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**WEEK 1: LESSON 1**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Indigenous Kenyan Wind Instruments – Stringed Instruments

**Specific Learning Outcomes:**

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

- Identify string instruments from different indigenous communities in Kenya.

- Observe pictures of stringed instruments in Kenya.

- Develop curiosity about stringed instruments.

**Key Inquiry Question:**

- What are some of the stringed instruments in Kenya?

**Learning Resources:**

- Pictures and images of stringed instruments

- Audio recordings of traditional music

- Digital devices (tablets or computers)

- Sheet music

- Pitching device

- \*Spotlight Music Act. TG. Grd 6 Pg.45-47\*

- \*Spotlight Music Act. Learners Book Grd 6 Pg.32\*

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin the lesson by reviewing the previous lesson’s key points on musical instruments. Ask learners to recall any instruments discussed.

- Introduce the topic of indigenous Kenyan string instruments and read from the learning resources, encouraging students to share their thoughts and any knowledge they may have.

**Lesson Development (30 minutes)**

**Step 1:** Introduction to String Instruments (10 minutes)

- Show images of various string instruments from different Kenyan communities (e.g., Nyatiti, Orutu).

- Discuss each instrument’s name and the community it originates from. Guide students to take notes.

**Step 2:** Listening Activity (10 minutes)

- Play audio recordings of songs featuring string instruments.

- As students listen, ask them to identify which instruments they can hear and note down their observations.

**Step 3:** Group Observation (5 minutes)

- Divide students into small groups and give each group a selection of pictures of string instruments.

- Ask each group to discuss the characteristics of their assigned instruments and present them briefly to the class.

**Step 4:** Cultural Exploration (5 minutes)

- Introduce the idea of a visit to a local cultural/resource center (if possible, in the future) to see and possibly try out some of these instruments. Prepare students by discussing appropriate questions they can ask during the visit.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson, reiterating the names and origins of the string instruments.

- Conduct a brief interactive activity, such as an instrument quiz or a guessing game where students identify instruments based on descriptions or sounds.

- Preview the next session by asking students to think about how different cultures use music in their traditions.

**Extended Activities:**

- Research Project: Students can choose one string instrument, research its history, cultural significance, and traditional uses, and present their findings in a creative format (poster, PowerPoint, etc.).

- Craft Activity: Engaging students in making simple string instruments using recycled materials (like rubber bands, boxes) and presenting how to play them.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** Creation and Execution

**Sub Strand:** Stringed Instruments

**Specific Learning Outcomes:**

- By the end of the lesson, learners will be able to identify string instruments from different indigenous communities in Kenya.

- Learners will observe pictures of stringed instruments in Kenya.

- Learners will develop curiosity about stringed instruments.

**Key Inquiry Question(s):**

- What are some of the stringed instruments in Kenya?

**Learning Resources:**

- Pictures of stringed instruments

- Audio recordings of string music

- Digital devices (tablets or computers)

- Sheet music for stringed instruments

- Pitching device

- Spotlight Music Act. Teacher's Guide Grade 6 Pg. 45-47

- Spotlight Music Act. Learner's Book Grade 6 Pg. 32

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing what was learned in the previous lesson related to music and instruments.

- Have learners read a section from the Spotlight Music Act resources about string instruments, discussing any new terms or concepts introduced.

**Lesson Development (30 minutes):**

**Step 1:** Introduction to Stringed Instruments (10 minutes)

- Show pictures of various string instruments from different Kenyan communities (e.g., Nyatiti, Kikuyu Harp, or Orutu).

- Discuss each instrument's name, its appearance, and the community it originates from. Ask learners to share any previous knowledge they have about these instruments.

**Step 2:** Listening Activity (10 minutes)

- Play audio recordings of traditional music that features these string instruments.

- Encourage learners to identify the instruments they hear and discuss how the sound contributes to the overall music experience.

**Step 3:** Hands-On Exploration (5 minutes)

- If possible, provide actual string instruments for the students to observe and handle (or visit a resource center if available).

- Allow students to explore the instruments' structure and ask questions about how they work.

**Step 4:** Community Connection (5 minutes)

- Plan a virtual or physical field trip to a cultural center or institution that showcases Kenyan music.

- Assign groups to prepare short presentations about the string instruments they will observe, focusing on their cultural significance and use.

**Conclusion (5 minutes):**

- Summarize the key points about the stringed instruments discussed during the lesson, including their names and communities.

- Conduct a brief quiz or interactive activity where students match pictures of instruments to their names or sounds.

- Preview what will be covered in the next session, which could include the role of string instruments in various Kenyan celebrations.

**Extended Activities:**

- Research Project: Assign students to choose one string instrument to research further. They can create a poster or digital presentation outlining its history, how it is made, and its cultural importance.

- Creative Assignment: Have students compose a simple melody using drawn pictures of string instruments and share it with the class. They can create a rhythm using everyday items to mimic the sounds of the instruments.

- Class Performance: Organize a mini talent show where students can perform songs using string instruments (if available) or perform dances inspired by the music from different indigenous communities in Kenya.

**Teacher Self-Evaluation:**

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|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 1: LESSON 3**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Stringed Instruments

**Specific Learning Outcomes:**

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

1. Identify string instruments from different indigenous communities in Kenya.

2. Watch a video clip on stringed instruments in Kenya.

3. Develop curiosity about stringed instruments.

**Key Inquiry Question:**

- What are some of the stringed instruments in Kenya?

**Learning Resources:**

- Pictures of string instruments

- Audio recording of traditional Kenyan music

- Digital devices (tablets/laptops)

- Sheet music of traditional pieces

- Pitching device

- Spotlight Music Act Textbook Grade 6 (Pages 45-47)

- Spotlight Music Learners Book Grade 6 (Page 32)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson about musical instruments globally.

- Guide learners to read aloud and discuss relevant content from the learning resources, emphasizing the concept of stringed instruments and their role in Kenyan culture.

**Lesson Development (30 minutes)**

**Step 1:** Introduction to Kenyan Stringed Instruments (10 minutes)

- Show pictures of various string instruments (like the Nyatiti and the Orutu) and discuss their features.

- Ask students about their prior knowledge or experiences with string instruments.

**Step 2:** Video Viewing (10 minutes)

- Watch a short video clip that showcases string instruments from different indigenous communities in Kenya.

- Pause at key points to discuss what is being shown: names of the instruments, how they are played, and their cultural significance.

**Step 3:** Identification Activity (5 minutes)

- Use the audio recording of traditional Kenyan music featuring string instruments.

- Ask learners to identify the instruments they hear and link them to the pictures they viewed earlier.

**Step 4:** Community Resource Exploration (5 minutes)

- Discuss the idea of visiting a local cultural/resource center to view string instruments in person and engage with local musicians.

- Brainstorm questions learners would like to ask during the visit.

**Conclusion (5 minutes)**

- Summarize key points: What string instruments did we learn about? Which communities do they represent?

- Conduct a brief interactive activity where students can share their favorite string instrument and why.

- Preview the next topic: the role of music in Kenyan festivals and celebrations, encouraging learners to think about which instruments might be featured.

**Extended Activities:**

1. Instrument Crafting:

- Create simple string instruments using recycled materials (e.g., rubber bands, boxes) and have a mini-performance.

2. Cultural Research Project:

- Research a specific indigenous string instrument and prepare a presentation or poster for the class.

3. Music Listening Journal:

- Maintain a journal where students listen to various genres of music that feature string instruments and write reflections on what they hear.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 4**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Stringed Instruments

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Identify string instruments from different indigenous communities in Kenya.

- Watch a video clip on stringed instruments in Kenya.

- Develop curiosity about stringed instruments.

**Key Inquiry Questions:**

- What are some of the stringed instruments in Kenya?

**Learning Resources:**

- Pictures of various string instruments.

- Audio recordings of music featuring string instruments.

- Digital devices for video viewing.

- Sheet music for string instruments.

- Pitching device (if applicable).

- Spotlight Music Act: Teacher's Guide (Grade 6) Pg. 45-47.

- Spotlight Music Act: Learner's Book (Grade 6) Pg. 32.

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by asking learners to share what they learned about musical instruments.

- Guide the learners to read excerpts from the learning resources. Emphasize threads related to string instruments and their cultural significance.

**Lesson Development (30 minutes)**

**Step 1:** Introduction to String Instruments

- Display pictures of different string instruments from Kenyan communities.

- Discuss briefly what string instruments are and their role in music. Ask learners for any instruments they may know.

**Step 2:** Video Observation

- Watch a short, engaging video clip showcasing string instruments in Kenya.

- Encourage learners to jot down notes about the instruments they see and their names.

**Step 3:** Group Discussion

- In small groups, have learners share what they observed in the video. Prompt them to identify the instruments by name and discuss their community of origin.

- Facilitate the groups to present their findings to the class.

**Step 4:** Field Trip Planning

- Prepare for a visit to a local institution or cultural center where they can see and possibly play some of the indigenous string instruments.

- Discuss behavior and questions they should consider during the visit.

**Conclusion (5 minutes)**

- Summarize key points discussed during the lesson focusing on identification of the instruments and their cultural contexts.

- Conduct a quick interactive activity, such as a quiz or a guessing game with pictures of instruments.

- Preview the next session about the types of music played with these instruments and invite questions they want to explore further.

**Extended Activities:**

- Encourage students to research a specific string instrument and prepare a short presentation for the class, including its history and how it is played.

- Suggest students create a simple musical composition using a string instrument, which they can present in a future class.

- Invite students to conduct interviews with family members or community members about their experiences with Kenyan string instruments and share their findings.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 5**

**Strand:** Creation and Execution

**Sub-Strand:** Materials for Making a Stringed Instrument

**Specific Learning Outcomes:**

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

1. Identify materials for making a fiddle.

2. Assemble materials for creating a string instrument.

3. Develop curiosity about stringed instruments.

**Key Inquiry Question:**

Which locally available materials can be used to make a one or two string instrument?

**Learning Resources:**

- Pictures of stringed instruments

- Audio recordings of stringed instrument music

- Digital devices for research

- Sheet music

- Pitching device

- Spotlight Music Act Teacher Guide, Grade 6, Pages 56-58

- Spotlight Music Act Learners Book, Grade 6, Page 42

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on musical instruments and their parts.

- Guide learners to read and discuss relevant content from the learning resources, focusing on identifying the components and materials that make up string instruments.

**Lesson Development (30 minutes)**

**Step 1:** Brainstorming Session (10 minutes)

- Begin with a class discussion asking students to share their knowledge about string instruments.

- Encourage students to think about the different parts of string instruments (such as the body, strings, and bow) and how they might be made from local materials.

**Step 2:** Research Activity (10 minutes)

- Using digital devices, have students research locally available materials suitable for making string instruments.

- Provide them with examples to look for, such as:

- Membranes (e.g., leather, fabric)

- Resonators (e.g., cylindrical containers, hollow wood)

- Strings (e.g., natural fibers or wire)

**Step 3:** Material Assembly (5 minutes)

- In small groups, have students gather pictures or samples of the materials found during their research.

- Encourage them to work collaboratively to assemble all the identified materials on their desks or a shared area.

**Step 4:** Showcase (5 minutes)

- Each group presents their materials to the class, explaining what they are and how they could be used in making a string instrument.

- Foster discussion about creativity and using what is available in the local community.

**Conclusion (5 minutes)**

- Summarize the key points learned about materials for creating string instruments.

- Reinforce the importance of local resources and creativity in music-making.

- Conduct a brief interactive activity where students can match images of materials to parts of a string instrument.

- Preview the next session, where they will begin designing their own string instruments.

**Extended Activities:**

- Research Project: Assign students to create a mini-report about a famous string instrument and how it is made, including the materials used.

- DIY Instrument Creation: Encourage students to collect materials over the week to bring in for a hands-on session where they can create their own simple string instrument (like a one-stringed diddley bow).

- Field Trip: Plan a visit to a local music store or cultural center that features string instruments to see traditional methods and materials firsthand and learn about their history.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 6**

**Strand:** Creation and Execution

**Sub-Strand:** Materials for Making a Stringed Instrument

**Specific Learning Outcomes:**

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

1. Identify materials for making a fiddle.

2. Assemble materials for creating a string instrument.

3. Develop curiosity about stringed instruments.

**Key Inquiry Question:**

Which locally available materials can be used to make a one or two string instrument?

**Learning Resources:**

- Pictures of stringed instruments

- Audio recordings of stringed instrument music

- Digital devices for research

- Sheet music

- Pitching device

- Spotlight Music Act Teacher Guide, Grade 6, Pages 56-58

- Spotlight Music Act Learners Book, Grade 6, Page 42

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on musical instruments and their parts.

- Guide learners to read and discuss relevant content from the learning resources, focusing on identifying the components and materials that make up string instruments.

**Lesson Development (30 minutes)**

**Step 1:** Brainstorming Session (10 minutes)

- Begin with a class discussion asking students to share their knowledge about string instruments.

- Encourage students to think about the different parts of string instruments (such as the body, strings, and bow) and how they might be made from local materials.

**Step 2:** Research Activity (10 minutes)

- Using digital devices, have students research locally available materials suitable for making string instruments.

- Provide them with examples to look for, such as:

- Membranes (e.g., leather, fabric)

- Resonators (e.g., cylindrical containers, hollow wood)

- Strings (e.g., natural fibers or wire)

**Step 3:** Material Assembly (5 minutes)

- In small groups, have students gather pictures or samples of the materials found during their research.

- Encourage them to work collaboratively to assemble all the identified materials on their desks or a shared area.

**Step 4:** Showcase (5 minutes)

- Each group presents their materials to the class, explaining what they are and how they could be used in making a string instrument.

- Foster discussion about creativity and using what is available in the local community.

**Conclusion (5 minutes)**

- Summarize the key points learned about materials for creating string instruments.

- Reinforce the importance of local resources and creativity in music-making.

- Conduct a brief interactive activity where students can match images of materials to parts of a string instrument.

- Preview the next session, where they will begin designing their own string instruments.

**Extended Activities:**

- Research Project: Assign students to create a mini-report about a famous string instrument and how it is made, including the materials used.

- DIY Instrument Creation: Encourage students to collect materials over the week to bring in for a hands-on session where they can create their own simple string instrument (like a one-stringed diddley bow).

- Field Trip: Plan a visit to a local music store or cultural center that features string instruments to see traditional methods and materials firsthand and learn about their history.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Making a Fiddle

**Specific Learning Outcomes:**

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

1. Identify materials for making a fiddle.

2. Make a fiddle using recyclable materials.

3. Develop curiosity in making stringed instruments.

**Key Inquiry Question:**

How do we make a fiddle?

**Learning Resources:**

- Pictures of various fiddles

- Audio recordings of fiddle music

- Digital devices for research

- Sheet music for simple fiddle tunes

- Pitching device

- Spotlight Music Act, Teacher's Guide (Gr. 6, Pg. 56-58)

- Spotlight Music Act, Learner's Book (Gr. 6, Pg. 42)

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson by asking learners about their favorite instruments and what they learned about them.

- Guide learners to read and discuss relevant content from the learning resources, focusing on the types of stringed instruments and specifically fiddles.

**Lesson Development (30 minutes)**

**- Step 1:** Identifying Materials

- Discuss the common materials needed for making a fiddle, such as cardboard, rubber bands, and wooden sticks.

- Show images of fiddles and materials, encouraging students to suggest recyclable items they could use.

- **Step 2:** Planning the Design

- Have students create a simple sketch or blueprint of their fiddle design on paper, showing the body, neck, and strings.

- Discuss how the shape and size can affect sound and their ideas for personalization.

**- Step 3:** Constructing the Fiddle

- Guide learners in small groups to start assembling their fiddles using their sketches and the identified materials.

- Emphasize the importance of safety when using tools such as scissors or glue, ensuring students are aware of safe practices.

**- Step 4:** Testing the Sound

- Once assembled, have students use rubber bands as strings and test the sound of their fiddles.

- Encourage them to experiment with different sizes of rubber bands and sizes of the fiddle to see how it changes the pitch.

**Conclusion (5 minutes)**

- Summarize the key points learned during the lesson: the materials used, the construction process, and the experimentation with sound.

- Conduct a brief interactive activity by having students share their fiddle designs and the sounds they created, fostering a class discussion.

- Prepare learners for the next session by previewing upcoming topics, such as the history of fiddles and other stringed instruments.

**Extended Activities**

- Research Project: Ask students to research the origins of the fiddle and its role in different cultures. They can present their findings in small groups.

- Fiddle Music Exploration: Encourage students to listen to different fiddle music styles (e.g., bluegrass, folk) and write a short reflection on how the music makes them feel.

- Family Fiddle Project: Have students involve family members by gathering recyclable materials to create more fiddles at home for a class showcase.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Making a fiddle

**Specific Learning Outcomes:**

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

- Identify materials for making a fiddle.

- Make a fiddle using recyclable materials.

- Develop curiosity in making stringed instruments.

**Key Inquiry Question(s):**

- How do we make a fiddle?

**Learning Resources:**

- Pictures of fiddles and their components

- Audio recording of fiddle music

- Digital devices for research

- Sheet music for simple fiddle tunes

- Pitching device for tuning

- Spotlight Music Act Teacher’s Guide, Grade 6, Pages 56-58

- Spotlight Music Act Learner’s Book, Grade 6, Page 42

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson about string instruments and their significance in music.

- Guide learners to read and discuss relevant content from the learning resources, specifically targeting the materials used in fiddles and their functions.

**Lesson Development (30 minutes)**

**Step 1:** Identify Materials (10 minutes)

- Discuss various materials that can be used to make a fiddle.

- Show pictures of fiddles and their components (e.g., body, strings, bow).

- Encourage learners to brainstorm recyclable materials they could use (e.g., cardboard, plastic containers, rubber bands).

**Step 2:** Design the Fiddle (5 minutes)

- Have learners sketch their designs for the fiddle using recyclable materials.

- Encourage creativity while considering how each part will function and look.

**Step 3:** Construct the Fiddle (10 minutes)

- Provide learners with the recyclable materials gathered.

- Guide them in constructing their fiddles, emphasizing safety as they use scissors, glue, or other tools.

- Walk around and assist where necessary while they build their instruments.

**Step 4:** Tuning and Testing (5 minutes)

- Introduce the pitching device and explain how to tune their fiddles.

- Allow learners to test their fiddles and produce sounds. Encourage them to experiment with the pitch by adjusting their strings.

**Conclusion (5 minutes)**

- Summarize key points, including the materials needed and the steps taken to make a fiddle.

- Conduct a brief interactive activity, such as a group discussion where learners share their experiences or sounds produced by their fiddles.

- Prepare learners for the next session by giving them a preview of learning about different string instruments worldwide.

**Extended Activities:**

- Invite learners to create a presentation about the history of fiddles and other string instruments around the world.

- Organize a "Creative Fiddle Contest" where students can showcase their fiddles and perform a simple tune or dance.

- Encourage students to explore online resources or books about musical instruments and create a scrapbook or digital portfolio.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 2: LESSON 3**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Making a Fiddle

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Identify materials for making a fiddle.

- Make a fiddle using recyclable materials.

- Develop curiosity in making stringed instruments.

**Key Inquiry Question(s):**

- How do we make a fiddle?

**Learning Resources:**

- Pictures of fiddles and stringed instruments

- Audio recordings of fiddle music

- Digital devices for research

- Sheet music

- Pitching device

- Spotlight Music Act. TG. Grd 6 Pg.56-58

- Spotlight Music Act. Learners Book Grd 6 Pg.42

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson focusing on different types of musical instruments.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing key concepts around sound production and the components of stringed instruments.

**Lesson Development (30 minutes)**

**Step 1:** Identify Materials (10 minutes)

- Discuss the types of materials used to create fiddles. Show pictures of fiddles and the materials.

- Have students brainstorm and list recyclable materials they could use (e.g., cardboard, rubber bands, and plastic containers) to make a fiddle.

**Step 2:** Plan the Fiddle Design (5 minutes)

- Once the materials are identified, group students into pairs to sketch simple designs for their fiddles.

- Encourage them to think about the shape and size of the fiddle and how the materials will connect.

**Step 3:** Create the Fiddle (10 minutes)

- Provide students with time and tools to create their fiddles, emphasizing safety when using scissors or any tools.

- Walk around the classroom to assist and encourage students, reminding them to use their designs as a guide.

**Step 4:** Test and Reflect (5 minutes)

- Allow students to lightly strum their created fiddles to test sound quality.

- Invite them to share their creation with the class and reflect on the process – what worked well and what could be improved.

**Conclusion (5 minutes)**

- Summarize key points from the lesson: types of materials, the design process, and sound production.

- Conduct a brief interactive activity, such as a "fiddle showcase" where students present their instruments.

- Prepare learners for the next session by discussing upcoming topics on different string instruments or how music creates emotion.

**Extended Activities:**

1. Research Assignment: Encourage students to research a famous fiddle player or a specific type of fiddle (like the violin) and share interesting facts in the next class.

2. Sound Exploration: Have students experiment with different materials at home to create other instruments (such as maracas or guitars) and bring them to class to demonstrate.

3. Music Composition: Ask students to create a short melody they could play on their fiddles and write it down using simple notation.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 4**

**Strand:** Creation and Execution

**Sub Strand:** Making a Fiddle

**Specific Learning Outcomes:**

By the end of the lesson, learners will be able to:

- Identify materials for making a fiddle.

- Create a fiddle using recyclable materials.

- Develop curiosity in making stringed instruments.

**Key Inquiry Question:**

- How do we make a fiddle?

**Learning Resources:**

- Pictures of fiddles and their components

- Audio recordings of fiddle music

- Digital devices for research

- Sheet music for simple fiddle tunes

- Pitching device

- Spotlight Music Act Teacher Guide, Grade 6, Pg. 56-58

- Spotlight Music Act Learners Book, Grade 6, Pg. 42

**Organisation of Learning:**

**Introduction (5 minutes)**

1. Briefly review the previous lesson on string instruments.

2. Discuss the importance of fiddles and their role in music, asking students what they know about fiddles.

3. Introduce the key inquiry question: "How do we make a fiddle?" and outline the objectives of today's lesson.

**Lesson Development (30 minutes)**

**Step 1:** Identify Materials (10 minutes)

- Activity: Show images of various fiddles and their parts, such as the body, neck, strings, and bow.

- Discussion: Ask students to brainstorm recyclable materials that could be used to replicate these parts. Suggestions might include cardboard, plastic containers, rubber bands, and wooden sticks.

- Safety Reminder: Discuss the importance of being careful when using any tools or materials.

**Step 2:** Design the Fiddle (10 minutes)

- Activity: In small groups, students will sketch their design for the fiddle using the identified materials.

- Discussion: Encourage learners to think about how their design will produce sound and which materials will work best for each part of the fiddle.

**Step 3:** Assemble the Fiddle (5-10 minutes)

- Activity: Provide students with the recyclable materials and tools. Supervise as they start creating their fiddles.

- Collaboration: Students should work together, using communication skills to share ideas and help each other with assembling the parts.

**Step 4:** Review and Share (5 minutes)

- Activity: Once the fiddles are assembled, invite students to share their creations with the class. They may demonstrate how it can produce sound with the pitching device.

- Discussion: Reflect on what worked well and any challenges they faced.

**Conclusion (5 minutes)**

- Summarize key points of the lesson, reinforcing what materials were used and why they were chosen.

- Conduct a brief interactive activity, such as a question-answer session or a quick poll asking what they enjoyed most about making the fiddle.

- Preview the next session: "Next time, we'll learn about different types of stringed instruments around the world."

**Extended Activities:**

- Research Project: Have students choose a different type of string instrument to research and present to the class, focusing on its history and how it's made.

- Fiddle Music: Provide access to fiddle music recordings. Encourage students to listen and analyze different styles, perhaps even learn a simple tune to play on their created fiddles.

- Recycling Challenge: Challenge the class to use more recyclable materials to create other musical instruments, expanding their creativity and understanding of instrument making.

**Teacher Self-Evaluation:**

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|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 2: LESSON 5**

**Strand:** Creation and Execution

**Sub Strand:** Tuning a Fiddle

**Specific Learning Outcomes:**

- Identify the parts of a fiddle.

- Tune a fiddle as guided.

- Develop a desire to learn how to tune a fiddle.

**Key Inquiry Question:**

- How do we tune a fiddle?

**Learning Resources:**

- Pictures of a fiddle

- Audio recording of a tuned fiddle

- Digital devices (for research and playing audio)

- Sheet music

- Pitching device (tuner)

- Spotlight Music Act. TG. Grd 6 Pg.50-53

- Spotlight Music Act. Learners Book Grd 6 Pg.36

**Organization of Learning**

**Introduction (5 minutes):**

- Start by reviewing what was learned in the previous lesson about string instruments.

- Discuss the importance of tuning and how it affects the sound of the fiddle.

- Guide learners to read and discuss relevant content from the Spotlight Music resources to understand various components of a fiddle and their functions.

**Lesson Development (30 minutes):**

**- Step 1:** Identifying Parts of a Fiddle (10 minutes)

- Use pictures and diagrams to show the different parts of a fiddle (e.g., body, neck, strings, bridge, and tuning pegs).

- Ask students to name each part and explain its function using simple terms.

**- Step 2:** Understanding Pitch and Tuning (10 minutes)

- Introduce the concept of pitch and how it relates to tuning.

- Play audio recordings of a correctly tuned fiddle and note the difference in sound.

- Demonstrate how to use a pitching device to create a reference note.

**- Step 3:** Guided Tuning (5 minutes)

- In small groups, provide fiddles and pitching devices for students to practice tuning their fiddles.

- Circulate around the room to guide each group, helping them adjust the tuning pegs to achieve the correct pitch.

**- Step 4:** Group Sharing and Reflection (5 minutes)

- Have each group share their experiences with tuning the fiddle.

- Encourage students to express how it felt to learn this new skill and any challenges they encountered.

**Conclusion (5 minutes):**

- Summarize the key points about the parts of a fiddle and the tuning process discussed in the lesson.

- Conduct a brief interactive quiz where students can ask questions or give a thumbs-up if they feel confident about tuning a fiddle.

- Preview the next session by introducing topics related to playing techniques or music styles associated with fiddles.

**Extended Activities:**

1. Research Project: Have students choose a famous fiddle player or a traditional fiddle style, do a bit of research, and present their findings to the class.

2. DIY Fiddle Parts Model: Encourage students to create a model or drawing of a fiddle, labeling the parts they have learned about.

3. Group Performance: Organize a small class performance where students can showcase their tuning skills by playing simple tunes together, reinforcing their learning through collaboration.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 6**

**Strand:** Creation and Execution

**Sub Strand:** Tuning a Fiddle

**Specific Learning Outcomes:**

- Identify the parts of a fiddle.

- Tune a fiddle as guided.

- Develop a desire to learn how to tune a fiddle.

**Key Inquiry Question:**

- How do we tune a fiddle?

**Learning Resources:**

- Pictures of a fiddle

- Audio recording of a tuned fiddle

- Digital devices (for research and playing audio)

- Sheet music

- Pitching device (tuner)

- Spotlight Music Act. TG. Grd 6 Pg.50-53

- Spotlight Music Act. Learners Book Grd 6 Pg.36

**Organization of Learning**

**Introduction (5 minutes):**

- Start by reviewing what was learned in the previous lesson about string instruments.

- Discuss the importance of tuning and how it affects the sound of the fiddle.

- Guide learners to read and discuss relevant content from the Spotlight Music resources to understand various components of a fiddle and their functions.

**Lesson Development (30 minutes):**

**- Step 1:** Identifying Parts of a Fiddle (10 minutes)

- Use pictures and diagrams to show the different parts of a fiddle (e.g., body, neck, strings, bridge, and tuning pegs).

- Ask students to name each part and explain its function using simple terms.

**- Step 2:** Understanding Pitch and Tuning (10 minutes)

- Introduce the concept of pitch and how it relates to tuning.

- Play audio recordings of a correctly tuned fiddle and note the difference in sound.

- Demonstrate how to use a pitching device to create a reference note.

**- Step 3:** Guided Tuning (5 minutes)

- In small groups, provide fiddles and pitching devices for students to practice tuning their fiddles.

- Circulate around the room to guide each group, helping them adjust the tuning pegs to achieve the correct pitch.

**- Step 4:** Group Sharing and Reflection (5 minutes)

- Have each group share their experiences with tuning the fiddle.

- Encourage students to express how it felt to learn this new skill and any challenges they encountered.

**Conclusion (5 minutes):**

- Summarize the key points about the parts of a fiddle and the tuning process discussed in the lesson.

- Conduct a brief interactive quiz where students can ask questions or give a thumbs-up if they feel confident about tuning a fiddle.

- Preview the next session by introducing topics related to playing techniques or music styles associated with fiddles.

**Extended Activities:**

1. Research Project: Have students choose a famous fiddle player or a traditional fiddle style, do a bit of research, and present their findings to the class.

2. DIY Fiddle Parts Model: Encourage students to create a model or drawing of a fiddle, labeling the parts they have learned about.

3. Group Performance: Organize a small class performance where students can showcase their tuning skills by playing simple tunes together, reinforcing their learning through collaboration.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Functions of Parts of a String Instrument

**Specific Learning Outcomes:**

By the end of the lesson, the learner will be able to:

- Describe the functions of the parts of a string instrument.

- Draw and color the various parts of a string instrument.

- Appraise their own and others' work.

**Key Inquiry Questions:**

- What are the functions of the parts of a fiddle?

**Learning Resources:**

- Pictures of string instruments

- Audio recordings of string instruments

- Digital devices with research capabilities

- Sheet music

- Pitching device

- Spotlight Music Act. TG. Grd 6 Pg.48-49

- Spotlight Music Act. Learners Book Grd 6 Pg.35

**Organisation of Learning:**

**Introduction (5 minutes)**

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

- Show a picture of a fiddle and ask students what they know about it.

- Encourage learners to read and discuss key concepts from the learning resources, focusing on the functions of each part of a string instrument.

**Lesson Development (30 minutes)**

**Step 1:** Identify Parts of a String Instrument (10 minutes)

- Distribute pictures of string instruments to each student.

- Ask students to identify and label the different parts (e.g., body, neck, strings, bridge, etc.).

- Discuss the purpose of each part as a class, writing key functions on the board.

**Step 2:** Group Discussion (10 minutes)

- Divide students into small groups and assign each group a specific part of the string instrument to discuss.

- Each group will describe their part's function and why it is important in producing sound.

**Step 3:** Draw and Color (5 minutes)

- Provide students with drawing paper and coloring materials.

- Instruct them to draw and color a string instrument, ensuring they accurately represent and label different parts.

**Step 4:** Present and Appraise (5 minutes)

- Have students present their drawings to the class.

- Encourage them to share the function of each part they have drawn.

- Guide students in providing constructive feedback to their peers.

**Conclusion (5 minutes)**

- Summarize the key points about the parts of string instruments and their functions.

- Conduct a brief interactive quiz or game to reinforce the main concepts learned.

- Preview the upcoming session by discussing the next type of string instrument that will be explored and inviting students to think about how it differs from the fiddle.

**Extended Activities:**

- Instrument Exploration Project: Have students research a specific string instrument not covered in class (like a cello, violin, or guitar) and create a presentation that includes drawings, functions of its parts, and a sound sample.

- Create Your Own Instrument: Let students create their own string instrument using household materials. They will present their instrument to the class, explaining how each part works and its purpose.

- Musical Composition: Encourage students to compose a short piece of music using a digital app and incorporate one or more string instruments to understand the sound each part contributes.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** Creation and Execution

**Sub Strand:** Functions of Parts of a String Instrument

**Specific Learning Outcomes:**

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

- Describe the functions of the parts of a string instrument.

- Draw and colour the various parts of a string instrument.

- Appraise our own and others' work.

**Key Inquiry Question:**

- What are the functions of the parts of a fiddle?

**Learning Resources:**

- Pictures of string instruments

- Audio recordings of string instrument music

- Digital devices for research and exploration

- Sheet music for string instruments

- Pitching device

- \*Spotlight Music Act. Teacher's Guide, Grade 6, Pg. 48-49\*

- \*Spotlight Music Act. Learners Book Grade 6, Pg. 35\*

**Organization of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson focusing on music basics and string instruments.

- Ask learners to share anything new they remember about string instruments and their importance in music.

- Introduce the lesson's focus on the fiddle and its parts using pictures from the learning resources.

**Lesson Development (30 minutes):**

**Step 1:** Identification of Parts (10 minutes)

- Show pictures of a fiddle and point out the main parts like the body, neck, fingerboard, strings, and bridge.

- As a group, identify and label these parts together. Let students volunteer to contribute what they think each part does.

**Step 2:** Function Description (10 minutes)

- Discuss the function of each part:

- Body: Amplifies sound

- Neck and Fingerboard: Where the player presses strings for different notes

- Strings: Produce sound when played

- Bridge: Supports strings and transmits vibrations to the body

- Encourage students to take notes in their learning journals.

**Step 3:** Drawing Activity (5 minutes)

- Instruct students to draw a fiddle in their journals. They should label each part and write a short description of its function next to it.

- Emphasize that they can use colors to make their drawings vibrant and engaging.

**Step 4:** Appraisal and Sharing (5 minutes)

- Once completed, have students share their drawings with a partner and provide one compliment and one suggestion for improvement. Encourage respectful and constructive feedback.

**Conclusion (5 minutes):**

- Recap the key points discussed in the lesson, focusing on the names and functions of the parts of the fiddle.

- Engage students in a fun interactive activity, such as a quick quiz or a round of "Musical Chairs” where each chair has a part of the fiddle, and when the music stops, the student has to state its function.

- Briefly preview the next lesson topic, such as exploring how to produce sounds with the fiddle.

**Extended Activities:**

- Have learners create a mini-project where they can choose another string instrument, research its parts and functions, and present it to the class using a poster or digital presentation.

- Encourage students to listen to different pieces of music featuring string instruments and write a short reflection on how the different parts contribute to the overall sound.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 3**

**Strand:** Creation and Execution

**Sub Strand:** Care and Maintenance of String Instruments

**Specific Learning Outcomes:**

By the end of the lesson, Learners should be able to:

- Name ways we can care for and maintain string instruments.

- Care for and maintain string instruments.

- Appreciate the importance of caring for and maintaining string instruments.

**Key Inquiry Question:**

- What is the importance of caring for and maintaining string instruments?

**Learning Resources:**

- Pictures of string instruments

- Audio recordings of string instruments

- Digital devices (tablets/computers)

- Sheet music

- Pitching device

- Spotlight Music Act Teacher's Guide (Grade 6, Pg.53-56)

- Spotlight Music Act Learner's Book (Grade 6, Pg.39)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on string instruments and their types.

- Ask students to share their experiences with any string instruments they have played or seen.

- Introduce today’s topic by explaining the significance of instrument care.

**Lesson Development (30 minutes):**

**Step 1:** Group Discussion (10 minutes)

- Divide students into small groups and assign each group a specific string instrument (e.g., violin, cello, guitar).

- Provide resources including pictures and relevant pages from the Spotlight Music Act.

- Each group discusses the specific care needed for their assigned instrument.

**Step 2**: Presentation (10 minutes)

- Each group presents their findings to the class, explaining care techniques and why they are important.

- Encourage other students to ask questions about each instrument.

**Step 3:** Hands-On Activity (5 minutes)

- If instruments are available, show students how to clean and tune a string instrument.

- If instruments are not accessible, demonstrate proper techniques using pictures or videos.

**Step 4:** Reflection (5 minutes)

- As a class, discuss what would happen if string instruments are not properly maintained.

- Encourage students to share their thoughts on how they might apply these care techniques in their daily lives.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson: the care methods, their importance, and the consequences of neglecting instrument upkeep.

- Conduct a brief interactive quiz or Kahoot to reinforce learning, where students can answer questions about proper maintenance techniques.

- Propel students into thinking about upcoming topics, such as different musical styles or genres that utilize string instruments.

**Extended Activities:**

1. Research Assignment: Students can select a specific string instrument, research its history and care specifics, and present their findings in a creative format (poster, digital slideshow, etc.).

2. Maintenance Diary: Each student can maintain a diary outlining the care they give to a string instrument over a month, noting improvements in sound quality and playability.

3. Guest Speaker: Invite a local musician who plays string instruments to demonstrate proper techniques and share their personal experiences with instrument care.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 4**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Care and Maintenance of String Instruments

**Specific Learning Outcomes:**

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

- Name ways to care for and maintain string instruments.

- Care for and maintain string instruments.

- Appreciate the importance of caring for and maintaining string instruments.

**Key Inquiry Question(s):**

- What is the importance of caring for and maintaining string instruments?

**Learning Resources:**

- Pictures of string instruments

- Audio recordings of string instruments

- Digital devices for research

- Sheet music for string instruments

- Pitching device

- Spotlight Music Act. Teacher Guide: Grade 6, pages 53-56

- Spotlight Music Act. Learners Book: Grade 6, page 39

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson, asking students to share what they remember about string instruments.

- Introduce the key inquiry question: "What is the importance of caring for and maintaining string instruments?"

- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding.

**Lesson Development (30 minutes)**

**Step 1:** Identifying String Instruments (10 minutes)

- Show pictures of various string instruments (e.g., violin, cello, guitar).

- Discuss as a class the different types of string instruments and their parts (e.g., strings, body, bow).

- Ask students to share any experiences they have with these instruments.

**Step 2:** Understanding Care Techniques (10 minutes)

- Divide students into small groups.

- Provide each group with materials to research different care methods for string instruments (e.g., cleaning, tuning, safe storage).

- Allow students to create a list of care techniques and present them to the class.

**Step 3:** Discussing the Importance of Maintenance (5 minutes)

- As a class, discuss why maintaining string instruments is crucial, focusing on the consequences of neglect (e.g., poor sound quality, damage).

- Encourage students to think about how maintenance affects performance and the longevity of the instrument.

**Step 4:** Hands-On Demonstration (5 minutes)

- If available, demonstrate basic care techniques using a real string instrument, such as how to properly clean the strings or tune the instrument.

- Allow interested students to try some simple maintenance practices under guidance.

**Conclusion (5 minutes)**

- Summarize key points from the lesson: types of string instruments, care techniques, and the importance of maintenance.

- Conduct a brief interactive quiz or game based on what they learned.

- Preview the next lesson about playing techniques or a deeper look into a specific string instrument.

**Extended Activities:**

- Instrument Journals: Students can keep a journal for one week to note any maintenance tasks they do at home for string instruments, including how they feel about the process and any challenges they faced.

- Research Project: Students can choose a specific string instrument and research its history, care needs, and famous players, then present their findings to the class.

- Invite a Musician: If possible, arrange for a local musician who plays string instruments to come and speak about their experiences with care and maintenance.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 5**

**Strand:** Creation and Execution

**Sub Strand:** Drawing Still Life Composition of String Instruments by Stippling Technique

**Specific Learning Outcomes:**

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

- Explain the meaning of stippling technique

- Draw a still-life composition of string instruments using the stippling technique

- Appraise their own and others' work

**Key Inquiry Question(s):**

- What is the stippling technique?

**Learning Resources:**

- Internet, digital devices

- Pencils, sharpener, drawing books

- Samples from "Spotlight Art & Craft Act. TG. Grd 6" Pg. 1-3

- "Spotlight Art & Craft Act. Learner’s book. Grd 6" Pg. 1-3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students what they remember about different drawing techniques and styles.

- Guide learners to read and discuss relevant content from the learning resources related to stippling. Focus on the importance of this technique in art, and collect ideas from students on its possible uses.

**Lesson Development (30 minutes):**

**Step 1:** Introduction to Stippling (10 minutes)

- Explain the stippling technique: using small dots to create images and textures. Show examples of stippling art.

- Allow students to practice making dots on a piece of scrap paper to get familiar with the technique.

**Step 2:** Choosing Instruments (5 minutes)

- Ask each student to choose two string instruments to include in their still-life composition (e.g., violin, guitar, cello).

- Provide students with images of string instruments for reference.

**Step 3:** Creating a Composition (10 minutes)

- Instruct students to sketch the basic shapes of the two chosen instruments on the drawing paper lightly with a pencil.

- Encourage learners to think about overlapping, balance of forms, and how to show tone and texture in their drawings.

**Step 4:** Applying the Stippling Technique (5 minutes)

- Guide students through the process of applying the stippling technique to fill in their sketches. Emphasize patience and practice as they dot in textures and shadows.

- Once finished, teach them about the window mounting technique to present their artwork nicely.

**Conclusion (5 minutes):**

- Summarize the key points: the stippling technique, elements of their still-life composition, and techniques used.

- Conduct a brief interactive activity where students pair up to share their artworks and give feedback using positive comments. This can reinforce their understanding of appraising art.

- Prepare learners for the next session by giving a sneak peek into color blending techniques and how they can incorporate colors into their arrangements.

**Extended Activities:**

- Art Gallery Walk: After completing their stippling works, organize a small classroom art gallery. Students can walk around and leave sticky notes with compliments on each other’s work.

- Stippling in Nature: Encourage students to explore other objects in their environment (e.g., leaves, stones) and create stippling compositions at home, focusing on textures found in nature.

- Research Assignment: Ask students to find an artist who uses stippling or dot art and prepare a short presentation about their style and approach.

**Teacher Self-Evaluation:**

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|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 3: LESSON 6**

**Strand:** Creation and Execution

**Sub Strand:** Drawing Still Life Composition of String Instruments by Stippling Technique

**Specific Learning Outcomes:**

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

- Explain the meaning of stippling technique

- Draw a still-life composition of string instruments using the stippling technique

- Appraise their own and others' work

**Key Inquiry Question(s):**

- What is the stippling technique?

**Learning Resources:**

- Internet, digital devices

- Pencils, sharpener, drawing books

- Samples from "Spotlight Art & Craft Act. TG. Grd 6" Pg. 1-3

- "Spotlight Art & Craft Act. Learner’s book. Grd 6" Pg. 1-3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students what they remember about different drawing techniques and styles.

- Guide learners to read and discuss relevant content from the learning resources related to stippling. Focus on the importance of this technique in art, and collect ideas from students on its possible uses.

**Lesson Development (30 minutes):**

**Step 1:** Introduction to Stippling (10 minutes)

- Explain the stippling technique: using small dots to create images and textures. Show examples of stippling art.

- Allow students to practice making dots on a piece of scrap paper to get familiar with the technique.

**Step 2:** Choosing Instruments (5 minutes)

- Ask each student to choose two string instruments to include in their still-life composition (e.g., violin, guitar, cello).

- Provide students with images of string instruments for reference.

**Step 3:** Creating a Composition (10 minutes)

- Instruct students to sketch the basic shapes of the two chosen instruments on the drawing paper lightly with a pencil.

- Encourage learners to think about overlapping, balance of forms, and how to show tone and texture in their drawings.

**Step 4:** Applying the Stippling Technique (5 minutes)

- Guide students through the process of applying the stippling technique to fill in their sketches. Emphasize patience and practice as they dot in textures and shadows.

- Once finished, teach them about the window mounting technique to present their artwork nicely.

**Conclusion (5 minutes):**

- Summarize the key points: the stippling technique, elements of their still-life composition, and techniques used.

- Conduct a brief interactive activity where students pair up to share their artworks and give feedback using positive comments. This can reinforce their understanding of appraising art.

- Prepare learners for the next session by giving a sneak peek into color blending techniques and how they can incorporate colors into their arrangements.

**Extended Activities:**

- Art Gallery Walk: After completing their stippling works, organize a small classroom art gallery. Students can walk around and leave sticky notes with compliments on each other’s work.

- Stippling in Nature: Encourage students to explore other objects in their environment (e.g., leaves, stones) and create stippling compositions at home, focusing on textures found in nature.

- Research Assignment: Ask students to find an artist who uses stippling or dot art and prepare a short presentation about their style and approach.

**Teacher Self-Evaluation:**

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|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 4: LESSON 1**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Drawing still life composition of string instruments using the stippling technique

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

1. Explain the meaning of the stippling technique.

2. Draw a still-life composition of string instruments using the stippling technique.

3. Appraise our own and others' work.

**Key Inquiry Question:**

- What is the stippling technique?

**Learning Resources:**

- Internet and digital devices for research and examples

- Pencils and sharpeners

- Drawing books

- Samples from Spotlight Art & Craft Act. Teacher's Guide, Grade 6, Pages 1-3

- Spotlight Art & Craft Act. Learner’s Book, Grade 6, Pages 1-3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous topic (e.g., basic drawing techniques).

- Ask students if they remember different methods of drawing and guide them to read and discuss the content related to stippling from their books.

- Highlight the meaning of the stippling technique and its uses in drawing.

**Lesson Development (30 minutes):**

**Step 1:** Understanding Stippling (10 minutes)

- Introduce stippling as a drawing technique that uses dots to create shading and texture.

- Show visual examples of stippling art, particularly focusing on string instruments.

- Discuss how different densities of dots can create lighter or darker sections.

**Step 2:** Planning the Composition (5 minutes)

- Have each student select two string instruments (e.g., a violin and a guitar) to use for their still-life composition.

- Encourage students to sketch a light outline of their instruments, thinking about overlapping and balance in their arrangement.

**Step 3:** Stippling Technique Application (10 minutes)

- Guide students in using their pencils to start applying the stippling technique, focusing on areas of shadow and light on their instruments.

- Encourage them to experiment with dot sizes and space between dots to create texture.

**Step 4:** Completing the Artwork (5 minutes)

- Instruct students to finish their drawings by applying the window mounting technique: cutting a piece of colored paper to use as a frame for their artwork.

- Allow students to look at their work and make any final touches before displaying it.

**Conclusion (5 minutes):**

- Summarize the key points: what stippling is, how it was applied, and the importance of balance and texture in art.

- Conduct an interactive activity: Pair students to share their artwork and ask each other about their use of the stippling technique (e.g., ‘What did you focus on while stippling?’).

- Prepare students for the next session by previewing the upcoming topic of appraising artwork, both theirs and their peers’.

**Extended Activities:**

- Encourage students to explore different styles of drawing (e.g., cross-hatching) and create a small portfolio of their stippling works for display.

- Ask students to research famous artists who used stippling in their work and present their findings in the next class.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 2**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Aspects of Overlapping in Still Life Drawing

**Specific Learning Outcomes:**

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

- Identify aspects of overlapping in still life drawing.

- Mount pictures of string instruments for display using the window mounting technique.

- Appraise their own and others' work.

**Key Inquiry Question:**

- Why is overlapping necessary in still-life drawing?

**Learning Resources:**

- Internet

- Digital devices

- Pencils & sharpener

- Drawing book

- Sample materials

- Spotlight Art & Craft Act. Teacher's Guide for Grade 6, Pages 1-3

- Spotlight Art & Craft Act. Learner’s Book for Grade 6, Pages 1-3

**Organisation of Learning:**

**Introduction (5 minutes)**

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

- Guide students to read and discuss the specified pages in the learning resources that focus on overlapping in still life. Highlight the importance of overlapping in creating depth and realism in art.

**Lesson Development (30 minutes)**

**Step 1:** Exploring Overlapping (10 minutes)

- Discuss what overlapping is and why it is essential in still life drawing. Ask students to brainstorm examples of overlapping they notice in their environment.

- Show some examples of still life drawings that utilize overlapping.

**Step 2:** Hands-on Practice (10 minutes)

- Provide students with their drawing materials (pencils, drawing books).

- Instruct them to create a simple still life arrangement using available objects in the classroom (e.g., pencils, erasers, etc.).

- Encourage students to focus on overlapping objects within their arrangement.

**Step 3:** Mounting Techniques (5 minutes)

- After they finish drawing, explain the window mounting technique.

- Demonstrate how to properly mount their drawings for display.

- Allow students to practice mounting their artwork.

**Step 4:** Appraisal (5 minutes)

- Pair students up to share and discuss their artwork.

- Create a checklist of criteria for appraisal (e.g., use of overlapping, creativity, neatness).

- Allow time for feedback and discussion about each other's work.

**Conclusion (5 minutes)**

- Summarize the key points about overlapping techniques and mounting methods.

- Encourage students to reflect on the importance of overlapping in their drawings and how it impacts the perspective.

- Preview the next lesson, emphasizing upcoming topics on color theory or shading techniques. Pose questions for students to think about, such as “How does color affect the perception of overlapping?”

**Extended Activities:**

- Homework Drawing Assignment: Ask students to create a still life drawing at home using at least three overlapping objects and apply the window mounting technique.

- Research Activity: Have students research an artist known for their use of still life in their work and present their findings in the next class.

- Class Exhibition: Organize a mini-exhibition of their still life drawings and provide opportunities for peer feedback using the appraisal checklist created during the lesson.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 4: LESSON 3**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Volleyball: Under-arm Service

**Specific Learning Outcomes:**

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

- Explain the under-arm service in volleyball.

- Execute the under-arm service in volleyball for skill acquisition.

- Value the skills of under-arm pass and dig passes during a mini game of volleyball.

**Key Inquiry Question(s):**

- How is the game of volleyball played?

**Learning Resources:**

- Open space or marked soccer pitch

- ICT devices

- Exercise books

- Magazines

- Internet devices

- KLB Visionary Grd 6 Teacher Guide pg. 55-58

- KLB Visionary Grd 6 Learners Book pg. 84-86

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on basic volleyball skills.

- Guide learners to read and discuss relevant content from the learning resources, focusing on the under-arm service and its importance in volleyball.

**Lesson Development (30 minutes)**

**Step 1:** Explanation of Under-arm Service (10 minutes)

- Introduce the concept of the under-arm service.

- Discuss its role in a game of volleyball and when it is typically used.

- Ask students to share their thoughts on why mastering this skill is important.

**Step 2:** Demonstration (5 minutes)

- The teacher demonstrates the proper stance, grip, execution, and follow-through for the under-arm service.

- Highlight key points such as feet positioning, body posture, and hand movements.

**Step 3:** Student Practice (10 minutes)

- In pairs, students practice the under-arm service while the teacher circulates to provide feedback.

- Encourage students to pay attention to their partner’s stance and execution.

**Step 4:** Mini Game Incorporating Skills (5 minutes)

- Divide class into small groups to play a brief mini game of volleyball.

- Ensure that students utilize both the under-arm service and dig passes during gameplay.

- Observe and encourage skill application.

**Conclusion (5 minutes)**

- Summarize key points: definition of under-arm service, execution steps, and importance of under-arm and dig passes.

- Conduct a brief interactive activity where students can share their experiences from the mini game and what they learned about the skills.

- Prepare learners for the next session by introducing upcoming topics, such as strategies for serving and receiving in volleyball.

**Extended Activities:**

- Skill Journals: Encourage learners to keep a journal where they document their practice sessions and reflections on their learning.

- Team Strategy Discussion: Ask students to brainstorm effective strategies while using the under-arm service in a team setting. They can prepare a presentation or poster to share with the class.

- Video Analysis: Have students watch a short video of a volleyball game, identifying examples of under-arm service and discussing what they observe regarding technique and strategy.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 4: LESSON 4**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Under-arm Service

**Specific Learning Outcomes:**

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

1. Explain under-arm service in volleyball.

2. Execute the under-arm service in volleyball for skill acquisition.

3. Value the skills of underarm pass and dig passes in a mini-game of volleyball.

**Key Inquiry Question:**

- How is the game of volleyball played?

**Learning Resources:**

- Open spaces (e.g., marked soccer pitch)

- ICT devices (tablets/laptops)

- Exercise books

- Magazines

- Internet access

- KLB Visionary Grade 6 Teacher’s Guide (pages 55-58)

- KLB Visionary Grade 6 Learner’s Book (pages 84-86)

**Organization of Learning:**

**Introduction (5 minutes)**

- Begin with a quick recap of the previous lesson. Ask learners to share what they remember about volleyball basics.

- Lead a discussion focused on the importance of different volleyball skills, highlighting the objectives for today's lesson.

**Lesson Development (30 minutes)**

Learners will be guided through the process of learning the under-arm service in volleyball, divided into four distinct steps.

**Step 1:** Explanation of Under-arm Service (7 minutes)

- Introduce the concept of under-arm service. Use a diagram or a video clip to show the proper technique.

- Discuss the key points: stance, grip, aiming, and follow-through.

**Step 2:** Demonstration (8 minutes)

- The teacher demonstrates the under-arm service. Emphasize the correct body position and hand movement.

- Allow students to ask questions to ensure they understand before attempting the skill themselves.

**Step 3:** Practice (10 minutes)

- Divide learners into pairs or small groups. Have them practice the under-arm service with their partners.

- Circulate around the area to provide individual feedback and corrections, focusing on stance and execution.

**Step 4:** Mini-Game with Skills Integration (5 minutes)

- Set up a simple mini-game where students can use the under-arm service and include dig passes.

- Encourage learners to practice both skills as they play, promoting teamwork and communication.

**Conclusion (5 minutes)**

- Gather the learners to summarize the key points discussed: the importance of under-arm service, and the role of passes in gameplay.

- Conduct a quick interactive activity, like a pop quiz or a group discussion, to reinforce the main topics.

- Preview what will be covered in the next session, piquing curiosity with questions about advanced volleyball skills or strategies.

**Extended Activities:**

1. Skill Journals: Encourage students to keep a volleyball skills journal where they can track their practice sessions and reflect on their progress and challenges.

2. Volleyball Video Analysis: Assign students to watch a volleyball match and identify when and how specific skills, such as the under-arm serve and dig pass, are used.

3. Create a Drill: In groups, have students design their own drills to practice under-arm services and digs, and share them with the class next lesson.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 4: LESSON 5**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Dig pass

**Specific Learning Outcomes:**

By the end of the lesson, learners will be able to:

- Explain the dig pass technique in volleyball.

- Execute the dig pass in volleyball for skill acquisition.

- Chant French rhythm names during a warm-up activity.

- Value the skills of underarm pass and dig passes through participation in a mini game of volleyball.

**Key Inquiry Question:**

- How is the game of volleyball played?

**Learning Resources:**

- Open places or marked sports fields

- ICT devices (tablets/laptops for research)

- Exercise books

- Magazines

- Internet devices

- KLB Visionary Grade 6 Teacher's Guide pg. 52-55

- KLB Visionary Grade 6 Learners' Book pg. 80-83

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Review Previous Lesson:

- Ask learners to summarize key skills covered in the last lesson, focusing on volleyball basics.

2. Discussion:

- Guide learners to read and discuss content about the dig pass from their resources. Encourage sharing of thoughts and insights about volleyball techniques.

**Lesson Development (30 minutes):**

**Step 1:** Explanation of Dig Pass (10 minutes)

- Teacher demonstrates the dig pass technique while explaining its importance in volleyball. Discuss the correct stance, hand positioning, and following through with the movement.

**Step 2:** Warm-Up Activity (5 minutes)

- Conduct a fun warm-up where students chant and follow the rhythms in French: "ta-te, taa, taa-aa, taaaa-aa-aa". Instruct them to move along with the rhythm and keep a steady tempo.

**Step 3:** Practice Underarm Service (5 minutes)

- In pairs, learners will practice the underarm service. Students will take turns serving the ball underarm to one another, emphasizing proper technique and coordination.

**Step 4:** Execute Dig Pass in Mini Game (10 minutes)

- Set up a small court or designated area. Divide the class into teams and run a mini volleyball game focusing on using underarm passes and dig passes. Encourage students to remember and apply the techniques they learned.

**Conclusion (5 minutes):**

- Summarize Key Points:

- Recap what a dig pass is, how it’s executed, and its role in volleyball.

- Interactive Activity:

- Quick quiz or questions to see what learners liked about the lesson and what they found challenging.

- Preview Next Session:

- Introduce the next topic (perhaps focus on offensive strategies in volleyball) and what learners should think about for the next class.

**Extended Activities:**

- At Home Activity:

- Learners can watch a volleyball match online (e.g., a professional game) and write a short reflection about the skills they observe, especially focusing on the dig pass and serves.

- Creative Activity:

- Create a poster or digital presentation on the rules of volleyball and key techniques, including the dig pass and underarm service, which can be shared in the next class.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 6**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Dig pass

**Specific Learning Outcomes:**

By the end of the lesson, learners will be able to:

- Explain the dig pass technique in volleyball.

- Execute the dig pass in volleyball for skill acquisition.

- Chant French rhythm names during a warm-up activity.

- Value the skills of underarm pass and dig passes through participation in a mini game of volleyball.

**Key Inquiry Question:**

- How is the game of volleyball played?

**Learning Resources:**

- Open places or marked sports fields

- ICT devices (tablets/laptops for research)

- Exercise books

- Magazines

- Internet devices

- KLB Visionary Grade 6 Teacher's Guide pg. 52-55

- KLB Visionary Grade 6 Learners' Book pg. 80-83

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Review Previous Lesson:

- Ask learners to summarize key skills covered in the last lesson, focusing on volleyball basics.

2. Discussion:

- Guide learners to read and discuss content about the dig pass from their resources. Encourage sharing of thoughts and insights about volleyball techniques.

**Lesson Development (30 minutes):**

**Step 1:** Explanation of Dig Pass (10 minutes)

- Teacher demonstrates the dig pass technique while explaining its importance in volleyball. Discuss the correct stance, hand positioning, and following through with the movement.

**Step 2:** Warm-Up Activity (5 minutes)

- Conduct a fun warm-up where students chant and follow the rhythms in French: "ta-te, taa, taa-aa, taaaa-aa-aa". Instruct them to move along with the rhythm and keep a steady tempo.

**Step 3:** Practice Underarm Service (5 minutes)

- In pairs, learners will practice the underarm service. Students will take turns serving the ball underarm to one another, emphasizing proper technique and coordination.

**Step 4:** Execute Dig Pass in Mini Game (10 minutes)

- Set up a small court or designated area. Divide the class into teams and run a mini volleyball game focusing on using underarm passes and dig passes. Encourage students to remember and apply the techniques they learned.

**Conclusion (5 minutes):**

- Summarize Key Points:

- Recap what a dig pass is, how it’s executed, and its role in volleyball.

- Interactive Activity:

- Quick quiz or questions to see what learners liked about the lesson and what they found challenging.

- Preview Next Session:

- Introduce the next topic (perhaps focus on offensive strategies in volleyball) and what learners should think about for the next class.

**Extended Activities:**

- At Home Activity:

- Learners can watch a volleyball match online (e.g., a professional game) and write a short reflection about the skills they observe, especially focusing on the dig pass and serves.

- Creative Activity:

- Create a poster or digital presentation on the rules of volleyball and key techniques, including the dig pass and underarm service, which can be shared in the next class.

**Teacher Self-Evaluation:**

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|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 5: LESSON 1**

**Strand:** Creation and Execution

**Sub Strand:** Applique Technique

**Specific Learning Outcomes:**

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

- Explain the meaning of the term "applique."

- Label volleyball playing kit items using the applique technique.

- Appreciate the importance of the applique technique in drawing.

**Key Inquiry Question:**

- What is the applique technique?

**Learning Resources:**

- A pair of scissors

- Pencils

- Ruler

- Piece of hard paper (e.g., manila)

- Bookmark Art and Craft Learners Bk. Grade 5 Pg. 62-63

- Bookmark Art and Craft Grade 5 TG Pg. 75-78

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review Previous Lesson: Quickly go over what was learned in the last session, engaging students in a short discussion to refresh their memories.

- Read and Discuss: Guide learners as they read the relevant sections from the Bookmark Art and Craft materials. Encourage them to discuss and jot down their understanding of the applique technique.

**Lesson Development (30 minutes)**

**Step 1:** Introduction to Applique Technique (10 minutes)

- Explain what applique is (a decorative technique where one piece of fabric is sewn or glued onto another).

- Show examples of applique in sports clothing or art.

**Step 2:** Materials and Design Planning (10 minutes)

- Discuss the choice of materials: different fabrics, colors, and textures they can use.

- Encourage students to sketch their design for labeling parts of a volleyball kit (e.g., ball, net, uniform).

**Step 3:** Cutting and Preparing Applique Pieces (5 minutes)

- Guide students to use scissors to cut out their applique shapes based on their sketches.

- Stress the importance of being careful and precise.

**Step 4:** Assembly of Applique (5 minutes)

- Show students how to position their pieces onto the hard paper.

- Demonstrate basic stitching or pasting techniques. Allow time for students to start attaching their pieces.

**Conclusion (5 minutes)**

- Summarize: Recap the key points discussed: the definition of applique, how to label volleyball items, and why the technique is important.

- Interactive Activity: Engage the class with a quick round of questions or a group discussion about what they created and learned.

- Preview Next Session: Inform students about the next lesson's topic, which will build upon the applique technique they practiced.

**Extended Activities:**

- Create an applique art piece at home, featuring a different sport or hobby.

- Write a short paragraph on how applique could be used in daily life, such as in decoration or fashion.

- Plan a small class exhibition where students can showcase their applique work and artistry.

**Teacher Self-Evaluation:**

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|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 5: LESSON 2**

**Strand:** Creation and Execution

**Sub Strand:** Applique Technique

**Specific Learning Outcomes:**

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

- Explain the meaning of the term "applique."

- Label volleyball playing kit items using the applique technique.

- Appreciate the importance of the applique technique in drawing.

**Key Inquiry Question:**

- What is the applique technique?

**Learning Resources:**

- A pair of scissors

- Pencils

- Ruler

- Piece of hard paper (e.g., manila)

- Bookmark Art and Craft Learners Bk. Grade 5 Pg. 62-63

- Bookmark Art and Craft Grade 5 TG Pg. 75-78

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review Previous Lesson: Quickly go over what was learned in the last session, engaging students in a short discussion to refresh their memories.

- Read and Discuss: Guide learners as they read the relevant sections from the Bookmark Art and Craft materials. Encourage them to discuss and jot down their understanding of the applique technique.

**Lesson Development (30 minutes)**

**Step 1:** Introduction to Applique Technique (10 minutes)

- Explain what applique is (a decorative technique where one piece of fabric is sewn or glued onto another).

- Show examples of applique in sports clothing or art.

**Step 2:** Materials and Design Planning (10 minutes)

- Discuss the choice of materials: different fabrics, colors, and textures they can use.

- Encourage students to sketch their design for labeling parts of a volleyball kit (e.g., ball, net, uniform).

**Step 3:** Cutting and Preparing Applique Pieces (5 minutes)

- Guide students to use scissors to cut out their applique shapes based on their sketches.

- Stress the importance of being careful and precise.

**Step 4:** Assembly of Applique (5 minutes)

- Show students how to position their pieces onto the hard paper.

- Demonstrate basic stitching or pasting techniques. Allow time for students to start attaching their pieces.

**Conclusion (5 minutes)**

- Summarize: Recap the key points discussed: the definition of applique, how to label volleyball items, and why the technique is important.

- Interactive Activity: Engage the class with a quick round of questions or a group discussion about what they created and learned.

- Preview Next Session: Inform students about the next lesson's topic, which will build upon the applique technique they practiced.

**Extended Activities:**

- Create an applique art piece at home, featuring a different sport or hobby.

- Write a short paragraph on how applique could be used in daily life, such as in decoration or fashion.

- Plan a small class exhibition where students can showcase their applique work and artistry.

**Teacher Self-Evaluation:**

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|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 5: LESSON 3**

**Strand:** Creation and Execution

**Sub Strand:** Applique Technique

**Specific Learning Outcomes:**

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

- Explain the meaning of the term "applique."

- Label volleyball playing kit items using the applique technique.

- Appreciate the importance of the applique technique in drawing.

**Key Inquiry Question:**

- What is the applique technique?

**Learning Resources:**

- A pair of scissors

- Pencils

- Ruler

- Piece of hard paper (e.g., manila)

- Bookmark Art and Craft Learners Bk. Grade 5 Pg. 62-63

- Bookmark Art and Craft Grade 5 TG Pg. 75-78

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review Previous Lesson: Quickly go over what was learned in the last session, engaging students in a short discussion to refresh their memories.

- Read and Discuss: Guide learners as they read the relevant sections from the Bookmark Art and Craft materials. Encourage them to discuss and jot down their understanding of the applique technique.

**Lesson Development (30 minutes)**

**Step 1:** Introduction to Applique Technique (10 minutes)

- Explain what applique is (a decorative technique where one piece of fabric is sewn or glued onto another).

- Show examples of applique in sports clothing or art.

**Step 2:** Materials and Design Planning (10 minutes)

- Discuss the choice of materials: different fabrics, colors, and textures they can use.

- Encourage students to sketch their design for labeling parts of a volleyball kit (e.g., ball, net, uniform).

**Step 3:** Cutting and Preparing Applique Pieces (5 minutes)

- Guide students to use scissors to cut out their applique shapes based on their sketches.

- Stress the importance of being careful and precise.

**Step 4:** Assembly of Applique (5 minutes)

- Show students how to position their pieces onto the hard paper.

- Demonstrate basic stitching or pasting techniques. Allow time for students to start attaching their pieces.

**Conclusion (5 minutes)**

- Summarize: Recap the key points discussed: the definition of applique, how to label volleyball items, and why the technique is important.

- Interactive Activity: Engage the class with a quick round of questions or a group discussion about what they created and learned.

- Preview Next Session: Inform students about the next lesson's topic, which will build upon the applique technique they practiced.

**Extended Activities:**

- Create an applique art piece at home, featuring a different sport or hobby.

- Write a short paragraph on how applique could be used in daily life, such as in decoration or fashion.

- Plan a small class exhibition where students can showcase their applique work and artistry.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 5: LESSON 4**

**Strand:** Creation and Execution

**Sub Strand:** Applique Technique

**Specific Learning Outcomes:**

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

- Explain the meaning of the term "applique."

- Label volleyball playing kit items using the applique technique.

- Appreciate the importance of the applique technique in drawing.

**Key Inquiry Question:**

- What is the applique technique?

**Learning Resources:**

- A pair of scissors

- Pencils

- Ruler

- Piece of hard paper (e.g., manila)

- Bookmark Art and Craft Learners Bk. Grade 5 Pg. 62-63

- Bookmark Art and Craft Grade 5 TG Pg. 75-78

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review Previous Lesson: Quickly go over what was learned in the last session, engaging students in a short discussion to refresh their memories.

- Read and Discuss: Guide learners as they read the relevant sections from the Bookmark Art and Craft materials. Encourage them to discuss and jot down their understanding of the applique technique.

**Lesson Development (30 minutes)**

**Step 1:** Introduction to Applique Technique (10 minutes)

- Explain what applique is (a decorative technique where one piece of fabric is sewn or glued onto another).

- Show examples of applique in sports clothing or art.

**Step 2:** Materials and Design Planning (10 minutes)

- Discuss the choice of materials: different fabrics, colors, and textures they can use.

- Encourage students to sketch their design for labeling parts of a volleyball kit (e.g., ball, net, uniform).

**Step 3:** Cutting and Preparing Applique Pieces (5 minutes)

- Guide students to use scissors to cut out their applique shapes based on their sketches.

- Stress the importance of being careful and precise.

**Step 4:** Assembly of Applique (5 minutes)

- Show students how to position their pieces onto the hard paper.

- Demonstrate basic stitching or pasting techniques. Allow time for students to start attaching their pieces.

**Conclusion (5 minutes)**

- Summarize: Recap the key points discussed: the definition of applique, how to label volleyball items, and why the technique is important.

- Interactive Activity: Engage the class with a quick round of questions or a group discussion about what they created and learned.

- Preview Next Session: Inform students about the next lesson's topic, which will build upon the applique technique they practiced.

**Extended Activities:**

- Create an applique art piece at home, featuring a different sport or hobby.

- Write a short paragraph on how applique could be used in daily life, such as in decoration or fashion.

- Plan a small class exhibition where students can showcase their applique work and artistry.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 5: LESSON 5**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Materials for Drawing

**Specific Learning Outcomes:**

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

- Identify locally available materials for drawing.

- Observe pictures of drawing materials.

- Appreciate the importance of drawing materials.

**Key Inquiry Question(s):**

- What are the sources of natural dyes?

**Learning Resources:**

- Internet, digital devices, pencils, sharpener, drawing book

- \*Spotlight Art & Craft Act. Teacher's Guide, Grade 6 Pg. 5-6\*

- \*Spotlight Art & Craft Act. Learner’s Book, Grade 6 Pg. 5-7\*

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on drawing techniques.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the importance of drawing materials.

**Lesson Development (30 minutes)**

**Step 1:** Identifying Local Materials (10 minutes)

- Have students brainstorm and create a list of locally available drawing materials in their notebooks (e.g., leaves, twigs, recycled paper).

- Discuss why these materials are valuable for artists.

**Step 2:** Observing Drawing Material Examples (10 minutes)

- Show pictures from the learning resources that illustrate various drawing materials.

- Ask students to take notes on the different types of materials they observe and their potential uses.

**Step 3:** Exploring Recyclable Surfaces (5 minutes)

- Organize a brief scavenger hunt in the classroom or outside for recyclable drawing surfaces (newsprint, packaging papers, etc.).

- Students collect samples and prepare to discuss their finds.

**Step 4:** Discussing Natural Dyes (5 minutes)

- Guide a discussion on the sources of natural dyes (like fruits, vegetables, flowers).

- Encourage students to think about how these natural dyes could be used with the materials they’ve discovered.

**Conclusion (5 minutes)**

- Summarize key points: local art resources and the importance of each material.

- Conduct a brief interactive activity, such as having students share one new material they learned about and how it can be used in drawing.

- Preview the next session: Discussing techniques for using the materials gathered.

**Extended Activities:**

- Art Project: Ask students to create a drawing or painting using at least three of the materials they identified or discovered, incorporating a natural dye if possible.

- Research Assignment: Students can research a local artist and present how they use various materials in their work, focusing on sustainability and creativity.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 5: LESSON 6**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Materials for Drawing

**Specific Learning Outcomes:**

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

- Identify locally available materials for drawing.

- Observe pictures of drawing materials.

- Appreciate the importance of drawing materials.

**Key Inquiry Question(s):**

- What are the sources of natural dyes?

**Learning Resources:**

- Internet, digital devices, pencils, sharpener, drawing book

- \*Spotlight Art & Craft Act. Teacher's Guide, Grade 6 Pg. 5-6\*

- \*Spotlight Art & Craft Act. Learner’s Book, Grade 6 Pg. 5-7\*

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on drawing techniques.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the importance of drawing materials.

**Lesson Development (30 minutes)**

**Step 1:** Identifying Local Materials (10 minutes)

- Have students brainstorm and create a list of locally available drawing materials in their notebooks (e.g., leaves, twigs, recycled paper).

- Discuss why these materials are valuable for artists.

**Step 2:** Observing Drawing Material Examples (10 minutes)

- Show pictures from the learning resources that illustrate various drawing materials.

- Ask students to take notes on the different types of materials they observe and their potential uses.

**Step 3:** Exploring Recyclable Surfaces (5 minutes)

- Organize a brief scavenger hunt in the classroom or outside for recyclable drawing surfaces (newsprint, packaging papers, etc.).

- Students collect samples and prepare to discuss their finds.

**Step 4:** Discussing Natural Dyes (5 minutes)

- Guide a discussion on the sources of natural dyes (like fruits, vegetables, flowers).

- Encourage students to think about how these natural dyes could be used with the materials they’ve discovered.

**Conclusion (5 minutes)**

- Summarize key points: local art resources and the importance of each material.

- Conduct a brief interactive activity, such as having students share one new material they learned about and how it can be used in drawing.

- Preview the next session: Discussing techniques for using the materials gathered.

**Extended Activities:**

- Art Project: Ask students to create a drawing or painting using at least three of the materials they identified or discovered, incorporating a natural dye if possible.

- Research Assignment: Students can research a local artist and present how they use various materials in their work, focusing on sustainability and creativity.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 6: LESSON 1**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Materials for Drawing

**Specific Learning Outcomes:**

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

- Identify locally available materials for drawing.

- Observe pictures of drawing materials.

- Appreciate the importance of drawing materials.

**Key Inquiry Question(s):**

- What are the sources of natural dyes?

**Learning Resources:**

- Internet, digital devices, pencils, sharpener, drawing book

- \*Spotlight Art & Craft Act. Teacher's Guide, Grade 6 Pg. 5-6\*

- \*Spotlight Art & Craft Act. Learner’s Book, Grade 6 Pg. 5-7\*

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on drawing techniques.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the importance of drawing materials.

**Lesson Development (30 minutes)**

**Step 1:** Identifying Local Materials (10 minutes)

- Have students brainstorm and create a list of locally available drawing materials in their notebooks (e.g., leaves, twigs, recycled paper).

- Discuss why these materials are valuable for artists.

**Step 2:** Observing Drawing Material Examples (10 minutes)

- Show pictures from the learning resources that illustrate various drawing materials.

- Ask students to take notes on the different types of materials they observe and their potential uses.

**Step 3:** Exploring Recyclable Surfaces (5 minutes)

- Organize a brief scavenger hunt in the classroom or outside for recyclable drawing surfaces (newsprint, packaging papers, etc.).

- Students collect samples and prepare to discuss their finds.

**Step 4:** Discussing Natural Dyes (5 minutes)

- Guide a discussion on the sources of natural dyes (like fruits, vegetables, flowers).

- Encourage students to think about how these natural dyes could be used with the materials they’ve discovered.

**Conclusion (5 minutes)**

- Summarize key points: local art resources and the importance of each material.

- Conduct a brief interactive activity, such as having students share one new material they learned about and how it can be used in drawing.

- Preview the next session: Discussing techniques for using the materials gathered.

**Extended Activities:**

- Art Project: Ask students to create a drawing or painting using at least three of the materials they identified or discovered, incorporating a natural dye if possible.

- Research Assignment: Students can research a local artist and present how they use various materials in their work, focusing on sustainability and creativity.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Materials for Drawing

**Specific Learning Outcomes:**

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

- Identify locally available materials for drawing.

- Observe pictures of drawing materials.

- Appreciate the importance of drawing materials.

**Key Inquiry Question(s):**

- What are the sources of natural dyes?

**Learning Resources:**

- Internet, digital devices, pencils, sharpener, drawing book

- \*Spotlight Art & Craft Act. Teacher's Guide, Grade 6 Pg. 5-6\*

- \*Spotlight Art & Craft Act. Learner’s Book, Grade 6 Pg. 5-7\*

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on drawing techniques.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the importance of drawing materials.

**Lesson Development (30 minutes)**

**Step 1:** Identifying Local Materials (10 minutes)

- Have students brainstorm and create a list of locally available drawing materials in their notebooks (e.g., leaves, twigs, recycled paper).

- Discuss why these materials are valuable for artists.

**Step 2:** Observing Drawing Material Examples (10 minutes)

- Show pictures from the learning resources that illustrate various drawing materials.

- Ask students to take notes on the different types of materials they observe and their potential uses.

**Step 3:** Exploring Recyclable Surfaces (5 minutes)

- Organize a brief scavenger hunt in the classroom or outside for recyclable drawing surfaces (newsprint, packaging papers, etc.).

- Students collect samples and prepare to discuss their finds.

**Step 4:** Discussing Natural Dyes (5 minutes)

- Guide a discussion on the sources of natural dyes (like fruits, vegetables, flowers).

- Encourage students to think about how these natural dyes could be used with the materials they’ve discovered.

**Conclusion (5 minutes)**

- Summarize key points: local art resources and the importance of each material.

- Conduct a brief interactive activity, such as having students share one new material they learned about and how it can be used in drawing.

- Preview the next session: Discussing techniques for using the materials gathered.

**Extended Activities:**

- Art Project: Ask students to create a drawing or painting using at least three of the materials they identified or discovered, incorporating a natural dye if possible.

- Research Assignment: Students can research a local artist and present how they use various materials in their work, focusing on sustainability and creativity.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Tracing Pictures

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Identify pictures of skills in netball.

- Trace the pictures and cut out templates.

- Value the skills of underarm pass and dig passes in a mini game of volleyball.

**Key Inquiry Question(s):**

- How do we trace and cut out templates?

**Learning Resources:**

- Internet, digital devices

- Pencils, sharpener

- Drawing book

- Samples from Spotlight Art & Craft Act. TG. Grd 6 Pg.5-6 and Learner’s book. Grd 6 Pg.5-7

**Organisation of Learning:**

**Introduction (5 minutes)**

1. Review Previous Lesson: Start with a brief recap of what was covered in the last lesson related to sports and art skills.

2. Discuss Learning Resources: Guide students to read and discuss relevant content from their books, focusing specifically on netball skills and the importance of tracing and creating templates.

**Lesson Development (30 minutes)**

**Step 1:** Identify Pictures (10 minutes)

- Activity: Have students work in pairs using digital devices or printed materials to find pictures of players executing netball skills, focusing on the underarm pass and dig pass.

- Discussion: Encourage students to talk about what they observe in the pictures: body position, hand placement, and where the ball is.

**Step 2:** Prepare for Tracing (5 minutes)

- Instructions: Demonstrate how to set up their drawing books and position the pictures for tracing.

- Materials Check: Ensure all students have the necessary materials (paper, pencils).

**Step 3:** Tracing Activity (10 minutes)

- Main Activity: Students trace selected pictures carefully in their drawing books. Encourage them to pay attention to the details in each skill.

- Guided Support: Walk around to provide assistance and feedback to learners who are having difficulty.

**Step 4:** Cut-Out Templates (5 minutes)

- Instructions: Once tracing is completed, show students how to cut out the templates carefully without damaging them.

- Practice: Allow students to cut out their templates and prepare them for the next activity.

**Conclusion (5 minutes)**

1. Summarize Key Points: Review the skills learned in the lesson: identifying netball skills, tracing, and cutting templates.

2. Interactive Activity: Conduct a quick quiz or ask students to share their favorite skill they traced and why it is important.

3. Preview Next Session: Introduce the concept of applying the traced templates in a mini game of volleyball, and encourage students to think about which skill they would like to show during the game.

**Extended Activities:**

- Artistic Extension: Ask students to decorate their cut-out templates with colors or patterns to represent different teams or positions in a netball game.

- Research Project: Have students research famous netball players and create a short presentation on their skills and contributions to the sport.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 4**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Tracing Pictures

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Identify pictures of skills in netball.

- Trace the pictures and cut out templates.

- Value the skills of underarm pass and dig passes in a mini game of volleyball.

**Key Inquiry Question(s):**

- How do we trace and cut out templates?

**Learning Resources:**

- Internet, digital devices

- Pencils, sharpener

- Drawing book

- Samples from Spotlight Art & Craft Act. TG. Grd 6 Pg.5-6 and Learner’s book. Grd 6 Pg.5-7

**Organisation of Learning:**

**Introduction (5 minutes)**

1. Review Previous Lesson: Start with a brief recap of what was covered in the last lesson related to sports and art skills.

2. Discuss Learning Resources: Guide students to read and discuss relevant content from their books, focusing specifically on netball skills and the importance of tracing and creating templates.

**Lesson Development (30 minutes)**

**Step 1:** Identify Pictures (10 minutes)

- Activity: Have students work in pairs using digital devices or printed materials to find pictures of players executing netball skills, focusing on the underarm pass and dig pass.

- Discussion: Encourage students to talk about what they observe in the pictures: body position, hand placement, and where the ball is.

**Step 2:** Prepare for Tracing (5 minutes)

- Instructions: Demonstrate how to set up their drawing books and position the pictures for tracing.

- Materials Check: Ensure all students have the necessary materials (paper, pencils).

**Step 3:** Tracing Activity (10 minutes)

- Main Activity: Students trace selected pictures carefully in their drawing books. Encourage them to pay attention to the details in each skill.

- Guided Support: Walk around to provide assistance and feedback to learners who are having difficulty.

**Step 4:** Cut-Out Templates (5 minutes)

- Instructions: Once tracing is completed, show students how to cut out the templates carefully without damaging them.

- Practice: Allow students to cut out their templates and prepare them for the next activity.

**Conclusion (5 minutes)**

1. Summarize Key Points: Review the skills learned in the lesson: identifying netball skills, tracing, and cutting templates.

2. Interactive Activity: Conduct a quick quiz or ask students to share their favorite skill they traced and why it is important.

3. Preview Next Session: Introduce the concept of applying the traced templates in a mini game of volleyball, and encourage students to think about which skill they would like to show during the game.

**Extended Activities:**

- Artistic Extension: Ask students to decorate their cut-out templates with colors or patterns to represent different teams or positions in a netball game.

- Research Project: Have students research famous netball players and create a short presentation on their skills and contributions to the sport.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 5**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Tracing Pictures

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Identify pictures of skills in netball.

- Trace the pictures and cut out templates.

- Value the skills of underarm pass and dig passes in a mini game of volleyball.

**Key Inquiry Question(s):**

- How do we trace and cut out templates?

**Learning Resources:**

- Internet, digital devices

- Pencils, sharpener

- Drawing book

- Samples from Spotlight Art & Craft Act. TG. Grd 6 Pg.5-6 and Learner’s book. Grd 6 Pg.5-7

**Organisation of Learning:**

**Introduction (5 minutes)**

1. Review Previous Lesson: Start with a brief recap of what was covered in the last lesson related to sports and art skills.

2. Discuss Learning Resources: Guide students to read and discuss relevant content from their books, focusing specifically on netball skills and the importance of tracing and creating templates.

**Lesson Development (30 minutes)**

**Step 1:** Identify Pictures (10 minutes)

- Activity: Have students work in pairs using digital devices or printed materials to find pictures of players executing netball skills, focusing on the underarm pass and dig pass.

- Discussion: Encourage students to talk about what they observe in the pictures: body position, hand placement, and where the ball is.

**Step 2:** Prepare for Tracing (5 minutes)

- Instructions: Demonstrate how to set up their drawing books and position the pictures for tracing.

- Materials Check: Ensure all students have the necessary materials (paper, pencils).

**Step 3:** Tracing Activity (10 minutes)

- Main Activity: Students trace selected pictures carefully in their drawing books. Encourage them to pay attention to the details in each skill.

- Guided Support: Walk around to provide assistance and feedback to learners who are having difficulty.

**Step 4:** Cut-Out Templates (5 minutes)

- Instructions: Once tracing is completed, show students how to cut out the templates carefully without damaging them.

- Practice: Allow students to cut out their templates and prepare them for the next activity.

**Conclusion (5 minutes)**

1. Summarize Key Points: Review the skills learned in the lesson: identifying netball skills, tracing, and cutting templates.

2. Interactive Activity: Conduct a quick quiz or ask students to share their favorite skill they traced and why it is important.

3. Preview Next Session: Introduce the concept of applying the traced templates in a mini game of volleyball, and encourage students to think about which skill they would like to show during the game.

**Extended Activities:**

- Artistic Extension: Ask students to decorate their cut-out templates with colors or patterns to represent different teams or positions in a netball game.

- Research Project: Have students research famous netball players and create a short presentation on their skills and contributions to the sport.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 6**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Tracing Pictures

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Identify pictures of skills in netball.

- Trace the pictures and cut out templates.

- Value the skills of underarm pass and dig passes in a mini game of volleyball.

**Key Inquiry Question(s):**

- How do we trace and cut out templates?

**Learning Resources:**

- Internet, digital devices

- Pencils, sharpener

- Drawing book

- Samples from Spotlight Art & Craft Act. TG. Grd 6 Pg.5-6 and Learner’s book. Grd 6 Pg.5-7

**Organisation of Learning:**

**Introduction (5 minutes)**

1. Review Previous Lesson: Start with a brief recap of what was covered in the last lesson related to sports and art skills.

2. Discuss Learning Resources: Guide students to read and discuss relevant content from their books, focusing specifically on netball skills and the importance of tracing and creating templates.

**Lesson Development (30 minutes)**

**Step 1:** Identify Pictures (10 minutes)

- Activity: Have students work in pairs using digital devices or printed materials to find pictures of players executing netball skills, focusing on the underarm pass and dig pass.

- Discussion: Encourage students to talk about what they observe in the pictures: body position, hand placement, and where the ball is.

**Step 2:** Prepare for Tracing (5 minutes)

- Instructions: Demonstrate how to set up their drawing books and position the pictures for tracing.

- Materials Check: Ensure all students have the necessary materials (paper, pencils).

**Step 3:** Tracing Activity (10 minutes)

- Main Activity: Students trace selected pictures carefully in their drawing books. Encourage them to pay attention to the details in each skill.

- Guided Support: Walk around to provide assistance and feedback to learners who are having difficulty.

**Step 4:** Cut-Out Templates (5 minutes)

- Instructions: Once tracing is completed, show students how to cut out the templates carefully without damaging them.

- Practice: Allow students to cut out their templates and prepare them for the next activity.

**Conclusion (5 minutes)**

1. Summarize Key Points: Review the skills learned in the lesson: identifying netball skills, tracing, and cutting templates.

2. Interactive Activity: Conduct a quick quiz or ask students to share their favorite skill they traced and why it is important.

3. Preview Next Session: Introduce the concept of applying the traced templates in a mini game of volleyball, and encourage students to think about which skill they would like to show during the game.

**Extended Activities:**

- Artistic Extension: Ask students to decorate their cut-out templates with colors or patterns to represent different teams or positions in a netball game.

- Research Project: Have students research famous netball players and create a short presentation on their skills and contributions to the sport.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 7: LESSON 1**

**Strand:** Creation and Execution

**Sub Strand:** Creating Pictures Using Block Shading Technique

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to:

- Describe the block shading technique.

- Create a picture of players executing volleyball skills using the block shading technique.

- Value the skills of underarm passes and dig passes in a mini-game of volleyball.

**Key Inquiry Question:**

- What is the block shading technique?

**Learning Resources:**

- Plain papers

- Rulers

- Pencils

- Crayons

- Paint brushes

- Watercolors

- Bookmark Art and Craft Learners Book Grade 5 Pg. 59-60

- Bookmark Art and Craft Teacher’s Guide Grade 5 Pg. 70-71

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson, asking students to share what they remember about shading in art.

- Introduce the block shading technique by reading and discussing the relevant sections from the learning resources. Highlight its importance in adding dimension to pictures.

**Lesson Development (30 minutes)**

**- Step 1:** Draw the Outline

- Students will start by lightly sketching the outline of a player executing a volleyball skill, such as an underarm pass or a dig. They can refer to pictures from the learning resources.

**- Step 2:** Understand Block Shading

- Discuss the concept of block shading. Explain that it involves using solid blocks of color to create shadow and light effects. Show examples of block shading techniques.

**- Step 3:** Apply Block Shading

- Students will choose two or three colors. Using crayons or watercolors, they will fill in the outline using the block shading technique. Encourage them to think about where light would hit the player and where shadows would naturally fall.

**- Step 4:** Share and Reflect

- Once completed, have students pair up to share their artwork with a partner. They should discuss the choices they made regarding colors and shading. Encourage them to give each other positive feedback.

**Conclusion (5 minutes)**

- Summarize the key points about the block shading technique and the volleyball skills discussed.

- Conduct a brief interactive activity, such as a short quiz or a game where they can identify volleyball skills and their importance.

- Preview the next lesson, introducing concepts they will explore further.

**Extended Activities:**

- Art Extension: Create a portfolio of various block shading artworks over a week. Students can try different subjects each day, such as sports or nature themes.

- Physical Activity Extension: Organize a small volleyball tournament in class where students can practice underarm passes and digs. After the game, they can discuss which skills they found most useful and why.

- Reflection Journal: Ask each student to keep a reflection journal for the week, writing about what they learned about both art and volleyball skills.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 7: LESSON 2**

**Strand:** Creation and Execution

**Sub Strand:** Creating Pictures Using Block Shading Technique

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to:

- Describe the block shading technique.

- Create a picture of players executing volleyball skills using the block shading technique.

- Value the skills of underarm passes and dig passes in a mini-game of volleyball.

**Key Inquiry Question:**

- What is the block shading technique?

**Learning Resources:**

- Plain papers

- Rulers

- Pencils

- Crayons

- Paint brushes

- Watercolors

- Bookmark Art and Craft Learners Book Grade 5 Pg. 59-60

- Bookmark Art and Craft Teacher’s Guide Grade 5 Pg. 70-71

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson, asking students to share what they remember about shading in art.

- Introduce the block shading technique by reading and discussing the relevant sections from the learning resources. Highlight its importance in adding dimension to pictures.

**Lesson Development (30 minutes)**

**- Step 1:** Draw the Outline

- Students will start by lightly sketching the outline of a player executing a volleyball skill, such as an underarm pass or a dig. They can refer to pictures from the learning resources.

**- Step 2:** Understand Block Shading

- Discuss the concept of block shading. Explain that it involves using solid blocks of color to create shadow and light effects. Show examples of block shading techniques.

**- Step 3:** Apply Block Shading

- Students will choose two or three colors. Using crayons or watercolors, they will fill in the outline using the block shading technique. Encourage them to think about where light would hit the player and where shadows would naturally fall.

**- Step 4:** Share and Reflect

- Once completed, have students pair up to share their artwork with a partner. They should discuss the choices they made regarding colors and shading. Encourage them to give each other positive feedback.

**Conclusion (5 minutes)**

- Summarize the key points about the block shading technique and the volleyball skills discussed.

- Conduct a brief interactive activity, such as a short quiz or a game where they can identify volleyball skills and their importance.

- Preview the next lesson, introducing concepts they will explore further.

**Extended Activities:**

- Art Extension: Create a portfolio of various block shading artworks over a week. Students can try different subjects each day, such as sports or nature themes.

- Physical Activity Extension: Organize a small volleyball tournament in class where students can practice underarm passes and digs. After the game, they can discuss which skills they found most useful and why.

- Reflection Journal: Ask each student to keep a reflection journal for the week, writing about what they learned about both art and volleyball skills.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 7: LESSON 3**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Creating pictures using block shading technique

**Specific Learning Outcomes:**

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

1. Describe the block shading technique.

2. Create a picture of players executing volleyball skills using the block shading technique.

3. Value the skills of underarm passes and dig passes in a mini game of volleyball.

**Key Inquiry Questions:**

- What is the block shading technique?

**Learning Resources:**

- Plain papers

- Rulers

- Pencils

- Crayons

- Paint brushes

- Watercolors

- Poster Bookmark Art and Craft Learners Bk. Grade 5 Pg. 59-60

- Bookmark Art and Craft Grade 5 TG Pg. 70-71

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson: Start by asking students what they remember from the last class regarding art techniques and their applications.

- Discussion: Guide learners to read and discuss relevant content from the learning resources about the block shading technique, stressing its importance in artwork.

**Lesson Development (30 minutes)**

**Step 1:** Introduction to Block Shading (10 minutes)

- Define the block shading technique, explaining how it involves using dark and light shades to create depth and dimension in artwork.

- Show examples of block shading and discuss how it can enhance drawings.

**Step 2:** Planning the Volleyball Scene (5 minutes)

- Have learners sketch a quick outline of volleyball players (e.g., executing an underarm pass, performing a dig) on plain paper, planning where to apply shading to depict movement and depth.

**Step 3:** Creating Artwork (10 minutes)

- Provide materials and allow the students to use pencils and crayons to block shade their sketches. Encourage them to use contrasting shades to highlight the players’ movements and skills effectively.

**Step 4:** Display and Appraisal (5 minutes)

- Guide learners to display their artwork around the classroom. Encourage them to walk around and appraise their own work and that of their peers, discussing what they like and what could be improved.

**Conclusion (5 minutes)**

- Summarize Key Points: Review what block shading is and its application in their artwork today.

- Interactive Activity: Ask a few students to share what they learned about volleyball skills (underarm passes and digs) during their art creation and how they incorporated that into their work.

- Preview: Give a sneak peek of the next lesson, which will focus on applying basketball skills through similar artistic techniques.

**Extended Activities:**

- At Home: Encourage students to create a series of block shaded drawings of different sports. They can choose a sport of their liking and depict various skills or motions.

- Class Project: Organize a mini art exhibition where students can showcase their block shading artworks, accompanied by descriptions of the volleyball skills they've learned.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 4**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Creating pictures using block shading technique

**Specific Learning Outcomes:**

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

1. Describe the block shading technique.

2. Create a picture of players executing volleyball skills using the block shading technique.

3. Value the skills of underarm passes and dig passes in a mini game of volleyball.

**Key Inquiry Questions:**

- What is the block shading technique?

**Learning Resources:**

- Plain papers

- Rulers

- Pencils

- Crayons

- Paint brushes

- Watercolors

- Poster Bookmark Art and Craft Learners Bk. Grade 5 Pg. 59-60

- Bookmark Art and Craft Grade 5 TG Pg. 70-71

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson: Start by asking students what they remember from the last class regarding art techniques and their applications.

- Discussion: Guide learners to read and discuss relevant content from the learning resources about the block shading technique, stressing its importance in artwork.

**Lesson Development (30 minutes)**

**Step 1:** Introduction to Block Shading (10 minutes)

- Define the block shading technique, explaining how it involves using dark and light shades to create depth and dimension in artwork.

- Show examples of block shading and discuss how it can enhance drawings.

**Step 2:** Planning the Volleyball Scene (5 minutes)

- Have learners sketch a quick outline of volleyball players (e.g., executing an underarm pass, performing a dig) on plain paper, planning where to apply shading to depict movement and depth.

**Step 3:** Creating Artwork (10 minutes)

- Provide materials and allow the students to use pencils and crayons to block shade their sketches. Encourage them to use contrasting shades to highlight the players’ movements and skills effectively.

**Step 4:** Display and Appraisal (5 minutes)

- Guide learners to display their artwork around the classroom. Encourage them to walk around and appraise their own work and that of their peers, discussing what they like and what could be improved.

**Conclusion (5 minutes)**

- Summarize Key Points: Review what block shading is and its application in their artwork today.

- Interactive Activity: Ask a few students to share what they learned about volleyball skills (underarm passes and digs) during their art creation and how they incorporated that into their work.

- Preview: Give a sneak peek of the next lesson, which will focus on applying basketball skills through similar artistic techniques.

**Extended Activities:**

- At Home: Encourage students to create a series of block shaded drawings of different sports. They can choose a sport of their liking and depict various skills or motions.

- Class Project: Organize a mini art exhibition where students can showcase their block shading artworks, accompanied by descriptions of the volleyball skills they've learned.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 7: LESSON 5**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Identifying words with French rhythm names

**Specific Learning Outcomes:**

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

- Interpret rhythmic patterns using French rhythm names (taa, taa-aa, ta-te, taa-aa-aaaa).

- Identify words with French rhythm names.

- Appreciate rhythmic patterns created by self and others.

**Key Inquiry Questions:**

- How are French rhythm names used to create rhythmic patterns?

**Learning Resources:**

- Percussion music instruments

- Flash cards

- Charts

- Recording devices

- Spotlight Music Act. TG. Grd 6 Pg.84-90

- Spotlight Music Act. Learners Book Grd 6 Pg.63

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on rhythm and music patterns.

- Guide learners to read relevant sections in the learning resources, emphasizing the understanding that different syllables represent different rhythms.

**Lesson Development (30 minutes)**

**Step 1:** Introduction to French Rhythm Names

- Present the French rhythm names (taa, ta-te, taa-aa, taa-aa-aaaa) using flashcards.

- Play a short percussion piece and ask learners to clap along, following the rhythms demonstrated.

**Step 2:** Listening Activity

- Conduct a listening exercise where learners listen to familiar songs.

- As they listen, instruct them to tap out the rhythms they hear, trying to match them with the French rhythm names.

**Step 3:** Creating Rhythmic Patterns

- In groups, learners choose a few French rhythm names and create their own rhythmic patterns using percussion instruments.

- Each group takes turns performing their patterns for the class while others identify the rhythm names used.

**Step 4:** Identifying Words with French Rhythm Names

- Have learners brainstorm and share words or phrases that align with the rhythm names (e.g., "la-la" for taa).

- Use a whiteboard or chart to write down these words and show how they fit into the rhythm patterns.

**Conclusion (5 minutes)**

- Summarize the key points covered: the meaning of each rhythm name, how they are used in songs, and the importance of rhythm in music.

- Conduct a brief interactive clapping game where learners create and identify rhythms in pairs.

- Preview the next lesson, discussing how they will apply what they've learned to create a short rhythmic performance.

**Extended Activities:**

- Rhythm Journals: Have students keep a rhythm journal where they write down new rhythm patterns they discover or create, along with examples from songs they like.

- Rhythm Story: Ask students to write a short story and underline or highlight words that can correspond to rhythm names, and then share their story in rhythm with the class.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 7: LESSON 6**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Identifying words with French rhythm names

**Specific Learning Outcomes:**

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

- Interpret rhythmic patterns using French rhythm names (taa, taa-aa, ta-te, taa-aa-aaaa).

- Identify words with French rhythm names.

- Appreciate rhythmic patterns created by self and others.

**Key Inquiry Questions:**

- How are French rhythm names used to create rhythmic patterns?

**Learning Resources:**

- Percussion music instruments

- Flash cards

- Charts

- Recording devices

- Spotlight Music Act. TG. Grd 6 Pg.84-90

- Spotlight Music Act. Learners Book Grd 6 Pg.63

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on rhythm and music patterns.

- Guide learners to read relevant sections in the learning resources, emphasizing the understanding that different syllables represent different rhythms.

**Lesson Development (30 minutes)**

**Step 1:** Introduction to French Rhythm Names

- Present the French rhythm names (taa, ta-te, taa-aa, taa-aa-aaaa) using flashcards.

- Play a short percussion piece and ask learners to clap along, following the rhythms demonstrated.

**Step 2:** Listening Activity

- Conduct a listening exercise where learners listen to familiar songs.

- As they listen, instruct them to tap out the rhythms they hear, trying to match them with the French rhythm names.

**Step 3:** Creating Rhythmic Patterns

- In groups, learners choose a few French rhythm names and create their own rhythmic patterns using percussion instruments.

- Each group takes turns performing their patterns for the class while others identify the rhythm names used.

**Step 4:** Identifying Words with French Rhythm Names

- Have learners brainstorm and share words or phrases that align with the rhythm names (e.g., "la-la" for taa).

- Use a whiteboard or chart to write down these words and show how they fit into the rhythm patterns.

**Conclusion (5 minutes)**

- Summarize the key points covered: the meaning of each rhythm name, how they are used in songs, and the importance of rhythm in music.

- Conduct a brief interactive clapping game where learners create and identify rhythms in pairs.

- Preview the next lesson, discussing how they will apply what they've learned to create a short rhythmic performance.

**Extended Activities:**

- Rhythm Journals: Have students keep a rhythm journal where they write down new rhythm patterns they discover or create, along with examples from songs they like.

- Rhythm Story: Ask students to write a short story and underline or highlight words that can correspond to rhythm names, and then share their story in rhythm with the class.

**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 1**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Identifying words with French rhythm names

**Specific Learning Outcomes:**

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

- Interpret rhythmic patterns using French rhythm names (taa, taa-aa, ta-te, taa-aa-aaaa).

- Identify words with French rhythm names.

- Appreciate rhythmic patterns created by self and others.

**Key Inquiry Questions:**

- How are French rhythm names used to create rhythmic patterns?

**Learning Resources:**

- Percussion music instruments

- Flash cards

- Charts

- Recording devices

- Spotlight Music Act. TG. Grd 6 Pg.84-90

- Spotlight Music Act. Learners Book Grd 6 Pg.63

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on rhythm and music patterns.

- Guide learners to read relevant sections in the learning resources, emphasizing the understanding that different syllables represent different rhythms.

**Lesson Development (30 minutes)**

**Step 1:** Introduction to French Rhythm Names

- Present the French rhythm names (taa, ta-te, taa-aa, taa-aa-aaaa) using flashcards.

- Play a short percussion piece and ask learners to clap along, following the rhythms demonstrated.

**Step 2:** Listening Activity

- Conduct a listening exercise where learners listen to familiar songs.

- As they listen, instruct them to tap out the rhythms they hear, trying to match them with the French rhythm names.

**Step 3:** Creating Rhythmic Patterns

- In groups, learners choose a few French rhythm names and create their own rhythmic patterns using percussion instruments.

- Each group takes turns performing their patterns for the class while others identify the rhythm names used.

**Step 4:** Identifying Words with French Rhythm Names

- Have learners brainstorm and share words or phrases that align with the rhythm names (e.g., "la-la" for taa).

- Use a whiteboard or chart to write down these words and show how they fit into the rhythm patterns.

**Conclusion (5 minutes)**

- Summarize the key points covered: the meaning of each rhythm name, how they are used in songs, and the importance of rhythm in music.

- Conduct a brief interactive clapping game where learners create and identify rhythms in pairs.

- Preview the next lesson, discussing how they will apply what they've learned to create a short rhythmic performance.

**Extended Activities:**

- Rhythm Journals: Have students keep a rhythm journal where they write down new rhythm patterns they discover or create, along with examples from songs they like.

- Rhythm Story: Ask students to write a short story and underline or highlight words that can correspond to rhythm names, and then share their story in rhythm with the class.

**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 2**

**Strand:** Creation and Execution

**Sub Strand:** Identifying words with French rhythm names

**Specific Learning Outcomes:**

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

- Interpret rhythmic patterns using French rhythm names (taa, taa-aa, ta-te, taa-aa-aaaa).

- Identify words with French rhythm names.

- Appreciate rhythmic patterns created by self and others.

**Key Inquiry Question:**

How are French rhythm names used to create rhythmic patterns?

**Learning Resources:**

- Percussion musical instruments (e.g., drums, tambourines)

- Flashcards with rhythm names

- Charts outlining rhythmic patterns

- Recording devices (for capturing performances)

- Spotlight Music Act. Teacher’s Guide (Gr. 6 Pg. 84-90)

- Spotlight Music Act. Learner’s Book (Gr. 6 Pg. 63)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Briefly review the previous lesson about rhythmic patterns.

- Ask students what they remember about French rhythm names and their meanings.

- Discuss the relevance of rhythm in music and its importance for creative expression.

**Lesson Development (30 minutes)**

**Step 1:** Introduce French Rhythm Names

- Present the rhythm names (taa, ta-te, taa-aa, taa-aa-aaaa) using flashcards.

- Have students read them out loud and practice clapping or tapping the rhythm for each.

**Step 2:** Rhythm Pattern Creation

- Organize students into small groups.

- Each group will create a simple rhythmic pattern using three different French rhythm names.

- Encourage them to create a 4-beat pattern.

**Step 3:** Group Performance

- Groups will take turns performing their rhythmic patterns for the class.

- Encourage students to listen carefully to each other and identify the French rhythm names used.

**Step 4:** Reflection and Discussion

- After performances, hold a discussion where students share what they enjoyed about the patterns they heard.

- Discuss how different rhythms can evoke different feelings and ideas.

**Conclusion (5 minutes)**

- Summarize the key points learned: What are French rhythm names, and how are they used?

- Reinforce concepts with a quick interactive activity (like a call-and-response rhythm game).

- Preview the next lesson which will focus on integrating rhythm with movement in dance.

**Extended Activities:**

1. Rhythm Diary:

Encourage students to keep a daily rhythm diary for a week, where they note down any rhythms they create or hear in their daily lives, including the corresponding French rhythm names.

2. Rhythm Relay:

Organize a rhythm relay where students will create a long rhythmic pattern as a class, adding onto it with each student's contributions using the French rhythm names.

3. Creative Rhymes:

Ask students to create short rhymes or poems that fit with specific rhythms and perform them using the French rhythm names. This could help in connecting language and rhythm.

**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 3**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Identifying Words with French Rhythm Names

**Specific Learning Outcomes:**

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

- Interpret rhythmic patterns using French rhythm names (taa, taa-aa, ta-te, taa-aa-aaaa).

- Identify words with French rhythm names.

- Appreciate rhythmic patterns created by self and others.

**Key Inquiry Question:**

- How are French rhythm names used to create rhythmic patterns?

**Learning Resources:**

- Percussion music instruments (e.g., drums, tambourines, shakers)

- Flashcards with French rhythm names

- Rhythm charts

- Recording devices (if available)

- Spotlight Music Activity Teacher's Guide (Grade 6 Pg. 84-90)

- Spotlight Music Learner's Book (Grade 6 Pg. 63)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin the lesson by reviewing the previous lesson on basic rhythm concepts.

- Display flashcards of French rhythm names and briefly explain each one.

- Allow learners to discuss what they remember about rhythmic patterns and their uses in music.

**Lesson Development (30 minutes)**

**Step 1:** Introduction to French Rhythm Names (10 minutes)

- Explain each French rhythm name clearly, ensuring students understand their meanings.

- Use the charts to illustrate how each name corresponds to a specific rhythm pattern.

- In pairs, ask students to come up with a simple phrase or word that can fit one of the rhythm names.

**Step 2:** Clapping and Tapping (10 minutes)

- Have each group choose a familiar song and assign the rhythmic pattern using the French rhythm names learned.

- In groups, clap or tap out the rhythms while reciting the corresponding French rhythm names.

- Walk around the room and provide guidance or corrections as needed.

**Step 3:** Creating Original Rhythmic Patterns (5 minutes)

- Challenge students to create their own rhythmic patterns using the French rhythm names.

- Encourage them to share their patterns with the class, allowing other students to echo or replicate them.

**Step 4:** Rhythmic Appreciation Showcase (5 minutes)

- Ask a few volunteers to perform their rhythmic patterns.

- After each performance, have the class discuss what they liked about the rhythms and how they used the French rhythm names.

**Conclusion (5 minutes)**

- Summarize the key concepts learned today, reiterating the importance of French rhythm names in creating rhythms.

- Conduct an interactive activity where students guess the rhythm pattern being clapped/tapped by a peer.

- Prepare students for the next session by giving a preview of upcoming topics: "Next time, we will explore how rhythm is used in different cultures—think about what you already know!"

**Extended Activities:**

- Have students create a short rhythmic poem using French rhythm names and perform it to the class.

- Challenge learners to find a French song and identify its rhythmic patterns using the names learned.

- Organize a rhythm-based game outside where students must develop and perform original rhythms using natural materials like sticks and stones.

**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 4**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Identifying words with French rhythm names

**Specific Learning Outcomes:**

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

- Interpret rhythmic patterns using French rhythm names: taa, taa-aa, ta-te, taa-aa-aaaa.

- Identify words with French rhythm names.

- Appreciate rhythmic patterns created by themselves and others.

**Key Inquiry Question:**

- How are French rhythm names used to create rhythmic patterns?

**Learning Resources:**

- Percussion music instruments

- Flash cards

- Charts

- Recording devices

- Spotlight Music Act. Teacher’s Guide Grd 6 Pg. 84-90

- Spotlight Music Act. Learner’s Book Grd 6 Pg. 63

**Organization of Learning**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson on rhythm. Ask students to recall what they learned about rhythms and their importance in music.

- Guide learners to read and discuss the pertinent content from the learning resources. Focus on understanding the key concepts related to French rhythm names.

**Lesson Development (30 minutes)**

**Step 1:** Introduce French Rhythm Names (10 minutes)

- Explain each French rhythm name (taa, taa-aa, ta-te, taa-aa-aaaa) with corresponding hand claps or taps.

- Use flash cards to display the rhythm names, and have students repeat them aloud while clapping the rhythms.

**Step 2:** Listen and Perform (10 minutes)

- Play a recording of a familiar song that includes the rhythms mentioned.

- Encourage students to clap or tap along with the music using the correct rhythm names. Identify where each rhythm appears in the song.

**Step 3:** Create Rhythmic Patterns (5 minutes)

- In small groups, have students create their own rhythmic patterns using the French rhythm names they learned.

- Each group will perform their patterns while the rest of the class claps along to identify the rhythms used.

**Step 4:** Rhythm Name Identification Game (5 minutes)

- Conduct a fun, quick-paced game where the teacher calls out a French rhythm name, and students must respond by clapping or tapping the corresponding rhythm.

- Repeat various rhythm names, increasing the speed for added excitement.

**Conclusion (5 minutes)**

- Summarize the key points covered in the lesson, highlighting how the students interpreted and created rhythmic patterns using French rhythm names.

- Conduct an interactive activity where each student can share a rhythm they created, reinforcing the main topics discussed.

- Prepare learners for the next session by giving a brief preview of upcoming topics or encouraging them to think about where they hear rhythms in everyday life.

**Extended Activities**

- Rhythm Scavenger Hunt: Have students listen to different types of music at home and identify at least five examples of the French rhythm names within those songs. They can share their findings in the next class.

- Rhythm Poem: Ask students to write a short poem or rap and express it using the French rhythm names, tapping the rhythm as they perform it in front of the class.

- Create a Rhythm Book: Encourage students to create a mini book with illustrations and examples of various rhythmic patterns, using the French rhythm names as titles for each page.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 1**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Creating Rhythmic Patterns

**Specific Learning Outcomes:**

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

- Name the techniques used in creating rhythms.

- Compose a simple rhythmic pattern using the French rhythm names (taa, taa-aa, ta-te, taaaa-aa-aa).

- Appreciate rhythmic patterns created by themselves and others.

**Key Inquiry Question:**

- Why create rhythm in different beat patterns?

**Learning Resources:**

- Percussion instruments (e.g., tambourines, claves, drums)

- Flash cards (with French rhythm names)

- Charts (illustrating rhythmic patterns)

- Recording devices

- Spotlight Music Act. Teacher’s Guide Grade 6 Pg. 98-100

- Spotlight Music Act. Learners Book Grade 6 Pg. 73

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson focused on rhythm and beats.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of concepts related to rhythm patterns.

**Lesson Development (30 minutes):**

**Step 1:** Introduction to Rhythm Techniques (10 minutes)

- Introduce students to the techniques used in creating rhythms (e.g., repetition, variation, and ending).

- Demonstrate each technique on a percussion instrument and explain how each contributes to rhythmic diversity.

**Step 2:** Understanding French Rhythm Names (10 minutes)

- Explain the French rhythm names: taa (whole note), taa-aa (half note), ta-te (quarter note), taaaa-aa-aa (eighth notes).

- Use flash cards to visually represent each rhythm name and allow students to clap or tap the rhythms on their desks.

**Step 3:** Composing Rhythmic Patterns (10 minutes)

- In small groups, have learners create their rhythmic patterns by combining the French rhythm names they learned.

- Encourage originality while reiterating the importance of the techniques discussed.

**Step 4:** Sharing and Appreciating Rhythms (5 minutes)

- Each group will take turns presenting their composed rhythmic patterns to the class using percussion instruments.

- Invite feedback from peers about what they enjoyed or found interesting about each pattern.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson, emphasizing the techniques learned and the importance of rhythm in music.

- Conduct a brief interactive activity where students clap or play along to a rhythm pattern created by a fellow student to reinforce peer appreciation.

- Prepare learners for the next session by previewing the upcoming topics, such as the influence of rhythm in different musical genres.

**Extended Activities:**

- Rhythm Journals: Have students keep a journal where they create and notate new rhythmic patterns at home, describing the feelings or images each rhythm evokes.

- Group Projects: Assign groups to explore different cultural rhythms around the world, using percussion instruments to recreate and share their findings with the class.

- Creative Dance: Encourage students to create a short dance that incorporates the rhythms they composed, helping them connect movement with music.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Creating Rhythmic Patterns

**Specific Learning Outcomes:**

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

- Name the techniques used in creating rhythms.

- Compose a simple rhythmic pattern using the French rhythm names (taa, taa-aa, ta-te, taaaa-aa-aa).

- Appreciate rhythmic patterns created by themselves and others.

**Key Inquiry Question:**

- Why create rhythm in different beat patterns?

**Learning Resources:**

- Percussion instruments (e.g., tambourines, claves, drums)

- Flash cards (with French rhythm names)

- Charts (illustrating rhythmic patterns)

- Recording devices

- Spotlight Music Act. Teacher’s Guide Grade 6 Pg. 98-100

- Spotlight Music Act. Learners Book Grade 6 Pg. 73

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson focused on rhythm and beats.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of concepts related to rhythm patterns.

**Lesson Development (30 minutes):**

**Step 1:** Introduction to Rhythm Techniques (10 minutes)

- Introduce students to the techniques used in creating rhythms (e.g., repetition, variation, and ending).

- Demonstrate each technique on a percussion instrument and explain how each contributes to rhythmic diversity.

**Step 2:** Understanding French Rhythm Names (10 minutes)

- Explain the French rhythm names: taa (whole note), taa-aa (half note), ta-te (quarter note), taaaa-aa-aa (eighth notes).

- Use flash cards to visually represent each rhythm name and allow students to clap or tap the rhythms on their desks.

**Step 3:** Composing Rhythmic Patterns (10 minutes)

- In small groups, have learners create their rhythmic patterns by combining the French rhythm names they learned.

- Encourage originality while reiterating the importance of the techniques discussed.

**Step 4:** Sharing and Appreciating Rhythms (5 minutes)

- Each group will take turns presenting their composed rhythmic patterns to the class using percussion instruments.

- Invite feedback from peers about what they enjoyed or found interesting about each pattern.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson, emphasizing the techniques learned and the importance of rhythm in music.

- Conduct a brief interactive activity where students clap or play along to a rhythm pattern created by a fellow student to reinforce peer appreciation.

- Prepare learners for the next session by previewing the upcoming topics, such as the influence of rhythm in different musical genres.

**Extended Activities:**

- Rhythm Journals: Have students keep a journal where they create and notate new rhythmic patterns at home, describing the feelings or images each rhythm evokes.

- Group Projects: Assign groups to explore different cultural rhythms around the world, using percussion instruments to recreate and share their findings with the class.

- Creative Dance: Encourage students to create a short dance that incorporates the rhythms they composed, helping them connect movement with music.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 9: LESSON 3**

**Strand:** Creation and Execution

**Sub Strand:** Creating Rhythmic Patterns

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Name the techniques used in creating rhythms.

- Compose a simple rhythmic pattern using the French rhythm names: taa, taa-aa, ta-te, taaaa-aa-aa.

- Appreciate rhythmic patterns created by self and others.

**Key Inquiry Question(s):**

- Why create rhythm in different beat patterns?

**Learning Resources:**

- Percussion music instruments

- Flashcards

- Charts

- Spotlight Music Act (Teacher's Guide) Grade 6 Pg. 98-100

- Spotlight Music Act (Learner's Book) Grade 6 Pg. 73

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the basics of rhythm.

- Ask learners to share what they remember about rhythm creation and techniques.

- Guide learners to read and discuss the relevant content from the learning resources, focusing on key concepts of rhythm.

**Lesson Development (30 minutes):**

**Step 1:** Rhythm Techniques (10 minutes)

- Introduce various techniques for creating rhythms, such as clapping, drumming, and using other percussion instruments.

- Use charts to visually represent the different French rhythm names (taa, taa-aa, ta-te, taaaa-aa-aa).

- Ask students to repeat these rhythms aloud and get familiar with the pronunciation.

**Step 2:** Composing Rhythmic Patterns (10 minutes)

- In groups, have students create their own simple rhythmic patterns using the French rhythm names.

- Encourage them to experiment with different combinations of the rhythms learned.

- Provide materials like percussion instruments for hands-on practice.

**Step 3:** Sharing and Feedback (5 minutes)

- Have groups present their rhythmic patterns to the class.

- Encourage constructive feedback by asking classmates what they liked about each pattern and how it could be improved.

**Step 4:** Reflection and Appreciation (5 minutes)

- After sharing, conduct a quick class discussion on what they learned about rhythm and its variations.

- Ask students to express how it felt to create and listen to each other's rhythms.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: the techniques for creating rhythms, the French rhythm names, and the importance of sharing and appreciating each other’s work.

- Conduct a brief interactive activity, such as a call-and-response rhythm exercise to reinforce the concepts.

- Preview the next session by asking students to think about how rhythms can tell a story.

**Extended Activities:**

- Rhythm Journal: Have students keep a rhythm journal where they can write down new patterns they come up with, along with illustrations of how they would express those rhythms using body percussion.

- Rhythm Scavenger Hunt: Encourage learners to find everyday objects at home to create rhythms and bring them to class to share their findings.

- Group Composition Project: Assign a group activity where students create a short performance using their composed rhythmic patterns and incorporate movement.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 9: LESSON 4**

**Strand:** Creation and Execution

**Sub Strand:** Creating Rhythmic Patterns

**Specific Learning Outcomes:**

By the end of the lesson, the learner should be able to:

- Name the techniques used in creating rhythms.

- Compose a simple rhythmic pattern using the French rhythm names: taa, taa-aa, ta-te, taaaa-aa-aa.

- Appreciate rhythmic patterns created by self and others.

**Key Inquiry Question(s):**

- Why create rhythm in different beat patterns?

**Learning Resources:**

- Percussion music instruments

- Flashcards

- Charts

- Spotlight Music Act (Teacher's Guide) Grade 6 Pg. 98-100

- Spotlight Music Act (Learner's Book) Grade 6 Pg. 73

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the basics of rhythm.

- Ask learners to share what they remember about rhythm creation and techniques.

- Guide learners to read and discuss the relevant content from the learning resources, focusing on key concepts of rhythm.

**Lesson Development (30 minutes):**

**Step 1:** Rhythm Techniques (10 minutes)

- Introduce various techniques for creating rhythms, such as clapping, drumming, and using other percussion instruments.

- Use charts to visually represent the different French rhythm names (taa, taa-aa, ta-te, taaaa-aa-aa).

- Ask students to repeat these rhythms aloud and get familiar with the pronunciation.

**Step 2:** Composing Rhythmic Patterns (10 minutes)

- In groups, have students create their own simple rhythmic patterns using the French rhythm names.

- Encourage them to experiment with different combinations of the rhythms learned.

- Provide materials like percussion instruments for hands-on practice.

**Step 3:** Sharing and Feedback (5 minutes)

- Have groups present their rhythmic patterns to the class.

- Encourage constructive feedback by asking classmates what they liked about each pattern and how it could be improved.

**Step 4:** Reflection and Appreciation (5 minutes)

- After sharing, conduct a quick class discussion on what they learned about rhythm and its variations.

- Ask students to express how it felt to create and listen to each other's rhythms.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: the techniques for creating rhythms, the French rhythm names, and the importance of sharing and appreciating each other’s work.

- Conduct a brief interactive activity, such as a call-and-response rhythm exercise to reinforce the concepts.

- Preview the next session by asking students to think about how rhythms can tell a story.

**Extended Activities:**

- Rhythm Journal: Have students keep a rhythm journal where they can write down new patterns they come up with, along with illustrations of how they would express those rhythms using body percussion.

- Rhythm Scavenger Hunt: Encourage learners to find everyday objects at home to create rhythms and bring them to class to share their findings.

- Group Composition Project: Assign a group activity where students create a short performance using their composed rhythmic patterns and incorporate movement.

**Teacher Self-Evaluation:**

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|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 9: LESSON 5**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Collage

**Specific Learning Outcomes:**

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

- Explain the meaning of collage.

- Create a newspaper collage composition based on music performances.

- Develop curiosity in creating collages.

**Key Inquiry Question(s):**

- How do we create a collage?

**Learning Resources:**

- Digital devices

- Samples of collages with landscape pictorial features

- Samples of materials for making collage

- Bookmark Art and Craft Learners Bk. Grade 5 Pg. 25

- Bookmark Art and Craft Grade 5 TG Pg. 34-36

**Organisation of Learning**

**Introduction (5 minutes)**

- Start by reviewing the previous lesson on different forms of art and their importance.

- Ask students to share any previous experiences they have with collages or visual arts.

- Guide learners to read and discuss the relevant content from the learning resources, emphasizing understanding the definition and purpose of collage.

**Lesson Development (30 minutes)**

**Step 1:** Understanding Collage (10 minutes)

- Introduce the concept of collage. Explain that a collage is an artwork created by assembling different materials, such as paper, photographs, and fabric, on a surface.

- Show virtual or physical samples of collages, pointing out different themes and styles. Ask the students to identify different elements within each collage.

**Step 2:** Exploring Characteristics of Collages (10 minutes)

- Discuss the characteristics of a good collage: texture, color, composition, and theme.

- Divide students into small groups and allow them to look at the samples provided. Each group should identify and share one collage technique they find interesting.

**Step 3:** Material Collection and Preparation (5 minutes)

- Guide students in collecting various materials they can use for their collages, focusing on texture and color.

- Discuss improvised adhesives (e.g., glue, tape) and how to safely manage materials during the collage-making process.

**Step 4:** Creating the Collage (5 minutes)

- Instruct learners to sketch a basic plan for their collage focused on music performances. They should think about how they can represent the theme visually.

- Encourage creativity and personal expression while ensuring that learners understand the use of different materials.

**Conclusion (5 minutes)**

- Summarize key points such as the definition of collage, its characteristics, and the materials used in creating collages.

- Conduct a brief interactive activity where students can share their collage ideas and what materials they plan to use.

- Preview the next lesson, highlighting that they will start creating their collages using the materials they have prepared.

**Extended Activities:**

- Encourage students to research famous collagists and present a short summary about their work and style to the class.

- Ask learners to create a digital collage using a software application or an online collage maker, focusing on the same music theme.

- Organize a classroom exhibition of their collages at the end of the unit to share their artwork with other classes or parents.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 9: LESSON 6**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Collage

**Specific Learning Outcomes:**

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

- Explain the meaning of collage.

- Create a newspaper collage composition based on music performances.

- Develop curiosity in creating collages.

**Key Inquiry Question(s):**

- How do we create a collage?

**Learning Resources:**

- Digital devices

- Samples of collages with landscape pictorial features

- Samples of materials for making collage

- Bookmark Art and Craft Learners Bk. Grade 5 Pg. 25

- Bookmark Art and Craft Grade 5 TG Pg. 34-36

**Organisation of Learning**

**Introduction (5 minutes)**

- Start by reviewing the previous lesson on different forms of art and their importance.

- Ask students to share any previous experiences they have with collages or visual arts.

- Guide learners to read and discuss the relevant content from the learning resources, emphasizing understanding the definition and purpose of collage.

**Lesson Development (30 minutes)**

**Step 1:** Understanding Collage (10 minutes)

- Introduce the concept of collage. Explain that a collage is an artwork created by assembling different materials, such as paper, photographs, and fabric, on a surface.

- Show virtual or physical samples of collages, pointing out different themes and styles. Ask the students to identify different elements within each collage.

**Step 2:** Exploring Characteristics of Collages (10 minutes)

- Discuss the characteristics of a good collage: texture, color, composition, and theme.

- Divide students into small groups and allow them to look at the samples provided. Each group should identify and share one collage technique they find interesting.

**Step 3:** Material Collection and Preparation (5 minutes)

- Guide students in collecting various materials they can use for their collages, focusing on texture and color.

- Discuss improvised adhesives (e.g., glue, tape) and how to safely manage materials during the collage-making process.

**Step 4:** Creating the Collage (5 minutes)

- Instruct learners to sketch a basic plan for their collage focused on music performances. They should think about how they can represent the theme visually.

- Encourage creativity and personal expression while ensuring that learners understand the use of different materials.

**Conclusion (5 minutes)**

- Summarize key points such as the definition of collage, its characteristics, and the materials used in creating collages.

- Conduct a brief interactive activity where students can share their collage ideas and what materials they plan to use.

- Preview the next lesson, highlighting that they will start creating their collages using the materials they have prepared.

**Extended Activities:**

- Encourage students to research famous collagists and present a short summary about their work and style to the class.

- Ask learners to create a digital collage using a software application or an online collage maker, focusing on the same music theme.

- Organize a classroom exhibition of their collages at the end of the unit to share their artwork with other classes or parents.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 10: LESSON 1**

**Strand:** Creation and Execution

**Sub Strand:** Collage

**Specific Learning Outcomes:**

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

- Explain the meaning of a collage.

- Create a newspaper collage composition based on music performance.

- Develop curiosity in creating collages.

**Key Inquiry Question:**

- How do we create a collage?

**Learning Resources:**

- Samples of collages with landscape pictorial features.

- Materials for making a collage (newspapers, scissors, glue, colored paper).

- Bookmark Art and Craft Learners Book Grade 5 Pg. 25.

- Bookmark Art and Craft Teacher's Guide Grade 5 Pg. 34-36.

**Organisation of Learning**

**Introduction (5 minutes)**

1. Review the previous lesson: Quickly recap what students learned about collages and their elements.

2. Group Discussion: Encourage learners to read and discuss the relevant content from the learning resources. Highlight the key concepts, such as the purpose of a collage and different materials that can be used.

**Lesson Development (30 minutes)**

**Step 1:** Understanding Collages (5 minutes)

- Definition and Examples: Explain what a collage is, showing samples. Discuss the various themes of collages, particularly focusing on musical performances.

**Step 2:** Planning the Collage Composition (10 minutes)

- Group Discussion: In their groups, students should brainstorm ideas for their music performance collage. They’ll decide which elements (like instruments, artists, or musical notes) they want to include in their work.

- Sketching: Each group should sketch a rough layout of their collage on paper.

**Step 3:** Creating the Collage (10 minutes)

- Gathering Materials: Instruct students to collect newspapers and other materials that represent their chosen theme.

- Pasting and Arrangement: Students will begin cutting out and arranging the materials according to their sketches. Encourage them to think about color and texture variation while pasting.

**Step 4:** Neatening and Finishing Touches (5 minutes)

- Finalizing Collage: Guide learners to clean up their work area and make finishing touches to their collages, ensuring everything is well put together.

- Display Preparation: Prompt students to prepare to share their works with the class.

**Conclusion (5 minutes)**

- Summarization: Highlight the key points covered in the lesson: the definition of a collage, the steps taken to create their own, and the importance of creativity.

- Interactive Activity: Engage learners in a short game where they must identify different items from their collages based on verbal descriptions given by their peers.

- Preview: Discuss what will be covered in the next lesson related to art forms and their role in expressing themes like music.

**Extended Activities**

1. Artist Research Project: Learners can choose a famous collage artist to research and then create a presentation about their style and works.

2. Digital Collage Creation: Students can explore digital tools to create a collage, integrating technology with their artistic skills.

3. Class Art Gallery: Plan a day for students to display their collages around the classroom or school and have an open gallery where peers can visit.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 10: LESSON 2**

**Strand:** Creation and Execution

**Sub Strand:** Collage

**Specific Learning Outcomes:**

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

- Explain the meaning of a collage.

- Create a newspaper collage composition based on music performance.

- Develop curiosity in creating collages.

**Key Inquiry Question:**

- How do we create a collage?

**Learning Resources:**

- Samples of collages with landscape pictorial features.

- Materials for making a collage (newspapers, scissors, glue, colored paper).

- Bookmark Art and Craft Learners Book Grade 5 Pg. 25.

- Bookmark Art and Craft Teacher's Guide Grade 5 Pg. 34-36.

**Organisation of Learning**

**Introduction (5 minutes)**

1. Review the previous lesson: Quickly recap what students learned about collages and their elements.

2. Group Discussion: Encourage learners to read and discuss the relevant content from the learning resources. Highlight the key concepts, such as the purpose of a collage and different materials that can be used.

**Lesson Development (30 minutes)**

**Step 1:** Understanding Collages (5 minutes)

- Definition and Examples: Explain what a collage is, showing samples. Discuss the various themes of collages, particularly focusing on musical performances.

**Step 2:** Planning the Collage Composition (10 minutes)

- Group Discussion: In their groups, students should brainstorm ideas for their music performance collage. They’ll decide which elements (like instruments, artists, or musical notes) they want to include in their work.

- Sketching: Each group should sketch a rough layout of their collage on paper.

**Step 3:** Creating the Collage (10 minutes)

- Gathering Materials: Instruct students to collect newspapers and other materials that represent their chosen theme.

- Pasting and Arrangement: Students will begin cutting out and arranging the materials according to their sketches. Encourage them to think about color and texture variation while pasting.

**Step 4:** Neatening and Finishing Touches (5 minutes)

- Finalizing Collage: Guide learners to clean up their work area and make finishing touches to their collages, ensuring everything is well put together.

- Display Preparation: Prompt students to prepare to share their works with the class.

**Conclusion (5 minutes)**

- Summarization: Highlight the key points covered in the lesson: the definition of a collage, the steps taken to create their own, and the importance of creativity.

- Interactive Activity: Engage learners in a short game where they must identify different items from their collages based on verbal descriptions given by their peers.

- Preview: Discuss what will be covered in the next lesson related to art forms and their role in expressing themes like music.

**Extended Activities**

1. Artist Research Project: Learners can choose a famous collage artist to research and then create a presentation about their style and works.

2. Digital Collage Creation: Students can explore digital tools to create a collage, integrating technology with their artistic skills.

3. Class Art Gallery: Plan a day for students to display their collages around the classroom or school and have an open gallery where peers can visit.

**Teacher Self-Evaluation:**

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|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 10: LESSON 3**

**Strand:** Creation and Execution

**Sub Strand:** Melodies in Three and Four Beat Time Patterns

**Specific Learning Outcomes:**

- Identify melodies in three and four beat time patterns.

- Improvise rhythms in three and four beat patterns on a percussion instrument.

- Appreciate rhythmic patterns created by self and others.

**Key Inquiry Question:**

- How do we improvise rhythms?

**Learning Resources:**

- Percussion instruments, flashcards, charts, recording devices,

- Spotlight Music Act Teacher’s Guide (Grade 6, Pages 101-104)

- Spotlight Music Act Learner’s Book (Grade 6, Page 76)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson, highlighting any key concepts discussed.

- Introduce the day’s topic by asking students about their knowledge of rhythm and time patterns, guiding them to read and discuss relevant content from their learning resources.

**Lesson Development (30 minutes)**

**Step 1:** Listening Activity (10 minutes)

- Play a selection of songs that utilize three and four beat time patterns.

- Ask students to identify and clap along to the beat, noting the difference between the two patterns.

**Step 2:** Rhythm Imitation (10 minutes)

- Display flashcards featuring short rhythms in three and four beat time patterns.

- In pairs, have students take turns imitating these rhythms using their voices.

- Circulate to provide guidance and feedback.

**Step 3:** Instrumental Improv (5 minutes)

- Provide students with percussion instruments (e.g., tambourines, drums, shakers).

- Invite students to improvise their own rhythms, focusing on either a three or four beat pattern, encouraging creativity and exploration.

**Step 4:** Group Performance (5 minutes)

- In groups, students will perform their improvisations.

- As they play, encourage appreciation among peers; students should clap after each group’s performance to celebrate their creativity.

**Conclusion (5 minutes)**

- Summarize the key points covered during the lesson, revisiting the learning objectives.

- Conduct a quick interactive activity, such as a rhythm echo game, to reinforce the main concepts.

- Prepare students for the next session by previewing what they will learn about dynamics in music.

**Extended Activities:**

- Rhythm Journal: Encourage students to keep a rhythm journal where they can write down their own rhythms and any new melodies they create over the week.

- Class Composition: Organize students into small groups to compose a short piece of music using three and four beat time patterns and share it with the class.

- World Rhythms: Research different musical traditions that utilize distinct time patterns and present their findings to their classmates, discussing how different cultures express rhythm.

**Teacher Self-Evaluation:**

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|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 10: LESSON 4**

**Strand:** Creation and Execution

**Sub Strand:** Improvising Short Rhythms

**Specific Learning Outcomes:**

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

- Identify melodies in three and four beat time patterns.

- Improvise rhythms in three and four beat patterns using a percussion instrument.

- Appreciate rhythmic patterns created by themselves and others.

**Key Inquiry Question:**

- How do we improvise rhythms?

**Learning Resources:**

- Percussion musical instruments

- Flashcards

- Charts

- Recording devices

- Spotlight Music Activity Teacher's Guide (Gr. 6, Pg. 105-109)

- Spotlight Music Activity Learner’s Book (Gr. 6, Pg. 80)

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson's concepts and highlight the importance of rhythm in music.

- Guide learners to read and discuss the relevant content from the learning resources, emphasizing the key question of how to improvise rhythms.

**Lesson Development (30 minutes)**

**Step 1:** Introduction to Rhythmic Patterns (10 minutes)

- Discuss three and four beat time patterns with the class, using visual aids (charts) to demonstrate the difference between strong and weak beats.

- Play examples of rhythms and ask students to clap them back to reinforce recognition of the patterns.

**Step 2:** Improvise Short Rhythms (10 minutes)

- Distribute percussion instruments to each student.

- In pairs or small groups, take turns improvising short rhythms in three and four beat patterns. Each student should have an opportunity to play their rhythm and have others listen.

**Step 3:** Visual Rhythm Mapping (5 minutes)

- Provide contrasting colors of markers or crayons.

- Each student will create a visual representation of their improvised rhythm by marking strong beats with one color and weak beats with another on paper.

**Step 4:** Peer Sharing and Feedback (5 minutes)

- Have students present their rhythms and visual maps to the class or small groups.

- Encourage classmates to provide positive feedback and suggestions for improvement, emphasizing appreciation of each other's creativity.

**Conclusion (5 minutes)**

- Summarize the key points of the lesson, including the elements of three and four beat rhythms and the improvisation process.

- Conduct a brief interactive activity, such as a quick rhythm game or clapping exercise, to reinforce the day's learning.

- Preview the next session's topic, encouraging students to think about different rhythms they encounter in daily life.

**Extended Activities:**

- Rhythm Exploration: Encourage students to find everyday sounds in their environment and improvise rhythms based on them. They can record these sounds and create a musical collage.

- Rhythm Composition: Have students compose a short piece of music incorporating three and four beat patterns, which they can later present to the class.

- Group Rhythm Challenge: Organize a classroom rhythm challenge where small groups create a rhythm piece to perform, focusing on creativity and collaboration.

**Teacher Self-Evaluation:**

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|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 10: LESSON 5**

**Strand:** Creation and Execution

**Sub Strand:** Improvising Short Rhythms

**Specific Learning Outcomes:**

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

- Identify melodies in three and four beat time patterns.

- Improvise rhythms in three and four beat patterns using a percussion instrument.

- Appreciate rhythmic patterns created by themselves and others.

**Key Inquiry Question:**

- How do we improvise rhythms?

**Learning Resources:**

- Percussion musical instruments

- Flashcards

- Charts

- Recording devices

- Spotlight Music Activity Teacher's Guide (Gr. 6, Pg. 105-109)

- Spotlight Music Activity Learner’s Book (Gr. 6, Pg. 80)

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson's concepts and highlight the importance of rhythm in music.

- Guide learners to read and discuss the relevant content from the learning resources, emphasizing the key question of how to improvise rhythms.

**Lesson Development (30 minutes)**

**Step 1:** Introduction to Rhythmic Patterns (10 minutes)

- Discuss three and four beat time patterns with the class, using visual aids (charts) to demonstrate the difference between strong and weak beats.

- Play examples of rhythms and ask students to clap them back to reinforce recognition of the patterns.

**Step 2:** Improvise Short Rhythms (10 minutes)

- Distribute percussion instruments to each student.

- In pairs or small groups, take turns improvising short rhythms in three and four beat patterns. Each student should have an opportunity to play their rhythm and have others listen.

**Step 3:** Visual Rhythm Mapping (5 minutes)

- Provide contrasting colors of markers or crayons.

- Each student will create a visual representation of their improvised rhythm by marking strong beats with one color and weak beats with another on paper.

**Step 4:** Peer Sharing and Feedback (5 minutes)

- Have students present their rhythms and visual maps to the class or small groups.

- Encourage classmates to provide positive feedback and suggestions for improvement, emphasizing appreciation of each other's creativity.

**Conclusion (5 minutes)**

- Summarize the key points of the lesson, including the elements of three and four beat rhythms and the improvisation process.

- Conduct a brief interactive activity, such as a quick rhythm game or clapping exercise, to reinforce the day's learning.

- Preview the next session's topic, encouraging students to think about different rhythms they encounter in daily life.

**Extended Activities:**

- Rhythm Exploration: Encourage students to find everyday sounds in their environment and improvise rhythms based on them. They can record these sounds and create a musical collage.

- Rhythm Composition: Have students compose a short piece of music incorporating three and four beat patterns, which they can later present to the class.

- Group Rhythm Challenge: Organize a classroom rhythm challenge where small groups create a rhythm piece to perform, focusing on creativity and collaboration.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 10: LESSON 6**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Gymnastics: Samples of woven items

**Specific Learning Outcomes:**

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

1. Name samples of woven items made using twill weave.

2. Observe pictures of woven items done using 2/2 twill weave.

3. Appreciate the importance of woven items.

**Key Inquiry Question(s):**

- Why is recycling beneficial to the environment?

**Learning Resources:**

- Cutting tools

- Sisal stripping tools

- Weaving materials (maize stalk, reeds, twigs)

- Bookmark Art and Craft Learners Bk. Grade 5 Pg. 29

- Bookmark Art and Craft Grade 5 TG Pg. 42

**Organisation of Learning:**

**Introduction (5 minutes)**

1. Review the previous lesson and key concepts learned.

2. Engage the learners by having them read and discuss relevant content from the learning resources. Focus on understanding twill weave, its samples, and its relevance to woven items.

**Lesson Development (30 minutes)**

**Step 1:** Introduction to Twill Weave

- Display images or videos of woven items made with 2/2 twill weave.

- Discuss what twill weave is and how it differs from other weaving techniques.

- Ask students to share their observations about the images. What do they notice?

**Step 2:** Identification of Woven Items

- In pairs, learners will review the images and name at least three woven items they can identify as being made using a 2/2 twill weave.

- Invite pairs to present their findings to the class and encourage conversation.

**Step 3:** Hands-on Activity

- Gather learners around a workstation with cutting tools and weaving materials (maize stalk, reeds, twigs).

- Demonstrate simple weaving techniques to create small woven items (like coasters or small mats). Allow students to participate in creating these items, fostering collaboration and creativity.

**Step 4:** Reflection on Importance of Woven Items

- Facilitate a group discussion on the importance of woven items in daily life.

- Explore questions such as: How do woven items contribute to our culture? Why is it important to recycle materials to create woven items?

**Conclusion (5 minutes)**

- Summarize the key points: the definition of twill weave, examples of woven items, and the significance of recycling.

- Conduct a brief interactive quiz where students can answer questions related to the lesson.

- Preview upcoming topics to pique interest (e.g., different weaving methods and their cultural significance).

**Extended Activities:**

- Creative Project: Students can create their own woven item from recyclable materials at home and present it in the next class, discussing their process and its significance.

- Research Assignment: Learners can explore weaving techniques from different cultures and prepare a short presentation on what they learned.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 11: LESSON 1**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Samples of Woven Items

**Specific Learning Outcomes:**

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

- Name samples of woven items made using twill weave.

- Observe pictures of woven items done using 2/2 twill weave.

- Appreciate the importance of woven items.

**Key Inquiry Question(s):**

- Why is recycling beneficial to the environment?

**Learning Resources:**

- Cutting tools

- Sisal stripping tools

- Weaving materials (maize stalk, reeds, twigs)

- Bookmark Art and Craft Learners Book Grade 5 Pg. 29

- Bookmark Art and Craft Teacher's Guide Grade 5 Pg. 42

**Organisation of Learning:**

**Introduction (5 minutes)**

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

- Engage students in a discussion about what they learned, using guiding questions to refresh their memories.

- Introduce today's focus on twill weave by inviting students to read a relevant section from the learning resources.

**Lesson Development (30 minutes)**

**Step 1:** Observation of Samples

- Present students with virtual images and actual samples of woven items using 2/2 twill weave.

- Guide them in identifying different characteristics of these items (e.g., patterns, colors, and materials used).

**Step 2:** Discussion on Samples

- Facilitate a discussion where students can share which woven items they like best and why.

- Encourage them to think about the cultural significance and uses of these items in everyday life.

**Step 3:** Practical Demonstration

- Demonstrate basic weaving techniques using twill weave on small pieces of material (e.g., maize stalk or reeds).

- Explain the steps involved in the weaving process and how recycling materials can be incorporated into these woven items.

**Step 4:** Group Activity

- Divide students into small groups and have them collaborate to create a small woven item using the provided materials.

- Encourage them to apply 2/2 twill weave techniques learned from the demonstration.

**Conclusion (5 minutes)**

- Gather students for a quick review of what they learned about woven items and twill weaving.

- Conduct an interactive activity, such as a gallery walk where they share their woven items and discuss the process.

- Preview the next session: Discuss the importance of recycling in art and how it can be used to create new items.

**Extended Activities:**

- Organize a "Recycled Art Show" where students can bring in materials from home to create woven art pieces.

- Assign students to create a journal entry reflecting on what they learned about the importance of woven items and recycling.

- Encourage students to research a specific culture's weaving techniques and present their findings in the next class.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 11: LESSON 2**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Samples of Woven Items

**Specific Learning Outcomes:**

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

- Name samples of woven items made using twill weave.

- Observe pictures of woven items done using 2/2 twill weave.

- Appreciate the importance of woven items.

**Key Inquiry Question(s):**

- Why is recycling beneficial to the environment?

**Learning Resources:**

- Cutting tools

- Sisal stripping tools

- Weaving materials (maize stalk, reeds, twigs)

- Bookmark Art and Craft Learners Book Grade 5 Pg. 29

- Bookmark Art and Craft Teacher's Guide Grade 5 Pg. 42

**Organisation of Learning:**

**Introduction (5 minutes)**

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

- Engage students in a discussion about what they learned, using guiding questions to refresh their memories.

- Introduce today's focus on twill weave by inviting students to read a relevant section from the learning resources.

**Lesson Development (30 minutes)**

**Step 1:** Observation of Samples

- Present students with virtual images and actual samples of woven items using 2/2 twill weave.

- Guide them in identifying different characteristics of these items (e.g., patterns, colors, and materials used).

**Step 2:** Discussion on Samples

- Facilitate a discussion where students can share which woven items they like best and why.

- Encourage them to think about the cultural significance and uses of these items in everyday life.

**Step 3:** Practical Demonstration

- Demonstrate basic weaving techniques using twill weave on small pieces of material (e.g., maize stalk or reeds).

- Explain the steps involved in the weaving process and how recycling materials can be incorporated into these woven items.

**Step 4:** Group Activity

- Divide students into small groups and have them collaborate to create a small woven item using the provided materials.

- Encourage them to apply 2/2 twill weave techniques learned from the demonstration.

**Conclusion (5 minutes)**

- Gather students for a quick review of what they learned about woven items and twill weaving.

- Conduct an interactive activity, such as a gallery walk where they share their woven items and discuss the process.

- Preview the next session: Discuss the importance of recycling in art and how it can be used to create new items.

**Extended Activities:**

- Organize a "Recycled Art Show" where students can bring in materials from home to create woven art pieces.

- Assign students to create a journal entry reflecting on what they learned about the importance of woven items and recycling.

- Encourage students to research a specific culture's weaving techniques and present their findings in the next class.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 11: LESSON 3**

**Strand:** CREATION AND EXECUTION

**Sub-Strand:** Materials for Weaving a Mat

**Specific Learning Outcomes:**

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

- Identify materials for weaving a mat.

- Assemble locally available materials for weaving a mat.

- Appreciate the process of collecting materials for weaving a mat.

**Key Inquiry Question(s):**

- What materials can we use to weave a mat?

**Learning Resources:**

- Cutting tools

- Sisal stripping tools

- Weaving materials (maize stalk, reeds, twigs)

- Bookmark Art and Craft Learners Bk. Grade 5 Pg. 30-32

- Bookmark Art and Craft Grade 5 TG Pg. 42-43

**Organisation of Learning:**

**Introduction (5 minutes)**

1. Briefly review the previous lesson on weaving and its importance in various cultures.

2. Ask students to share any experiences they have had with weaving and the types of materials used.

3. Introduce the key inquiry question and guide learners to read and discuss relevant content from the learning resources, focusing on the different materials that can be used for weaving mats.

**Lesson Development (30 minutes)**

**Step 1:** Identify Materials (10 minutes)

- Activity: Have students brainstorm and list different materials used for weaving mats.

- Materials Needed: Whiteboard and markers, handouts of weaving materials from learning resources.

- Outcome: Students will identify common materials found in their environment.

**Step 2:** Explore Local Materials (10 minutes)

- Activity: Organize a short guided walk around the school grounds to collect locally available materials (twigs, reeds, etc.).

- Materials Needed: Bags for collecting items.

- Outcome: Students will actively gather and appreciate the use of natural materials.

**Step 3:** Prepare Materials (5 minutes)

- Activity: Return to the classroom; demonstrate how to strip sisal fibers or prepare maize stalks for weaving.

- Materials Needed: Sisal stripping tools, maize stalks.

- Outcome: Students will learn to prepare materials correctly for the weaving process.

**Step 4:** Discuss the Importance (5 minutes)

- Activity: In pairs, have students discuss why it's important to use local materials and the cultural significance of weaving in their community.

- Outcome: Students will appreciate traditional practices and sustainability.

**Conclusion (5 minutes)**

1. Summarize the key points about the different materials for weaving mats and their preparation.

2. Conduct a brief interactive activity by asking students to share one thing they learned about collecting materials.

3. Preview the next lesson on actually weaving the mat, encouraging students to think about designs they might want to create.

**Extended Activities:**

1. Research Assignment: Have students choose a specific culture and research traditional weaving techniques and materials used in that culture.

2. Creative Display: Students can create a poster showcasing the materials they found and what they learned about their significance.

3. Community Involvement: Organize a community workshop where students can teach others about sustainable materials for weaving.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 11: LESSON 4**

**Strand:** CREATION AND EXECUTION

**Sub-Strand:** Materials for Weaving a Mat

**Specific Learning Outcomes:**

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

- Identify materials for weaving a mat.

- Assemble locally available materials for weaving a mat.

- Appreciate the process of collecting materials for weaving a mat.

**Key Inquiry Question(s):**

- What materials can we use to weave a mat?

**Learning Resources:**

- Cutting tools

- Sisal stripping tools

- Weaving materials (maize stalk, reeds, twigs)

- Bookmark Art and Craft Learners Bk. Grade 5 Pg. 30-32

- Bookmark Art and Craft Grade 5 TG Pg. 42-43

**Organisation of Learning:**

**Introduction (5 minutes)**

1. Briefly review the previous lesson on weaving and its importance in various cultures.

2. Ask students to share any experiences they have had with weaving and the types of materials used.

3. Introduce the key inquiry question and guide learners to read and discuss relevant content from the learning resources, focusing on the different materials that can be used for weaving mats.

**Lesson Development (30 minutes)**

**Step 1:** Identify Materials (10 minutes)

- Activity: Have students brainstorm and list different materials used for weaving mats.

- Materials Needed: Whiteboard and markers, handouts of weaving materials from learning resources.

- Outcome: Students will identify common materials found in their environment.

**Step 2:** Explore Local Materials (10 minutes)

- Activity: Organize a short guided walk around the school grounds to collect locally available materials (twigs, reeds, etc.).

- Materials Needed: Bags for collecting items.

- Outcome: Students will actively gather and appreciate the use of natural materials.

**Step 3:** Prepare Materials (5 minutes)

- Activity: Return to the classroom; demonstrate how to strip sisal fibers or prepare maize stalks for weaving.

- Materials Needed: Sisal stripping tools, maize stalks.

- Outcome: Students will learn to prepare materials correctly for the weaving process.

**Step 4:** Discuss the Importance (5 minutes)

- Activity: In pairs, have students discuss why it's important to use local materials and the cultural significance of weaving in their community.

- Outcome: Students will appreciate traditional practices and sustainability.

**Conclusion (5 minutes)**

1. Summarize the key points about the different materials for weaving mats and their preparation.

2. Conduct a brief interactive activity by asking students to share one thing they learned about collecting materials.

3. Preview the next lesson on actually weaving the mat, encouraging students to think about designs they might want to create.

**Extended Activities:**

1. Research Assignment: Have students choose a specific culture and research traditional weaving techniques and materials used in that culture.

2. Creative Display: Students can create a poster showcasing the materials they found and what they learned about their significance.

3. Community Involvement: Organize a community workshop where students can teach others about sustainable materials for weaving.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 5**

**Strand:** Creation and Execution

**Sub Strand:** Making a wooden frame loom using mitre joints

**Specific Learning Outcomes:**

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

1. List safety measures when using tools.

2. Make a wooden frame loom using mitre joints.

3. Appreciate their own and their peers’ woven mats used for gymnastics performance.

**Key Inquiry Question:**

- How do we make a wooden frame loom?

**Learning Resources:**

- Cutting tools

- Sisal stripping tools

- Weaving materials (maize stalk, reeds, twigs)

- Bookmark Art and Craft Learners Bk. Grade 5 Pg. 33-34

- Bookmark Art and Craft Grade 5 TG Pg. 43-44

**Organisation of Learning**

**Introduction (5 minutes):**

- Review the previous lesson's content on basic weaving techniques and materials.

- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding safety measures and the process of making a loom for weaving.

**Lesson Development (30 minutes):**

**- Step 1:** Gather Materials (10 minutes)

- Discuss and list all materials needed for the loom.

- Explain the importance of selecting safe and appropriate materials and where to find them.

**- Step 2:** Safety First (5 minutes)

- Introduce safety measures when using cutting and stripping tools:

- Always cut away from your body.

- Wear protective goggles if necessary.

- Ensure the workspace is clear of unnecessary items.

- Never rush when using tools.

**- Step 3:** Constructing the Loom (10 minutes)

- Demonstrate how to cut the wood pieces for the loom using mitre joints.

- Guide learners to assemble the frame:

- Connect the corner pieces using the mitre joints.

- Fix the joints using appropriate adhesive or fasteners.

- Emphasize the need for precision and patience throughout the process.

**- Step 4:** Setting Up for Weaving (5 minutes)

- Show how to prepare the loom for weaving.

- Attach the weaving materials to the loom for future use. Discuss different weaving patterns and techniques that can be explored once the loom is complete.

**Conclusion (5 minutes):**

- Summarize the key points: the safety measures discussed, the steps taken to create the loom, and the importance of planning before crafting.

- Conduct a brief interactive activity (e.g., a quick quiz or group discussion) to reinforce main topics and promote peer appreciation of their completed work.

- Prepare learners for the next session by previewing upcoming topics, such as advanced weaving techniques and discussions about integrating art and sports.

**Extended Activities:**

1. Home Project: Ask students to design a simple weaving project at home, using a smaller frame loom, and to document the steps they took to complete their project.

2. Peer Review Session: Organize a session where students can present their woven mats, discussing their techniques, challenges faced, and what they learned from their peers.

3. Research Assignment: Encourage students to explore different cultures' weaving techniques and create a presentation on what they found.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 6**

**Strand:** Creation and Execution

**Sub Strand:** Making a wooden frame loom using mitre joints

**Specific Learning Outcomes:**

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

1. List safety measures when using tools.

2. Make a wooden frame loom using mitre joints.

3. Appreciate their own and their peers’ woven mats used for gymnastics performance.

**Key Inquiry Question:**

- How do we make a wooden frame loom?

**Learning Resources:**

- Cutting tools

- Sisal stripping tools

- Weaving materials (maize stalk, reeds, twigs)

- Bookmark Art and Craft Learners Bk. Grade 5 Pg. 33-34

- Bookmark Art and Craft Grade 5 TG Pg. 43-44

**Organisation of Learning**

**Introduction (5 minutes):**

- Review the previous lesson's content on basic weaving techniques and materials.

- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding safety measures and the process of making a loom for weaving.

**Lesson Development (30 minutes):**

**- Step 1:** Gather Materials (10 minutes)

- Discuss and list all materials needed for the loom.

- Explain the importance of selecting safe and appropriate materials and where to find them.

**- Step 2:** Safety First (5 minutes)

- Introduce safety measures when using cutting and stripping tools:

- Always cut away from your body.

- Wear protective goggles if necessary.

- Ensure the workspace is clear of unnecessary items.

- Never rush when using tools.

**- Step 3:** Constructing the Loom (10 minutes)

- Demonstrate how to cut the wood pieces for the loom using mitre joints.

- Guide learners to assemble the frame:

- Connect the corner pieces using the mitre joints.

- Fix the joints using appropriate adhesive or fasteners.

- Emphasize the need for precision and patience throughout the process.

**- Step 4:** Setting Up for Weaving (5 minutes)

- Show how to prepare the loom for weaving.

- Attach the weaving materials to the loom for future use. Discuss different weaving patterns and techniques that can be explored once the loom is complete.

**Conclusion (5 minutes):**

- Summarize the key points: the safety measures discussed, the steps taken to create the loom, and the importance of planning before crafting.

- Conduct a brief interactive activity (e.g., a quick quiz or group discussion) to reinforce main topics and promote peer appreciation of their completed work.

- Prepare learners for the next session by previewing upcoming topics, such as advanced weaving techniques and discussions about integrating art and sports.

**Extended Activities:**

1. Home Project: Ask students to design a simple weaving project at home, using a smaller frame loom, and to document the steps they took to complete their project.

2. Peer Review Session: Organize a session where students can present their woven mats, discussing their techniques, challenges faced, and what they learned from their peers.

3. Research Assignment: Encourage students to explore different cultures' weaving techniques and create a presentation on what they found.

**Teacher Self-Evaluation:**

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**WEEK 12: LESSON 1**

**Strand:** Creation and Execution

**Sub Strand:** Making a wooden frame loom using mitre joints

**Specific Learning Outcomes:**

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

1. List safety measures when using tools.

2. Make a wooden frame loom using mitre joints.

3. Appreciate their own and their peers’ woven mats used for gymnastics performance.

**Key Inquiry Question:**

- How do we make a wooden frame loom?

**Learning Resources:**

- Cutting tools

- Sisal stripping tools

- Weaving materials (maize stalk, reeds, twigs)

- Bookmark Art and Craft Learners Bk. Grade 5 Pg. 33-34

- Bookmark Art and Craft Grade 5 TG Pg. 43-44

**Organisation of Learning**

**Introduction (5 minutes):**

- Review the previous lesson's content on basic weaving techniques and materials.

- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding safety measures and the process of making a loom for weaving.

**Lesson Development (30 minutes):**

**- Step 1:** Gather Materials (10 minutes)

- Discuss and list all materials needed for the loom.

- Explain the importance of selecting safe and appropriate materials and where to find them.

**- Step 2:** Safety First (5 minutes)

- Introduce safety measures when using cutting and stripping tools:

- Always cut away from your body.

- Wear protective goggles if necessary.

- Ensure the workspace is clear of unnecessary items.

- Never rush when using tools.

**- Step 3:** Constructing the Loom (10 minutes)

- Demonstrate how to cut the wood pieces for the loom using mitre joints.

- Guide learners to assemble the frame:

- Connect the corner pieces using the mitre joints.

- Fix the joints using appropriate adhesive or fasteners.

- Emphasize the need for precision and patience throughout the process.

**- Step 4:** Setting Up for Weaving (5 minutes)

- Show how to prepare the loom for weaving.

- Attach the weaving materials to the loom for future use. Discuss different weaving patterns and techniques that can be explored once the loom is complete.

**Conclusion (5 minutes):**

- Summarize the key points: the safety measures discussed, the steps taken to create the loom, and the importance of planning before crafting.

- Conduct a brief interactive activity (e.g., a quick quiz or group discussion) to reinforce main topics and promote peer appreciation of their completed work.

- Prepare learners for the next session by previewing upcoming topics, such as advanced weaving techniques and discussions about integrating art and sports.

**Extended Activities:**

1. Home Project: Ask students to design a simple weaving project at home, using a smaller frame loom, and to document the steps they took to complete their project.

2. Peer Review Session: Organize a session where students can present their woven mats, discussing their techniques, challenges faced, and what they learned from their peers.

3. Research Assignment: Encourage students to explore different cultures' weaving techniques and create a presentation on what they found.

**Teacher Self-Evaluation:**

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**WEEK 12: LESSON 2**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Making a small floor mat (twill weave 2/2) using a frame loom

**Specific Learning Outcomes:**

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

- Explain how we can weave using the 2/2 twill technique.

- Weave a floor mat using the 2/2 twill technique for gymnastics performance.

- Appreciate their own and peers’ woven mats used for gymnastics performance.

**Key Inquiry Question:**

- What is the 2/2 twill technique?

**Learning Resources:**

- Cutting tools

- Sisal stripping tools

- Weaving materials (maize stalk, reeds, twigs)

- Bookmark Art and Craft Learners Bk. Grade 5 Pg. 34-36

- Bookmark Art and Craft Grade 5 TG Pg. 44-46

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson, focusing on basic weaving techniques.

- Guide students to read and discuss relevant content from the learning resources, emphasizing the definition and importance of the 2/2 twill technique.

**Lesson Development (30 minutes)**

**Step 1:** Understanding the 2/2 Twill Technique (10 minutes)

- Introduce the concept of the 2/2 twill technique.

- Show a sample mat woven using this technique and point out its distinctive pattern.

- Discuss how this technique differs from plain weaving and encourage questions.

**Step 2:** Preparing Materials (5 minutes)

- Distribute the necessary tools and materials for weaving.

- Demonstrate how to prepare the frame loom and ensure all learners understand how to set it up.

**Step 3:** Weaving the Mat (10 minutes)

- Instruct students to begin weaving their small floor mat (1x1ft).

- Emphasize the importance of alternating the warp and weft threads to create the 2/2 twill pattern.

- Encourage them to incorporate color variation and ensure proper tension in their weaving.

**Step 4:** Finishing Techniques (5 minutes)

- Guide learners in applying finishing techniques to secure their woven mats (like tying off ends or using binding).

- Allow students to discuss their choices in color and design with the class as they finish.

**Conclusion (5 minutes)**

- Summarize key points of the lesson, reviewing the process of weaving using the 2/2 twill technique.

- Conduct an interactive activity where students share their mats with a peer, discussing their weaving choices and appreciating each other's work.

- Prepare learners for the next session by previewing the next topic: exploring patterns in gymnastic performances.

**Extended Activities:**

- As a homework assignment, students can research and create a poster about different weaving techniques used around the world, including their historical significance.

- Organize a mini exhibition where students can showcase their floor mats to family and friends, explaining the crafting process and uses in gymnastics.

- Encourage students to investigate other materials that can be woven and what purposes they serve in different cultures.

**Teacher Self-Evaluation:**

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**WEEK 12: LESSON 3**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Making a small floor mat (twill weave 2/2) using a frame loom

**Specific Learning Outcomes:**

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

- Explain how we can weave using the 2/2 twill technique.

- Weave a floor mat using the 2/2 twill technique for gymnastics performance.

- Appreciate their own and peers’ woven mats used for gymnastics performance.

**Key Inquiry Question:**

- What is the 2/2 twill technique?

**Learning Resources:**

- Cutting tools

- Sisal stripping tools

- Weaving materials (maize stalk, reeds, twigs)

- Bookmark Art and Craft Learners Bk. Grade 5 Pg. 34-36

- Bookmark Art and Craft Grade 5 TG Pg. 44-46

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson, focusing on basic weaving techniques.

- Guide students to read and discuss relevant content from the learning resources, emphasizing the definition and importance of the 2/2 twill technique.

**Lesson Development (30 minutes)**

**Step 1:** Understanding the 2/2 Twill Technique (10 minutes)

- Introduce the concept of the 2/2 twill technique.

- Show a sample mat woven using this technique and point out its distinctive pattern.

- Discuss how this technique differs from plain weaving and encourage questions.

**Step 2:** Preparing Materials (5 minutes)

- Distribute the necessary tools and materials for weaving.

- Demonstrate how to prepare the frame loom and ensure all learners understand how to set it up.

**Step 3:** Weaving the Mat (10 minutes)

- Instruct students to begin weaving their small floor mat (1x1ft).

- Emphasize the importance of alternating the warp and weft threads to create the 2/2 twill pattern.

- Encourage them to incorporate color variation and ensure proper tension in their weaving.

**Step 4:** Finishing Techniques (5 minutes)

- Guide learners in applying finishing techniques to secure their woven mats (like tying off ends or using binding).

- Allow students to discuss their choices in color and design with the class as they finish.

**Conclusion (5 minutes)**

- Summarize key points of the lesson, reviewing the process of weaving using the 2/2 twill technique.

- Conduct an interactive activity where students share their mats with a peer, discussing their weaving choices and appreciating each other's work.

- Prepare learners for the next session by previewing the next topic: exploring patterns in gymnastic performances.

**Extended Activities:**

- As a homework assignment, students can research and create a poster about different weaving techniques used around the world, including their historical significance.

- Organize a mini exhibition where students can showcase their floor mats to family and friends, explaining the crafting process and uses in gymnastics.

- Encourage students to investigate other materials that can be woven and what purposes they serve in different cultures.

**Teacher Self-Evaluation:**

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**WEEK 12: LESSON 4**

**Strand:** CREATION AND EXECUTION

**Sub Strand:** Making a small floor mat (twill weave 2/2) using a frame loom

**Specific Learning Outcomes:**

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

- Explain how we can weave using the 2/2 twill technique.

- Weave a floor mat using the 2/2 twill technique for gymnastics performance.

- Appreciate their own and peers’ woven mats used for gymnastics performance.

**Key Inquiry Question:**

- What is the 2/2 twill technique?

**Learning Resources:**

- Cutting tools

- Sisal stripping tools

- Weaving materials (maize stalk, reeds, twigs)

- Bookmark Art and Craft Learners Bk. Grade 5 Pg. 34-36

- Bookmark Art and Craft Grade 5 TG Pg. 44-46

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson, focusing on basic weaving techniques.

- Guide students to read and discuss relevant content from the learning resources, emphasizing the definition and importance of the 2/2 twill technique.

**Lesson Development (30 minutes)**

**Step 1:** Understanding the 2/2 Twill Technique (10 minutes)

- Introduce the concept of the 2/2 twill technique.

- Show a sample mat woven using this technique and point out its distinctive pattern.

- Discuss how this technique differs from plain weaving and encourage questions.

**Step 2:** Preparing Materials (5 minutes)

- Distribute the necessary tools and materials for weaving.

- Demonstrate how to prepare the frame loom and ensure all learners understand how to set it up.

**Step 3:** Weaving the Mat (10 minutes)

- Instruct students to begin weaving their small floor mat (1x1ft).

- Emphasize the importance of alternating the warp and weft threads to create the 2/2 twill pattern.

- Encourage them to incorporate color variation and ensure proper tension in their weaving.

**Step 4:** Finishing Techniques (5 minutes)

- Guide learners in applying finishing techniques to secure their woven mats (like tying off ends or using binding).

- Allow students to discuss their choices in color and design with the class as they finish.

**Conclusion (5 minutes)**

- Summarize key points of the lesson, reviewing the process of weaving using the 2/2 twill technique.

- Conduct an interactive activity where students share their mats with a peer, discussing their weaving choices and appreciating each other's work.

- Prepare learners for the next session by previewing the next topic: exploring patterns in gymnastic performances.

**Extended Activities:**

- As a homework assignment, students can research and create a poster about different weaving techniques used around the world, including their historical significance.

- Organize a mini exhibition where students can showcase their floor mats to family and friends, explaining the crafting process and uses in gymnastics.

- Encourage students to investigate other materials that can be woven and what purposes they serve in different cultures.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 12: LESSON 5**

**Strand:** Creation and Execution

**Sub Strand:** Making a Small Floor Mat (Twill Weave 2/2) Using Frame Loom

**Specific Learning Outcomes:**

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

- Explain how we can weave using the 2/2 twill technique.

- Weave a floor mat using the 2/2 twill technique to be used for gymnastics performance.

- Appreciate their own and peers’ woven mats used for gymnastics performance.

**Key Inquiry Question:**

- What is the 2/2 twill technique?

**Learning Resources:**

- Cutting tools

- Sisal stripping tools

- Weaving materials (maize stalk, reeds, twigs)

- Bookmark Art and Craft Learners Bk. Grade 5 Pg. 34-36

- Bookmark Art and Craft Grade 5 TG Pg. 44-46

**Organisation of Learning:**

**Introduction (5 minutes)**

- Briefly review the previous lesson on weaving techniques.

- Ask students what they remember about weaving and its importance.

- Guide learners to read and discuss key content from the learning resources focusing on the 2/2 twill technique.

**Lesson Development (30 minutes)**

**- Step 1:** Understanding the 2/2 Twill Technique (10 minutes)

- Present a visual of the 2/2 twill pattern and explain the concept.

- Discuss the importance of color pattern and texture.

- Ask students to identify and share any personal experiences with textiles.

**- Step 2:** Preparing Materials (5 minutes)

- In groups, distribute the specific materials needed for weaving (maize stalk, reeds, twigs).

- Explain how to properly use the cutting and sisal stripping tools safely.

**- Step 3:** Weaving the Floor Mats (10 minutes)

- Guide students to start weaving their mats using the 2/2 twill technique.

- Monitor the groups and provide assistance and clarification as needed.

- Encourage creativity in choosing colors and textures for their mats.

**- Step 4:** Peer Review and Reflection (5 minutes)

- Groups display their woven mats.

- Facilitate a constructive critique session where students appreciate each other’s mats, providing feedback on finishing stitches, color patterns, and textures.

- Highlight what they like and any improvements that could be made.

**Conclusion (5 minutes)**

- Summarize key points and objectives achieved during the lesson.

- Conduct a quick, interactive activity where students can share their favorite part of the weaving process or what they learned about the technique.

- Briefly preview the next lesson, introducing what they will learn about using their woven mats in gymnastics performances.

**Extended Activities:**

- Invite students to create a small woven item at home using scrap materials, which they can bring in for sharing next class.

- Organize a mini exhibition showcasing their woven mats and other crafts from previous lessons, allowing for community feedback.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 6** | **CREATIVE ARTS** |  |  |  |

**WEEK 12: LESSON 6**

**Strand:** Creation and Execution

**Sub Strand:** Making a Small Floor Mat (Twill Weave 2/2) Using Frame Loom

**Specific Learning Outcomes:**

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

- Explain how we can weave using the 2/2 twill technique.

- Weave a floor mat using the 2/2 twill technique to be used for gymnastics performance.

- Appreciate their own and peers’ woven mats used for gymnastics performance.

**Key Inquiry Question:**

- What is the 2/2 twill technique?

**Learning Resources:**

- Cutting tools

- Sisal stripping tools

- Weaving materials (maize stalk, reeds, twigs)

- Bookmark Art and Craft Learners Bk. Grade 5 Pg. 34-36

- Bookmark Art and Craft Grade 5 TG Pg. 44-46

**Organisation of Learning:**

**Introduction (5 minutes)**

- Briefly review the previous lesson on weaving techniques.

- Ask students what they remember about weaving and its importance.

- Guide learners to read and discuss key content from the learning resources focusing on the 2/2 twill technique.

**Lesson Development (30 minutes)**

**- Step 1:** Understanding the 2/2 Twill Technique (10 minutes)

- Present a visual of the 2/2 twill pattern and explain the concept.

- Discuss the importance of color pattern and texture.

- Ask students to identify and share any personal experiences with textiles.

**- Step 2:** Preparing Materials (5 minutes)

- In groups, distribute the specific materials needed for weaving (maize stalk, reeds, twigs).

- Explain how to properly use the cutting and sisal stripping tools safely.

**- Step 3:** Weaving the Floor Mats (10 minutes)

- Guide students to start weaving their mats using the 2/2 twill technique.

- Monitor the groups and provide assistance and clarification as needed.

- Encourage creativity in choosing colors and textures for their mats.

**- Step 4:** Peer Review and Reflection (5 minutes)

- Groups display their woven mats.

- Facilitate a constructive critique session where students appreciate each other’s mats, providing feedback on finishing stitches, color patterns, and textures.

- Highlight what they like and any improvements that could be made.

**Conclusion (5 minutes)**

- Summarize key points and objectives achieved during the lesson.

- Conduct a quick, interactive activity where students can share their favorite part of the weaving process or what they learned about the technique.

- Briefly preview the next lesson, introducing what they will learn about using their woven mats in gymnastics performances.

**Extended Activities:**

- Invite students to create a small woven item at home using scrap materials, which they can bring in for sharing next class.

- Organize a mini exhibition showcasing their woven mats and other crafts from previous lessons, allowing for community feedback.

**Teacher Self-Evaluation:**