CREATIVE ARTS SCHEMES OF WORK GRADE 8

NAME OF THE TEACHER: SCHOOL: TERM: YEAR:

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| **Week** | **LSN** | **strand** | **Sub-strand** | **Specific Learning Outcomes** | **Key Inquiry Question(s)** | **Learning Experiences** | **Learning Resources** | **Assessment Methods** | **Refl** |
| **1** | **1** | **FOUNDATIONS OF CREATIVE ARTS AND SPORTS** | **Introduction to Creative Arts and Sports – Roles of creative Arts and sports in society** | By the end of the lesson, the learner should be able to:   1. describe the roles of Creative Arts and Sports in society, 2. Make a poster on the roles of creative arts and sports in society, 3. appreciate the role played by Creative Arts and Sports in society. | What is the importance of Creative Arts and Sports in society? | The learner is guided to:  ● brainstorm and outline the social  (Cohesion, Identity, Culture preservation, health, citizenship,  patriotism, entertainment) and  economic (eradicating poverty,  creating employment) roles of  Creative Arts and Sports in society, | old newspapers/  ● magazines,  ● glue,  ● mounting surfaces,  ● cutting tools,  ● digital equipment | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **2** |  | **Roles of creative Arts and sports in society** | By the end of the lesson, the learner should be able to:   1. describe the roles of Creative Arts and Sports in society, 2. Make a poster on the roles of creative arts and sports in society, 3. appreciate the role played by Creative Arts and Sports in society. | What is the importance of Creative Arts and Sports in society? | The learner is guided to:  ● brainstorm and outline the social  (Cohesion, Identity, Culture preservation, health, citizenship,  patriotism, entertainment) and  economic (eradicating poverty,  creating employment) roles of  Creative Arts and Sports in society, | old newspapers/  ● magazines,  ● glue,  ● mounting surfaces,  ● cutting tools,  ● digital equipment | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **3** |  | **Preparing a surface for painting (splattering, wash)** | By the end of the lesson, the learner should be able to:   1. list the roles of Creative Arts and Sports in society, 2. Prepare a surface for painting using splattering and wash technique, 3. appreciate the role played by Creative Arts and Sports in society. | What is the importance of Creative Arts and Sports in society? | The learner is guided to:  ● collect and cut the pictures of  Creative Arts and Sports activities  creatively,  ● prepare the surface by painting  (splattering, wash), | old newspapers/  ● magazines,  ● glue,  ● mounting surfaces,  ● cutting tools,  ● digital equipment | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **4** |  | **Preparing a surface for painting (splattering, wash)** | By the end of the lesson, the learner should be able to:   1. list the roles of Creative Arts and Sports in society, 2. Prepare a surface for painting using splattering and wash technique, 3. appreciate the role played by Creative Arts and Sports in society. | What is the importance of Creative Arts and Sports in society? | The learner is guided to:  ● collect and cut the pictures of  Creative Arts and Sports activities  creatively,  ● prepare the surface by painting  (splattering, wash), | old newspapers/  ● magazines,  ● glue,  ● mounting surfaces,  ● cutting tools,  ● digital equipment | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **5** |  | **Creating a storyboard** | By the end of the lesson, the learner should be able to:   1. list the roles of Creative Arts and Sports in society, 2. make a storyboard highlighting the roles of Creative Arts and Sports in society, 3. appreciate the role played by Creative Arts and Sports in society. | What is the importance of Creative Arts and Sports in society? | The learner is guided to:  ● use the pictures collected to make  a photographic storyboard by pasting them on the painted surface, | Card making, creating paintings, puppetry and animation, photo stories.  KLB Visionary Art & Craft Grd. 4 learners book Pg.40-44 | Question and answer Portfolio Discussion, Observation Demonstration |  |
| **2** | **1** |  | **Creating a storyboard** | By the end of the lesson, the learner should be able to:   1. list the roles of Creative Arts and Sports in society, 2. make a storyboard highlighting the roles of Creative Arts and Sports in society, 3. appreciate the role played by Creative Arts and Sports in society. | What is the importance of Creative Arts and Sports in society? | The learner is guided to:  ● use the pictures collected to make  a photographic storyboard by pasting them on the painted surface, | Card making, creating paintings, puppetry and animation, photo stories.  KLB Visionary Art & Craft Grd. 4 learners book Pg.40-44 | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **2** |  | **Creating a storyboard** | By the end of the lesson, the learner should be able to:   1. list the roles of Creative Arts and Sports in society, 2. decorate the storyboard with found beads, 3. appreciate the role played by Creative Arts and Sports in society. | What is the importance of Creative Arts and Sports in society? | The learner is guided to:  ● decorate the storyboard with  found beads or any other creative  materials,  ● display the storyboard in the classroom, make observations and give each other feedback | Card making, creating paintings, puppetry and animation, photo stories.  KLB Visionary Art & Craft Grd. 4 learners book Pg.40-44 | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **3** |  | **Creating a storyboard** | By the end of the lesson, the learner should be able to:   1. list the roles of Creative Arts and Sports in society, 2. decorate the storyboard with found beads, 3. appreciate the role played by Creative Arts and Sports in society. | What is the importance of Creative Arts and Sports in society? | The learner is guided to:  ● decorate the storyboard with  found beads or any other creative  materials,  ● display the storyboard in the classroom, make observations and give each other feedback | Card making, creating paintings, puppetry and animation, photo stories.  KLB Visionary Art & Craft Grd. 4 learners book Pg.40-44 | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **4** | **Components of Creative Arts and Sports** | **Elements of a play** | By the end of the lesson, the learner should be able to:   1. describe the elements of a play, 2. Sketch an illustration to demonstrate dominance and proportion. 3. appreciate the basic elements of Creative Arts and Sports. | What are the components of Creative Arts and Sports? | The learner is guided to:  ● watch actual or virtual displays of 2-Dimensional artworks and describe the principles of: (dominance and proportion),  ● sketch illustrations to demonstrate dominance and proportion, | Short plays  Online resources  Portfolio  Resource persons  ***Moran Preforming Arts Grd 8 T.G Pg. 110-112***  ***Moran Preforming Arts Grd 8 P.B Pg. 144-146*** | Group discussion  Written test  Question and answer  observation |  |
|  | **5** |  | **Elements of a play** | By the end of the lesson, the learner should be able to:   1. describe the elements of a play, 2. Sketch an illustration to demonstrate dominance and proportion. 3. appreciate the basic elements of Creative Arts and Sports. | What are the components of Creative Arts and Sports? | The learner is guided to:  ● watch actual or virtual displays of 2-Dimensional artworks and describe the principles of: (dominance and proportion),  ● sketch illustrations to demonstrate dominance and proportion, | Short plays  Online resources  Portfolio  Resource persons  ***Moran Preforming Arts Grd 8 T.G Pg. 110-112***  ***Moran Preforming Arts Grd 8 P.B Pg. 144-146*** | Group discussion  Written test  Question and answer  observation |  |
| **3** | **1** |  | **Elements of a play** | By the end of the lesson, the learner should be able to:   1. describe the elements of a play, 2. Sketch an illustration to demonstrate dominance and proportion. 3. appreciate the basic elements of Creative Arts and Sports. | What are the components of Creative Arts and Sports? | ● watch a play performance and  explore reference materials to  discuss basic elements of play; theme, characters, plot, language and setting  ● make a class presentation  demonstrating theme, characters, plot, language and setting in a play, | Short plays  Online resources  Portfolio  Resource persons  ***Moran Preforming Arts Grd 8 T.G Pg. 110-112***  ***Moran Preforming Arts Grd 8 P.B Pg. 144-146*** | Group discussion  Written test  Question and answer  observation |  |
|  | **2** |  | **Fitness activities that enhance endurance and agility.** | By the end of the lesson, the learner should be able to:   1. describe activities that enhance endurance and agility, 2. perform activities that enhance endurance and agility components of fitness, 3. appreciate the basic elements of Creative Arts and Sports. | What are the components of Creative Arts and Sports? | ● watch an actual or virtual fitness  session to perform activities  showing endurance and agility,  ● demonstrate fitness activities that  enhance endurance and agility,  ● Practise activities that enhance  endurance and agility using music, | a) Open places or marked fields  b) ICT devices, whistle  tape measure c) Shot put  ***Spotlight P.E & Sports Grd. 8 T.G pg.75-79***  ***Spotlight P.E & Sports Grd. 8 P.B pg.104-113*** | a) Oral questions  b) Practical’s  c) Observation checklist  d) Written tests |  |
|  | **3** |  | **Representation pitch on staff notation** | By the end of the lesson, the learner should be able to:   1. state the basic elements of Music, 2. represent pitch on staff notation by drawing on the bass staff, 3. appreciate the basic elements of Creative Arts and Sports. | What are the components of Creative Arts and Sports? | ● represent pitch on staff notation  by drawing the bass staff, , identifying notes G, A, B, C, D, E, F, G and A on the bass staff, ledger line -middle C, and the  keyboard, and constructing the  scale of C and G, intervals up to a  perfect 4th) | Sheet music  Melodic instruments  Flash cards  Audio recordings  Songbooks  ICT devices  ***Moran Preforming Arts Grd 8 T.G Pg. 24-40***  ***Moran Preforming Arts Grd 8 P.B Pg. 31-53*** | Practical test  Assignments  Oral test  Aural tests  Assessment rubrics |  |
|  | **4** |  | **Representation rhythm on staff notation** | By the end of the lesson, the learner should be able to:   1. state the basic elements of Music, 2. represent rhythm on staff notation by drawing on the bass staff, 3. appreciate the basic elements of Creative Arts and Sports. | What are the components of Creative Arts and Sports? | ● represent rhythm using staff notation by drawing signs for the note values (semibreve, minim, crotchet, quaver and semiquaver),  ● repeatedly play/sing technical exercises (singing or playing scales C, and G and arpeggios and singing back simple melodies in C, and G major) for aural recognition of basic elements in music, | Sheet music  Melodic instruments  Flash cards  Audio recordings  Songbooks  ICT devices  ***Moran Preforming Arts Grd 8 T.G Pg. 24-40***  ***Moran Preforming Arts Grd 8 P.B Pg. 31-53*** | Practical test  Assignments  Oral test  Aural tests  Assessment rubrics |  |
|  | **5** |  | **Dynamics, timbre and form** | By the end of the lesson, the learner should be able to:   1. state the basic elements of Music, 2. represent rhythm on staff notation by drawing on the bass staff, 3. appreciate the basic elements of Creative Arts and Sports. | What are the components of Creative Arts and Sports? | ● study a music excerpt to define dynamics, timbre, and form (ABA, strophic and through composed) in music, | Song books  Audio recordings  Digital devices  Visual materials  Resource person  ***Moran Preforming Arts Grd 8 T.G Pg. 198-200***  ***Moran Preforming Arts Grd 8 P.B Pg. 244-247*** | Group discussion  Written test  Question and answer  observation |  |
| **4** | **1** | **CREATING AND PERFORMING IN CREATIVE ARTS AND SPORTS** | **Composing a four-bar rhythmic pattern** | By the end of the lesson, the learner should be able to:   1. compose a four-bar rhythmic patterns in 3-4 time, 2. sing a familiar tune in 3 4 time 3. appreciate composing rhythmic patterns. | 1. How does one acquire the skill of  composing rhythm  in music? | Learner is guided to:  ● listen to, sing or play familiar  tunes in  time to describe these time pattern, | Song excerpts  ICT devices  Audio recordings  Percussion instruments  ***Moran Preforming Arts Grd 8 T.G Pg. 69-79***  ***Moran Preforming Arts Grd 8 P.B Pg. 100-108*** | Written tests  Assignments  Practical  Oral questions |  |
|  | **2** |  | **Composing a four-bar rhythmic pattern** | By the end of the lesson, the learner should be able to:   1. compose a four-bar rhythmic patterns in 3-4 time, 2. sing a familiar tune in 3 4 time 3. appreciate composing rhythmic patterns. | 1. How does one acquire the skill of  composing rhythm  in music?  2. What is the role of music in day to day  life? | Learner is guided to:  ● listen to rhythmic patterns in  time and identify the main beat, | Song excerpts  ICT devices  Audio recordings  Percussion instruments  ***Moran Preforming Arts Grd 8 T.G Pg. 69-79***  ***Moran Preforming Arts Grd 8 P.B Pg. 100-108*** | Written tests  Assignments  Practical  Oral questions |  |
|  | **3** |  | **Composing a four-bar rhythmic pattern** | By the end of the lesson, the learner should be able to:   1. compose a four-bar rhythmic patterns in 3-4 time, 2. sing a familiar tune in 3 4 time 3. appreciate composing rhythmic patterns.. | 1. How does one acquire the skill of  composing rhythm  in music?  2. What is the role of music in day to day  life? | Learner is guided to:  ● explore rhythm games to  recognize rhythms in  time, | Song excerpts  ICT devices  Audio recordings  Percussion instruments  ***Moran Preforming Arts Grd 8 T.G Pg. 69-79***  ***Moran Preforming Arts Grd 8 P.B Pg. 100-108*** | Written tests  Assignments  Practical  Oral questions |  |
|  | **4** |  | **Composing a four-bar rhythmic pattern** | By the end of the lesson, the learner should be able to:   1. compose a four-bar rhythmic patterns in 3-4 time, 2. sing a familiar tune in 3 4 time 3. appreciate composing rhythmic patterns.. | 1. How does one acquire the skill of  composing rhythm  in music?  2. What is the role of music in day to day  life? | Learner is guided to:  ● group notes equivalent to three  crotchet beats using different colours to make rhythmic patterns in  time, | Song excerpts  ICT devices  Audio recordings  Percussion instruments  ***Moran Preforming Arts Grd 8 T.G Pg. 69-79***  ***Moran Preforming Arts Grd 8 P.B Pg. 100-108*** | Written tests  Assignments  Practical  Oral questions |  |
|  | **5** |  | **Writing rhythmic pattern** | By the end of the lesson, the learner should be able to:   1. state ways of writing a rhythmic pattern, 2. write rhythmic patterns in 3-4 time 3. appreciate composing rhythmic patterns. | 1. How does one acquire the skill of  composing rhythm  in music? | ● write rhythmic patterns on  monotone from dictation,  ● compose and write rhythmic patterns on monotone using the staff, single line and free space), inserting bar lines, | Song excerpts  ICT devices  Audio recordings  Percussion instruments  ***Moran Preforming Arts Grd 8 T.G Pg. 69-79***  ***Moran Preforming Arts Grd 8 P.B Pg. 100-108*** | Written tests  Assignments  Practical  Oral questions |  |
| **5** | **1** |  | **Writing rhythmic pattern** | By the end of the lesson, the learner should be able to:   1. state ways of writing a rhythmic pattern, 2. write rhythmic patterns in 3-4 time 3. appreciate composing rhythmic patterns. | 1. How does one acquire the skill of  composing rhythm  in music? | ● write rhythmic patterns on  monotone from dictation,  ● compose and write rhythmic patterns on monotone using the staff, single line and free space), inserting bar lines, | Song excerpts  ICT devices  Audio recordings  Percussion instruments  ***Moran Preforming Arts Grd 8 T.G Pg. 69-79***  ***Moran Preforming Arts Grd 8 P.B Pg. 100-108*** | Written tests  Assignments  Practical  Oral questions |  |
|  | **2** |  | **Playing four-bar rhythmic pattern** | By the end of the lesson, the learner should be able to:   1. state ways of writing a rhythmic pattern, 2. play four-bar rhythmic patterns in 3 4 time 3. appreciate composing rhythmic patterns. | 1. How does one acquire the skill of  composing rhythm  in music? | ● tap or clap four-bar rhythmic  patterns in 3-4 time as they recite the corresponding French rhythm names, | Song excerpts  ICT devices  Audio recordings  Percussion instruments  ***Moran Preforming Arts Grd 8 T.G Pg. 69-79***  ***Moran Preforming Arts Grd 8 P.B Pg. 100-108*** | Written tests  Assignments  Practical  Oral questions |  |
|  | **3** |  | **Improvising rhythmic patterns in 3-4 time** | By the end of the lesson, the learner should be able to:   1. state ways of writing a rhythmic pattern, 2. improvise rhythmic patterns in 3 4 time 3. appreciate composing rhythmic patterns. | 1. How does one acquire the skill of  composing rhythm  in music? | ● improvise rhythmic patterns in  3-4 time to accompany movements (clapping. tapping, marching to rhythm, swaying and swinging) in a  warm-up routine for long distance races, | Song excerpts  ICT devices  Audio recordings  Percussion instruments  ***Moran Preforming Arts Grd 8 T.G Pg. 69-79***  ***Moran Preforming Arts Grd 8 P.B Pg. 100-108*** | Written tests  Assignments  Practical  Oral questions |  |
|  | **4** |  | **Improvising rhythmic patterns in 3-4 time** | By the end of the lesson, the learner should be able to:   1. state ways of writing a rhythmic pattern, 2. improvise rhythmic patterns in 3 4 time 3. appreciate composing rhythmic patterns. | 1. How does one acquire the skill of  composing rhythm  in music? | ● improvise rhythmic patterns in  3-4 time to accompany movements (clapping. tapping, marching to rhythm, swaying and swinging) in a  warm-up routine for long distance races, | Song excerpts  ICT devices  Audio recordings  Percussion instruments  ***Moran Preforming Arts Grd 8 T.G Pg. 69-79***  ***Moran Preforming Arts Grd 8 P.B Pg. 100-108*** | Written tests  Assignments  Practical  Oral questions |  |
|  | **5** |  | **Improvising rhythmic patterns in 3-4 time** | By the end of the lesson, the learner should be able to:   1. state ways of writing a rhythmic pattern, 2. improvise rhythmic patterns in 3 4 time 3. appreciate rhythm as a means of coordination of movements in performances. | 1. How does one acquire the skill of  composing rhythm  in music? | ● perform the warm-up routine while reciting French rhythm  names (Taa-aa-aa-aa, Taa-aa,  Taa, Ta-te, Tafa-te and Tatefe) of the accompanying  rhythmic patterns in 3-4 time,  ● appreciate rhythm as a means of coordination of movements. | Song excerpts  ICT devices  Audio recordings  Percussion instruments  ***Moran Preforming Arts Grd 8 T.G Pg. 69-79***  ***Moran Preforming Arts Grd 8 P.B Pg. 100-108*** | Written tests  Assignments  Practical  Oral questions |  |
| **6** | **1** | **Athletics** | **Characteristic of photomontage technique** | By the end of the lesson, the learner should be able to:   1. describe the characteristics of photomontage technique, 2. Watch virtual samples of photomontage 3. Develop curiosity in creating a photomontage. | 1. What are the uses of  photomontage? | The learner is guided to:  ● explore actual or virtual samples of photomontage to take note of the  characteristics (use of pictures, superimposition, emphasis on shape), | Card making, creating paintings, puppetry and animation, photo stories.  KLB Visionary Art & Craft Grd. 4 learners book Pg.40-44 | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **2** |  | **Characteristic of photomontage technique** | By the end of the lesson, the learner should be able to:   1. describe the characteristics of photomontage technique, 2. Watch virtual samples of photomontage 3. Develop curiosity in creating a photomontage. | 1. What are the uses of  photomontage? | The learner is guided to:  ● explore actual or virtual samples of photomontage to take note of the  characteristics (use of pictures, superimposition, emphasis on shape), | Card making, creating paintings, puppetry and animation, photo stories.  KLB Visionary Art & Craft Grd. 4 learners book Pg.40-44 | Question and answer Portfolio Discussion, Observation Demonstration |  |
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|  | **4** |  | **Materials and tools for Creating a photomontage of athletes** | By the end of the lesson, the learner should be able to:   1. describe a photomontage, 2. assemble materials for creating a photomontage, 3. Develop curiosity in creating a photomontage. | 2. How do running  techniques affect  performance in middle distance  races? | The learner is guided to:  ● observe actual or virtual images of middle-distance running focusing on curved or staggered start, stride  length, pacing and recovery,  ● collect an assortment of  photos | Card making, creating paintings, puppetry and animation, photo stories.  KLB Visionary Art & Craft Grd. 4 learners book Pg.40-44 | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **5** |  | **Materials and tools for Creating a photomontage of athletes** | By the end of the lesson, the learner should be able to:   1. describe a photomontage, 2. assemble materials for creating a photomontage, 3. Develop curiosity in creating a photomontage. | 2. How do running  techniques affect  performance in middle distance  races? | The learner is guided to:  ● observe actual or virtual images of middle-distance running focusing on curved or staggered start, stride  length, pacing and recovery,  ● collect an assortment of  photos | Card making, creating paintings, puppetry and animation, photo stories.  KLB Visionary Art & Craft Grd. 4 learners book Pg.40-44 | Question and answer Portfolio Discussion, Observation Demonstration |  |
| **7** | **1** |  | **Creating a photomontage of athletes** | By the end of the lesson, the learner should be able to:   1. Explain the uses of a photomontage, 2. create a photomontage of athletes running, 3. Develop curiosity in creating a photomontage. | 1. What are the uses of  photomontage? | The learner is guided to:  ● create a photomontage of a runner with focus on the subject, posture and center of interest, by  - creatively trimming the photos,  - preparing the support/surface,  - pasting the photos on the support,  - finishing and presenting creatively,  ● display and critique own and others’ photomontage. | Card making, creating paintings, puppetry and animation, photo stories.  KLB Visionary Art & Craft Grd. 4 learners book Pg.40-44 | Question and answer Portfolio Discussion, Observation Demonstration |  |
|  | **2** |  | **Creating a photomontage of athletes** | By the end of the lesson, the learner should be able to:   1. Explain the uses of a photomontage, 2. create a photomontage of athletes running, 3. Develop curiosity in creating a photomontage. | 1. What are the uses of  photomontage? | The learner is guided to:  ● create a photomontage of a runner with focus on the subject, posture and center of interest, by  - creatively trimming the photos,  - preparing the support/surface,  - pasting the photos on the support,  - finishing and presenting creatively,  ● display and critique own and others’ photomontage. | Card making, creating paintings, puppetry and animation, photo stories.  KLB Visionary Art & Craft Grd. 4 learners book Pg.40-44 | Question and answer Portfolio Discussion, Observation Demonstration |  |
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|  | **5** |  | **Start and running skills in middle distance races** | By the end of the lesson, the learner should be able to:   1. Describe start and running skills in middle distance races, 2. perform middle distance skills for mastery, 3. Develop curiosity in creating a photomontage. | How do running  techniques affect  performance in middle distance  races? | The learner is guided to:  ● demonstrate start and running skills in middle distance races,  ● use drills to safely Practise the skills of middle-distance races,  ● share experiences of running  middle distance races. | a) Open places or marked fields  b) ICT devices, whistle  tape measure c) Shot put  ***Spotlight P.E & Sports Grd. 8 T.G pg.61-64***  ***Spotlight P.E & Sports Grd. 8 P.B pg.80-86*** | a) Oral questions  b) Practical’s  c) Observation checklist  d) Written tests |  |
| **8** | **1** |  | **Start and running skills in middle distance races** | By the end of the lesson, the learner should be able to:   1. Describe start and running skills in middle distance races, 2. perform middle distance skills for mastery, 3. Develop curiosity in creating a photomontage. | How do running  techniques affect  performance in middle distance  races? | The learner is guided to:  ● demonstrate start and running skills in middle distance races,  ● use drills to safely Practise the skills of middle-distance races,  ● share experiences of running  middle distance races. | a) Open places or marked fields  b) ICT devices, whistle  tape measure c) Shot put  ***Spotlight P.E & Sports Grd. 8 T.G pg.61-64***  ***Spotlight P.E & Sports Grd. 8 P.B pg.80-86*** | a) Oral questions  b) Practical’s  c) Observation checklist  d) Written tests |  |
|  | **2** |  | **Start and running skills in middle distance races** | By the end of the lesson, the learner should be able to:   1. Describe start and running skills in middle distance races, 2. perform middle distance skills for mastery, 3. Develop curiosity in creating a photomontage. | How do running  techniques affect  performance in middle distance  races? | The learner is guided to:  ● demonstrate start and running skills in middle distance races,  ● use drills to safely Practise the skills of middle-distance races,  ● share experiences of running  middle distance races. | a) Open places or marked fields  b) ICT devices, whistle  tape measure c) Shot put  ***Spotlight P.E & Sports Grd. 8 T.G pg.61-64***  ***Spotlight P.E & Sports Grd. 8 P.B pg.80-86*** | a) Oral questions  b) Practical’s  c) Observation checklist  d) Written tests |  |
|  | **3** | **Composing melody** | **Methods of extending a melody** | By the end of the lesson, the learner should be able to:   1. describe methods of varying a melody, 2. sing a familiar tune using tonic sofla 3. value the use of melody in Creative Arts and Sports. | 1. How can melody be made interesting?2. How is melody used in day-today life? | Learner is guided to:  ● sing familiar tunes using tonic solfa to describe methods of extending a melody (exact repetition, and varied repetition), | Song excerpts  Digital devices  Audio recordings  Percussion instruments  ***Moran Preforming Arts Grd 8 T.G Pg. 80-87***  ***Moran Preforming Arts Grd 8 P.B Pg. 109-118*** | Question and answer  Observation  Group discussion  Demonstration |  |
|  | **4-5** | **HALF TERM** | | | | | | | |
| **9** | **1** |  | **Methods of extending a melody** | By the end of the lesson, the learner should be able to:   1. describe methods of varying a melody, 2. sing a familiar tune using tonic sofla 3. value the use of melody in Creative Arts and Sports. | 1. How can melody be made interesting?2. How is melody used in day-today life? | Learner is guided to:  ● listen to or sing familiar tunes in  time to tap the main beat, | Song excerpts  Digital devices  Audio recordings  Percussion instruments  ***Moran Preforming Arts Grd 8 T.G Pg. 80-87***  ***Moran Preforming Arts Grd 8 P.B Pg. 109-118*** | Question and answer  Observation  Group discussion  Demonstration |  |
|  | **2** |  | **Methods of extending a melody** | By the end of the lesson, the learner should be able to:   1. describe methods of varying a melody 2. sing a familiar tune using tonic sofla 3. value the use of melody in Creative Arts and Sports. | 1. How can melody be made interesting?2. How is melody used in day-today life? | Learner is guided to:  ● perform technical skills (scale of G  major and its tonic arpeggio, short  pieces for sight reading) to recognize the key of G major, | Song excerpts  Digital devices  Audio recordings  Percussion instruments  ***Moran Preforming Arts Grd 8 T.G Pg. 80-87***  ***Moran Preforming Arts Grd 8 P.B Pg. 109-118*** | Question and answer  Observation  Group discussion  Demonstration |  |
|  | **3** |  | **Improvising 2-bar phrases** | By the end of the lesson, the learner should be able to:   1. State methods of varying a melody, 2. Improvise 2-bar answering phrases 3. value the use of melody in Creative Arts and Sports. | 1. How can melody be made interesting?2. How is melody used in day-today life? | Learner is guided to:  ● improvise 2-bar answering phrases  to given opening phrases in  time, using either exact  repetition or varied repetition,  ● improvise 2-bar opening phrases to  given answering phrases in time  and G major using either exact  repetition or varied repetition, | Song excerpts  Digital devices  Audio recordings  Percussion instruments  ***Moran Preforming Arts Grd 8 T.G Pg. 80-87***  ***Moran Preforming Arts Grd 8 P.B Pg. 109-118*** | Question and answer  Observation  Group discussion  Demonstration |  |
|  | **4** |  | **Improvising 2-bar phrases** | By the end of the lesson, the learner should be able to:   1. State methods of varying a melody, 2. Improvise 2-bar answering phrases 3. value the use of melody in Creative Arts and Sports. | 1. How can melody be made interesting?2. How is melody used in day-today life? | Learner is guided to:  ● improvise 2-bar answering phrases  to given opening phrases in  time, using either exact  repetition or varied repetition,  ● improvise 2-bar opening phrases to  given answering phrases in time  and G major using either exact  repetition or varied repetition, | Song excerpts  Digital devices  Audio recordings  Percussion instruments  ***Moran Preforming Arts Grd 8 T.G Pg. 80-87***  ***Moran Preforming Arts Grd 8 P.B Pg. 109-118*** | Question and answer  Observation  Group discussion  Demonstration |  |
|  | **5** |  | **Creating four-bar melody** | By the end of the lesson, the learner should be able to:   1. explain the meaning of melody, 2. compose four-bar melodies in G Major, 3. value the use of melody in Creative Arts and Sports. | 1. How can melody be made interesting?2. How is melody used in day-today life? | Learner is guided to:  ● create a four-bar melody in G  major, in 3-4 time, with intervals not exceeding a major perfect 4th,  ● add phrase marks to four-bar  melodies indicating the dynamics  loud (forte-) and soft (piano-p)  appropriately, | Song excerpts  Digital devices  Audio recordings  Percussion instruments  ***Moran Preforming Arts Grd 8 T.G Pg. 80-87***  ***Moran Preforming Arts Grd 8 P.B Pg. 109-118*** | Question and answer  Observation  Group discussion  Demonstration |  |
| **10** | **1** |  | **Creating four-bar melody** | By the end of the lesson, the learner should be able to:   1. explain the meaning of melody, 2. compose four-bar melodies in G Major, 3. value the use of melody in Creative Arts and Sports. | 1. How can melody be made interesting?2. How is melody used in day-today life? | Learner is guided to:  ● create a four-bar melody in G  major, in 3-4 time, with intervals not exceeding a major perfect 4th,  ● add phrase marks to four-bar  melodies indicating the dynamics  loud (forte-) and soft (piano-p)  appropriately, | Song excerpts  Digital devices  Audio recordings  Percussion instruments  ***Moran Preforming Arts Grd 8 T.G Pg. 80-87***  ***Moran Preforming Arts Grd 8 P.B Pg. 109-118*** | Question and answer  Observation  Group discussion  Demonstration |  |
|  | **2** |  | **Creating four-bar melody** | By the end of the lesson, the learner should be able to:   1. explain the meaning of melody, 2. compose four-bar melodies in G Major, 3. value the use of melody in Creative Arts and Sports. | 1. How can melody be made interesting?2. How is melody used in day-today life? | Learner is guided to:  ● create a four-bar melody in G  major, in 3-4 time, with intervals not exceeding a major perfect 4th,  ● add phrase marks to four-bar  melodies indicating the dynamics  loud (forte-) and soft (piano-p)  appropriately, | Song excerpts  Digital devices  Audio recordings  Percussion instruments  ***Moran Preforming Arts Grd 8 T.G Pg. 80-87***  ***Moran Preforming Arts Grd 8 P.B Pg. 109-118*** | Question and answer  Observation  Group discussion  Demonstration |  |
|  | **3** |  | **Creating four-bar melody** | By the end of the lesson, the learner should be able to:   1. explain the meaning of melody, 2. compose four-bar melodies in G Major, 3. value the use of melody in Creative Arts and Sports. | 1. How can melody be made interesting?2. How is melody used in day-today life? | Learner is guided to:  ● sight read the melodies composed  using voice/descant recorder/any other western instrument,  ● compose a four-bar game- chants  in G Major  ● use a digital device to notate and  play back composed melodies,  ● perform and record composed  melodies and share with others for  feedback,  ● acknowledge melodies written by  self and others. | Song excerpts  Digital devices  Audio recordings  Percussion instruments  ***Moran Preforming Arts Grd 8 T.G Pg. 80-87***  ***Moran Preforming Arts Grd 8 P.B Pg. 109-118*** | Question and answer  Observation  Group discussion  Demonstration |  |
|  | **4** |  | **Creating four-bar melody** | By the end of the lesson, the learner should be able to:   1. explain the meaning of melody, 2. perform simple pieces of music in G Major, 3. value the use of melody in Creative Arts and Sports. | 1. How can melody be made interesting?2. How is melody used in day-today life? | Learner is guided to:  ● sight read the melodies composed  using voice/descant recorder/any other western instrument,  ● compose a four-bar game- chants  in G Major  ● use a digital device to notate and  play back composed melodies,  ● perform and record composed  melodies and share with others for  feedback,  ● acknowledge melodies written by  self and others. | Song excerpts  Digital devices  Audio recordings  Percussion instruments  ***Moran Preforming Arts Grd 8 T.G Pg. 80-87***  ***Moran Preforming Arts Grd 8 P.B Pg. 109-118*** | Question and answer  Observation  Group discussion  Demonstration |  |
|  | **5** | **Netball** | **Netball games passes skills** | By the end of the lesson, the learner should be able to:   1. explain the execution of different passes in Netball, 2. Observe virtual of netball skills. 3. appreciate teamwork in application of skills during collaborative play for fun and enjoyment in a Netball game. | What is the importance of dodging and marking skill in a game of Netball? | The learner is guided to:  ● observe a virtual or actual Netball game for analysis of skills and demonstrate execution of the passes  observed, | Marked Netball court, Netball balls, Markers  *Spotlight Physical Edu. Grd 7 T.G Pg. 1-13*  *Spotlight Physical Edu. Grd 7 Pb. Pg.1-16* | Observation  Discussion  Demonstration  Practical lessons |  |
| **11** | **1** |  | **Netball games passes skills** | By the end of the lesson, the learner should be able to:   1. explain the execution of different passes in Netball, 2. Observe virtual of netball skills. 3. appreciate teamwork in application of skills during collaborative play for fun and enjoyment in a Netball game. | What is the importance of dodging and marking skill in a game of Netball? | The learner is guided to:  ● observe a virtual or actual Netball game for analysis of skills and demonstrate execution of the passes  observed, | Marked Netball court, Netball balls, Markers  *Spotlight Physical Edu. Grd 7 T.G Pg. 1-13*  *Spotlight Physical Edu. Grd 7 Pb. Pg.1-16* | Observation  Discussion  Demonstration  Practical lessons |  |
|  | **2** |  | **Netball games passes skills** | By the end of the lesson, the learner should be able to:   1. explain the execution of different passes in Netball, 2. Observe virtual of netball skills. 3. appreciate teamwork in application of skills during collaborative play for fun and enjoyment in a Netball game. | What is the importance of dodging and marking skill in a game of Netball? | The learner is guided to:  ● observe a virtual or actual Netball game for analysis of skills and demonstrate execution of the passes  observed, | Marked Netball court, Netball balls, Markers  *Spotlight Physical Edu. Grd 7 T.G Pg. 1-13*  *Spotlight Physical Edu. Grd 7 Pb. Pg.1-16* | Observation  Discussion  Demonstration  Practical lessons |  |
|  | **3** |  | **Netball games passes skills** | By the end of the lesson, the learner should be able to:   1. explain the execution of different passes in Netball, 2. Observe virtual of netball skills. 3. appreciate teamwork in application of skills during collaborative play for fun and enjoyment in a Netball game. | What is the importance of dodging and marking skill in a game of Netball? | The learner is guided to:  ● observe a virtual or actual Netball game for analysis of skills and demonstrate execution of the passes  observed, | Marked Netball court, Netball balls, Markers  *Spotlight Physical Edu. Grd 7 T.G Pg. 1-13*  *Spotlight Physical Edu. Grd 7 Pb. Pg.1-16* | Observation  Discussion  Demonstration  Practical lessons |  |
|  | **4** |  | **Passes in netball** | By the end of the lesson, the learner should be able to:   1. List the execution of different passes in Netball, 2. perform passes in netball for skill acquisition 3. appreciate teamwork in application of skills during collaborative play for fun and enjoyment in a Netball game. | What is the importance of dodging and marking skill in a game of Netball? | ● demonstrate dodging and marking in pairs,  ● use drills, in groups to Practise passing (overhead and chest pass) the ball while dodging and marking, | Marked Netball court, Netball balls, Markers  *Spotlight Physical Edu. Grd 7 T.G Pg. 1-13*  *Spotlight Physical Edu. Grd 7 Pb. Pg.1-16* | Observation  Discussion  Demonstration  Practical lessons |  |
|  | **5** |  | **Passes in netball** | By the end of the lesson, the learner should be able to:   1. List the execution of different passes in Netball, 2. perform passes in netball for skill acquisition 3. appreciate teamwork in application of skills during collaborative play for fun and enjoyment in a Netball game. | What footwork options does a player have after landing with a ball in a Netball game? | ● demonstrate dodging and marking in pairs,  ● use drills, in groups to Practise passing (overhead and chest pass) the ball while dodging and marking, | Marked Netball court, Netball balls, Markers  *Spotlight Physical Edu. Grd 7 T.G Pg. 1-13*  *Spotlight Physical Edu. Grd 7 Pb. Pg.1-16* | Observation  Discussion  Demonstration  Practical lessons |  |
| **12** | **1** |  | **Passes in netball** | By the end of the lesson, the learner should be able to:   1. List the execution of different passes in Netball, 2. execute dodging and marking in Netball for skill development 3. appreciate teamwork in application of skills during collaborative play for fun and enjoyment in a Netball game. | What footwork options does a player have after landing with a ball in a Netball game? | ● demonstrate dodging and marking in pairs,  ● use drills, in groups to Practise passing (overhead and chest pass) the ball while dodging and marking, | Marked Netball court, Netball balls, Markers  *Spotlight Physical Edu. Grd 7 T.G Pg. 1-13*  *Spotlight Physical Edu. Grd 7 Pb. Pg.1-16* | Observation  Discussion  Demonstration  Practical lessons |  |
|  | **2** |  | **Passes in netball** | By the end of the lesson, the learner should be able to:   1. List the execution of different passes in Netball, 2. execute dodging and marking in Netball for skill development 3. appreciate teamwork in application of skills during collaborative play for fun and enjoyment in a Netball game. | What footwork options does a player have after landing with a ball in a Netball game? | ● demonstrate footwork skills (landing and pivoting),  ● use drills to Practise footwork  skills while observing safety,  ● apply overhead and chest passes, dodging and marking and footwork skills to play a mini game. | Marked Netball court, Netball balls, Markers  *Spotlight Physical Edu. Grd 7 T.G Pg. 1-13*  *Spotlight Physical Edu. Grd 7 Pb. Pg.1-16* | Observation  Discussion  Demonstration  Practical lessons |  |
|  | **3** |  | **Passes in netball** | By the end of the lesson, the learner should be able to:   1. List the execution of different passes in Netball, 2. execute dodging and marking in Netball for skill development 3. appreciate teamwork in application of skills during collaborative play for fun and enjoyment in a Netball game. | What footwork options does a player have after landing with a ball in a Netball game? | ● demonstrate footwork skills (landing and pivoting),  ● use drills to Practise footwork  skills while observing safety,  ● apply overhead and chest passes, dodging and marking and footwork skills to play a mini game. | Marked Netball court, Netball balls, Markers  *Spotlight Physical Edu. Grd 7 T.G Pg. 1-13*  *Spotlight Physical Edu. Grd 7 Pb. Pg.1-16* | Observation  Discussion  Demonstration  Practical lessons |  |
|  | **4** |  | **Passes in netball** | By the end of the lesson, the learner should be able to:   1. List the execution of different passes in Netball, 2. execute dodging and marking in Netball for skill development 3. appreciate teamwork in application of skills during collaborative play for fun and enjoyment in a Netball game. | What footwork options does a player have after landing with a ball in a Netball game? | ● demonstrate footwork skills (landing and pivoting),  ● use drills to Practise footwork  skills while observing safety,  ● apply overhead and chest passes, dodging and marking and footwork skills to play a mini game. | Marked Netball court, Netball balls, Markers  *Spotlight Physical Edu. Grd 7 T.G Pg. 1-13*  *Spotlight Physical Edu. Grd 7 Pb. Pg.1-16* | Observation  Discussion  Demonstration  Practical lessons |  |
|  | **5** | **REVISION EXERCISE** | | | | | | | |
| **13** | **END TERM ASSESSMENT/CLOSING** | | | | | | | | |