Activities curriculum design  banana stalk  leaf | -oral questions  -written questions |  | |
|  | 5 | CREATING AND EXPLORATION | Rhythm | **By the end of the lesson the learner should be able to:**  -select objects to make patterns  -make a random repeat patterns using the selected objects  -appreciate performing rhythm for skill development | -select objects to make patterns such as a leaf, banana stalk  -print a random pattern alternating colours to suggest rhythm | name objects we can use to create patterns? | Grade 3 creative Activities curriculum design  banana stalk  leaf | -oral questions  -written questions |  | |
|  | 6 | CREATING AND EXPLORATION | Rhythm | **By the end of the lesson the learner should be able to:**  -select objects to make patterns  -watch video clips of printed patterns using objects  -appreciate performing rhythm for skill development | -select objects to make patterns  -watch video clips of printed patterns using objects | what is the importance of patterns? | Grade 3 creative Activities curriculum design  digital devices | -oral questions  -written questions |  | |
|  | 7 | CREATING AND EXPLORATION | Rhythm | **By the end of the lesson the learner should be able to:**  -select objects to make patterns  -watch video clips of printed patterns using objects  - appreciate performing rhythm for skill development | -select objects to make patterns  -watch video clips of printed patterns using objects | which objects are used to make patterns? | Grade 3 creative Activities curriculum design  digital devices | -oral questions  -written questions |  | |
| 6 | 1 | CREATING AND EXPLORATION | melody | **By the end of the lesson the learner should be able to:**  -identify variations in simple melodic pattern for aural skill development  -create melodic patterns using improvised percussions  -enjoy creating melodies using variation technique | -identify variations in simple melodic pattern for aural skill development  -create melodic patterns using improvised percussions such as bottles filled with water at different levels | what is a melody? | Grade 3 creative Activities curriculum design  digital devices | -oral questions  -written questions |  | |
|  | 2 | CREATING AND EXPLORATION | melody | **By the end of the lesson the learner should be able to:**  -identify variations in simple melodic pattern for aural skill development  -create melodic patterns using improvised percussions  -enjoy creating melodies using variation technique | -identify variations in simple melodic pattern for aural skill development  -create melodic patterns using improvised percussions such as bottles filled with water at different levels | how can a song be varied to make it more interesting? | Grade 3 creative Activities curriculum design  digital devices | -oral questions  -written questions |  | |
|  | 3 | CREATING AND EXPLORATION | melody | **By the end of the lesson the learner should be able to:**  -search for ways of varying melody  -apply performance directions in performing simple songs  -enjoy creating melodies using variation technique | -search for ways of varying melody  -apply performance directions in performing simple songs | how can we create melodies? | Grade 3 creative Activities curriculum design  skipping rope | -oral questions  -written questions |  | |
|  | 4 | CREATING AND EXPLORATION | melody | **By the end of the lesson the learner should be able to:**  -search for ways of varying melody  -sing simple short songs and improvise variations in rhythm,tempo,volume,text and pitch  -enjoy creating melodies using variation technique | -search for ways of varying melody  -sing simple short songs and improvise variations in rhythm, tempo, volume, text and pitch | what is tempo? | Grade 3 creative Activities curriculum design  skipping rope | -oral questions  -written questions |  | |
|  | 5 | CREATING AND EXPLORATION | modeling and ornament making | **By the end of the lesson the learner should be able to:**  -identify modeled items for familiarity  -prepare clay or papier mache for modelling items  -appraise own and others modeled items for appreciation | -identify modeled items for familiarity  -prepare clay or papier mache for modelling items | What do we use for modelling? | Grade 3 creative Activities curriculum design  clay  papier mache | -oral questions  -written questions |  | |
|  | 6 | CREATING AND EXPLORATION | modeling and ornament making | **By the end of the lesson the learner should be able to:**  -identify modeled items for familiarity  -prepare clay or papier mache for modelling items  -appraise own and others modeled items for appreciation | -identify modeled items for familiarity  -prepare clay or papier mache for modelling items | how do we prepare clay? | Grade 3 creative Activities curriculum design  clay  papier mache | -oral questions  -written questions |  | |
|  | 7 | CREATING AND EXPLORATION | modelling and ornament making | **By the end of the lesson the learner should be able to:**  -name items which can be modeled using clay or papier mache  -model simple items  -appraise own and others modeled items for appreciation | -name items which can be modeled using clay or papier mache  -model simple items | name 3 items which can be modeled using clay? | Grade 3 creative Activities curriculum design  clay  papier mache | -oral questions  -written questions |  | |
| 7 | 1 | CREATING AND EXPLORATION | modelling and ornament making | **By the end of the lesson the learner should be able to:**  -name items which can be modeled using clay or papier mache  -model simple items  -appraise own and others modeled items for appreciation | -name items which can be modeled using clay or papier mache  -model simple items | which are sources of clay? | Grade 3 creative Activities curriculum design  clay  papier mache | -oral questions  -written questions |  | |
|  | 2 | CREATING AND EXPLORATION | modelling and ornament making | **By the end of the lesson the learner should be able to:**  -name ornaments drawn on a chart  -make ornaments by modelling for musical performance  -appraise own and others modeled items for appreciation | -name ornaments drawn on a chart  -make ornaments by modelling for musical performance | Name 2 ornaments drawn on the chart? | Grade 3 creative Activities curriculum design  chart | -oral questions  -written questions |  | |
|  | 3 | CREATING AND EXPLORATION | modelling and ornament making | **By the end of the lesson the learner should be able to:**  -name ornaments drawn on a chart  -make ornaments by modelling for musical performance  -appraise own and others modeled items for appreciation | -name ornaments drawn on a chart  -make ornaments by modelling for musical performance | name 2 ornaments drawn on the chart? | Grade 3 creative Activities curriculum design  chart  ornaments | -oral questions  -written questions |  | |
|  | 4 | CREATING AND EXPLORATION | modelling and ornament making | **By the end of the lesson the learner should be able to:**  -state modelling techniques  -practise pinch and pellete technique to make simple forms  - appraise own and others modeled items for appreciation | -state modelling techniques  -practise pinch and pellete technique to make simple forms | Name 2 modelling techniques? | Grade 3 creative Activities curriculum design  clay | -oral questions  -written questions |  | |
|  | 5 | CREATING AND EXPLORATION | modelling and ornament making | **By the end of the lesson the learner should be able to:**  -state modelling techniques  -practise pinch and pellete technique to make simple forms  - appraise own and others modeled items for appreciation | -state modelling techniques  -practise pinch and pellete technique to make simple forms | Name 2 modelling techniques? | Grade 3 creative Activities curriculum design  clay | -oral questions  -written questions |  | |
|  | 6 | CREATING AND EXPLORATION | modelling and ornament making | **By the end of the lesson the learner should be able to:**  -state items which can be modeled  -model beads using papier mache or clay and allow to dry  -enjoy modelling | -state items which can be modeled  -model beads using papier mache or clay and allow to dry | Why should we dry modeled items under a shade? | Grade 3 creative Activities curriculum design  Clay  Papier mache | -oral questions  -written questions |  | |
|  | 7 | CREATING AND EXPLORATION | modelling and ornament making | **By the end of the lesson the learner should be able to:**  -outline safety measurers to be observed when firing clay beads in an improvised jiko  -fire clay beads and paint them into two different colours  -enjoy modelling | -outline safety measurers to be observed when firing clay beads in an improvised jiko  -fire clay beads and paint them into two different colours | which safety measurers should be observed when firing clay beads? | Grade 3 creative Activities curriculum design  improvised jiko | -oral questions  -written questions |  | |
| 8 |  | **MID ASSESSMENTS/MID TERM** | | | | | | | |
| 9 | 1 | CREATING AND EXPLORATION | modelling and ornament making | **By the end of the lesson the learner should be able to:**  -state 2 methods used for decoration  -decorate a pot by incising and embedding  -enjoy modelling | -state 2 methods used for decoration  -decorate a pot by incising and embedding | Name 2 methods for decoration? | Grade 3 creative Activities curriculum design | -oral questions  -written questions |  | |
|  | 2 | CREATING AND EXPLORATION | modelling and ornament making | **By the end of the lesson the learner should be able to:**  -state what are props  -perform a song using modeled item as prop for expression  -appreciate own and others modeled items for appreciation | -state what are props  -perform a song using modeled item as prop for expression | What are props? | Grade 3 creative Activities curriculum design  props | -oral questions  -written questions |  | |
|  | 3 | CREATING AND EXPLORATION | modelling and ornament making | **By the end of the lesson the learner should be able to:**  -name ornaments  -make a single stranded necklace and a matching bracelet  -enjoy modelling | -name ornaments  -make a single stranded necklace and a matching bracelet | how do we make a single stranded necklace? | Grade 3 creative Activities curriculum design  single stranded necklace | -oral questions  -written questions |  | |
|  | 4 | CREATING AND EXPLORATION | modelling and ornament making | **By the end of the lesson the learner should be able to:**  -name ornaments  -body paint and dorn in ornaments to perform a song for self expression  -appreciate own and others modeled items for appreciation | -name ornaments  -body paint and dorn in ornaments to perform a song for self expression | What is the importance of ornaments? | Grade 3 creative Activities curriculum design  Paint  ornaments | -oral questions  -written questions |  | |
|  | 5 | PERFORMING AND DISPLAY | Pushing and pulling | **By the end of the lesson the learner should be able to:**  -identify different directions of pushing and pulling for body and space awareness  -watch a video clip showing pushing and pulling in activities  -enjoy pushing and pulling for strength and flexibility | -identify pushing and pulling in physical activities for space and body awareness  -watch a video clip on pushing and pulling in physical activities | What is pushing? | Grade 3 creative Activities curriculum design  digital devices | -oral questions  -written questions |  | |
|  | 6 | PERFORMING AND DISPLAY | Pushing and pulling | **By the end of the lesson the learner should be able to:**  -identify different directions of pushing and pulling for body and space awareness  -perform pulling and pushing activities for flexibility  - enjoy pushing and pulling for strength and flexibility | -identify different directions of pushing and pulling for body and space awareness  -practice pulling and pushing activities | What is pulling? | Grade 3 creative Activities curriculum design | -oral questions  -written questions |  | |
|  | 7 | PERFORMING AND DISPLAY | Pushing and pulling | **By the end of the lesson the learner should be able to:**  -identify pushing and pulling in physical activities for space and body awareness  -perform pulling and pushing activities for flexibility  -enjoy pushing and pulling for strength and flexibility | -identify pushing and pulling in physical activities for space and body awareness  -practice pulling and pushing activities | How can pulling and pushing skill be applied at home? | Grade 3 creative Activities curriculum design | -oral questions  -written questions |  | |
| 10 | 1 | PERFORMING AND DISPLAY | Pushing and pulling | **By the end of the lesson the learner should be able to:**  -outline the importance of pulling and pushing activities  -play games using pulling and pushing skills  -enjoy pushing and pulling for strength and flexibility | -outline the importance of pulling and pushing activities  -play games using pulling and pushing skills | What is the importance of pulling and pushing activities? | Grade 3 creative Activities curriculum design  Chart  field | -oral questions  -written questions |  | |
|  | 2 | PERFORMING AND DISPLAY | Pushing and pulling | **By the end of the lesson the learner should be able to:**  -outline the importance of pulling and pushing activities  -play games using pulling and pushing skills  -enjoy pushing and pulling for strength and flexibility | -outline the importance of pulling and pushing activities  -play games using pulling and pushing skills | What is the importance of pulling and pushing activities? | Grade 3 creative Activities curriculum design  Chart  field | -oral questions  -written questions |  | |
|  | 3 | PERFORMING AND DISPLAY | Pushing and pulling | **By the end of the lesson the learner should be able to:**  -state the importance of pulling and pushing activities  -sing songs while practicing pulling and pushing activities  -enjoy pushing and pulling for strength and flexibility | -state the importance of pulling and pushing activities  -sing songs while practicing pulling and pushing activities | How can pulling and pushing activities be applied in school? | Grade 3 creative Activities curriculum design  Chart | -oral questions  -written questions |  | |
|  | 4 | PERFORMING AND DISPLAY | Pushing and pulling | **By the end of the lesson the learner should be able to:**  -state the importance of pulling and pushing activities  -sing songs while practicing pulling and pushing activities  -enjoy pushing and pulling for strength and flexibility | -state the importance of pulling and pushing activities  -sing songs while practicing pulling and pushing activities | how can pulling and pushing activities be applied in school? | Grade 3 creative Activities curriculum design  Chart | -oral questions  -written questions |  | |
|  | 5 | PERFORMING AND DISPLAY | Pushing and pulling | **By the end of the lesson the learner should be able to:**  -outline materials which can be used to plait three strands rope  -plait three strands ropes to be used for pulling  -enjoy pushing and pulling for strength and flexibility | - outline materials which can be used to plait three strands rope  -plait three strand ropes to be used for pulling | name materials which can be used to plait a three strand rope? | Grade 3 creative Activities curriculum design  Sisal fibre | -oral questions  -written questions |  | |
|  | 6 | PERFORMING AND DISPLAY | Pushing and pulling | **By the end of the lesson the learner should be able to:**  -outline materials which can be used to plait three strands rope  -plait three strands ropes to be used for pulling  -enjoy pushing and pulling for strength and flexibility | - outline materials which can be used to plait three strands rope  -plait three strand ropes to be used for pulling | name materials which can be used to plait a three strand rope? | Grade 3 creative Activities curriculum design  Sisal fibre | -oral questions  -written questions |  | |
|  | 7 | PERFORMING AND DISPLAY | Pushing and pulling | **By the end of the lesson the learner should be able to:**  -outline materials which can be used to plait three strands rope  -plait three strands ropes to be used for pulling  -enjoy pushing and pulling for strength and flexibility | - outline materials which can be used to plait three strands rope  -plait three strand ropes to be used for pulling | which items are used in pulling? | Grade 3 creative Activities curriculum design  Sisal fibre | -oral questions  -written questions |  | |
| 11 | 1 | PERFORMING AND DISPLAY | Pushing and pulling | **By the end of the lesson the learner should be able to:**  -identify materials and tools for making a photomontage  -create a simple photo montage on pushing and pulling  -enjoy pushing and pulling for strength and flexibility | -identify materials and tools for making a photomontage  -create a simple photo montage on pushing and pulling | what is photomontage? | Grade 3 creative Activities curriculum design  chart  old newspapers, magazines based on pushing and pulling  adhesive  scissors | -oral questions  -written questions |  | |
|  | 2 | PERFORMING AND DISPLAY | Pushing and pulling | **By the end of the lesson the learner should be able to:**  -identify materials and tools for making a photomontage  -create a simple photo montage on pushing and pulling  -enjoy pushing and pulling for strength and flexibility | -identify materials and tools for making a photomontage  -create a simple photo montage on pushing and pulling | how do we create photomontage? | Grade 3 creative Activities curriculum design  chart  old newspapers, magazines based on pushing and pulling  adhesive  scissors | -oral questions  -written questions |  | |
|  | 3 | PERFORMING AND DISPLAY | Pushing and pulling | **By the end of the lesson the learner should be able to:**  -identify materials and tools for making a photomontage  -perform pulling and pushing in different directions for strength and flexibility  -enjoy pushing and pulling for strength and flexibility | -identify materials and tools for making a photomontage  -perform pulling and pushing in different directions for strength and flexibility | Which directions can we perform pulling and pushing? | Grade 3 creative Activities curriculum design  field | -oral questions  -written questions |  | |
|  | 4 | PERFORMING AND DISPLAY | Pushing and pulling | **By the end of the lesson the learner should be able to:**  -state the importance of pushing and pulling for strength  -sing action songs while pushing and pulling  -enjoy pushing and pulling for strength and flexibility | -state the importance of pushing and pulling for strength  -sing action songs while pushing and pulling | what is the importance of pushing and pulling? | Grade 3 creative Activities curriculum design  chart | -oral questions  -written questions |  | |
|  | 5 | PERFORMING AND DISPLAY | Pushing and pulling | **By the end of the lesson the learner should be able to:**  -state the importance of pushing and pulling for strength  -sing action songs while pushing and pulling  -enjoy pushing and pulling for strength and flexibility | -state the importance of pushing and pulling for strength  -sing action songs while pushing and pulling | what is the importance of pushing and pulling? | Grade 3 creative Activities curriculum design  chart | -oral questions  -written questions |  | |
|  | 6 | PERFORMING AND DISPLAY | Pushing and pulling | **By the end of the lesson the learner should be able to:**  -outline safety measurers to be observed while performing pulling and pushing activities  -observe pictures of pulling and pushing activities  -enjoy pushing and pulling for strength and flexibility | -outline safety measures to be observed while performing pulling and pushing activities  -observe pictures of pulling and pushing activities | Name 3 safety measurers to be observed during pulling and pushing activities? | Grade 3 creative Activities curriculum design  Chart  digital devices | -oral questions  -written questions |  | |
|  | 7 | PERFORMING AND DISPLAY | Pushing and pulling | **By the end of the lesson the learner should be able to:**  -outline safety measures to be observed while performing pulling and pushing activities  -observe pictures of pulling and pushing activities  -enjoy pushing and pulling for strength and flexibility | -outline safety measures to be observed while performing pulling and pushing activities  -observe pictures of pulling and pushing activities | Name 3 safety measures to be observed during pulling and pushing activities? | Grade 3 creative Activities curriculum design  Chart  digital devices | -oral questions  -written questions |  | |
| 12& 13 | **REVISION/END OF TERM 1 ASSESSMENT** | | | | | | | | |