**GRADE 9 CREATIVE ARTS AND SPORT LESSON PLAN TERM 1**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **FOUNDATIONS OF CREATIVE ARTS AND SPORTS**

**SUB STRAND**: **Careers in creative arts and sports IDENTIFY CAREERS IN CREATIVE ARTS**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the careers in Creative Arts
* Discuss the careers in Creative Arts
* Search the internet for information on careers in Creative Arts
* Appreciate the careers in Creative Arts and Sports

**KEY INQUIRY QUESTION (S)**

What are the career opportunities related to Creative Arts and Sports?

**LEARNING RESOURCES**

One Planet CAS Grade 9 T.G.Pg.1-3

One Planet CAS Grade 9 P.B.Pg.1-6

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Introduce the lesson by asking oral questions

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to study Figure 1.1.1 in Activity 1.1.1 on page 1 of the Learner's Book.

Instruct the learners to answer the questions that follow.

**STEP 2**

Direct the learners to write down the careers shown in the pictures in Figure 1.1.1.

Ask them to name other careers in Creative Arts and Sports that they know.

Correct the learners where necessary.

**STEP 3**

Instruct the learners to use a digital device to search for other careers related to Creative Arts.

Move around the classroom to check whether the learners are using the digital devices for the right purpose.

* As the learners use digital devices, Digital literacy is enhanced.

**STEP 4**

Direct the learners to write in their exercise books to discuss with their peers the careers they have identified.

**STEP 5**

Instruct the learners to make presentation in class for peer assessment

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use a digital device to search for other careers related to Creative Arts during their free time

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **FOUNDATIONS OF CREATIVE ARTS AND SPORTS**

**SUB STRAND**: **Careers in creative arts and sports IDENTIFY CAREERS IN SPORTS**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the careers in Sports.
* Discuss the careers in Sports.
* Search the internet for information on careers in Sports.
* Appreciate the careers in Creative Arts and Sports

**KEY INQUIRY QUESTION (S)**

What are the career opportunities related to Creative Arts and Sports?

**LEARNING RESOURCES**

One Planet CAS Grade 9 T.G.Pg.1-3

One Planet CAS Grade 9 P.B.Pg.1-6

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Instruct the learners to study the pictures in Figure 1.1.2 on page 2 of the Learner’s Book and answer the questions that follow.

**STEP 2**

Ask the learners to identify the careers shown in the pictures in Figure 1.1.2.

Correct the learners where necessary.

**STEP 3**

Guide the learners to identify other careers related to sports in their school and community.

You can do this by prompting the learners to think about the various sports activities played in the school and community and how the personnel involved in the activities gain.

**STEP 4**

Instruct the learners to discuss the careers they have identified with their classmates and note the careers in their exercise books.

Move around the classroom listen to the learners discuss and correct them where necessary.

**STEP 5**

Direct the learners to share their work in class for peer assessment.

* As they share their work, communication and collaboration is enhanced.

**EXTENDED ACTIVITIES:**

Guide the learners to use a digital device to search for other careers related to sports during their free time

* As the learners use digital devices, Digital literacy is enhanced.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **FOUNDATIONS OF CREATIVE ARTS AND SPORTS**

**SUB STRAND**: **Careers in creative arts and sports – Interacting with creative arts spaces**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the roles preformed by the personnel in Creative Arts Spaces .
* Discuss the roles performed by different personnel in Creative Arts Spaces.
* Interact with actual or virtual Creative Arts Spaces and observe roles performed by the personnel.
* Appreciate the roles of different personnel in Creative Arts Spaces.

**KEY INQUIRY QUESTION (S)**

What is a Creative Art Space?

**LEARNING RESOURCES**

One Planet CAS Grade 9 T.G.Pg.1-3

One Planet CAS Grade 9 P.B.Pg.1-6

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Begin the lesson by reminding the learners what they had learnt in the previous lessons.

Direct the learners to study the images in Figure 1.1.3 of Activity 1.1.3 on page 3 of the Learner's Book that show Creative Arts spaces.

**LESSON DEVELOPMENT**

**STEP 1**

Instruct the learners to identify the location where the activities listed in the Learner's Book take place. Instruct them to think about any creative art spaces in the society.

Correct the learners where necessary.

**STEP 2**

Direct the learners to use digital devices to study the digital spaces listed in the Learner's Book.

Move around in the classroom ensuring the learner use the digital devices for the correct purposes.

Guide the learners who have any difficulties in manipulating the digital devices.

* Manipulating digital devices enhances digital literacy in the learners.

**STEP 3**

Guide the learners to discuss the creative role performed by the personnel they have interacted with in those spaces

Move around the classroom listening to the learners discussion and correct them where necessary

**STEP 4**

Instruct the learners to share their findings and discuss them in class

* As they share their work, communication and collaboration is enhanced.

**EXTENDED ACTIVITIES:**

Guide the learners to visit any of the Creative Arts spaces they have identified. Ask them to interact with those spaces. Interaction in this case can be used to mean walking around, making inquiries, touching, observing different places in the space, taking photographs and maybe sitting.

Ask them to note down specific activities that take place in those area

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **FOUNDATIONS OF CREATIVE ARTS AND SPORTS**

**SUB STRAND**: **Careers in creative arts and sports – Interacting with sports spaces**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the roles preformed by the personnel in sports Spaces.
* Discuss the roles performed by different personnel in sports Spaces.
* Interact with actual or virtual sports Spaces and observe roles performed by the personnel.
* Appreciate the roles of different personnel in sport Spaces.

**KEY INQUIRY QUESTION (S)**

What is a sports Space?

**LEARNING RESOURCES**

One Planet CAS Grade 9 T.G.Pg.1-3, One Planet CAS Grade 9 P.B.Pg.1-6

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Start the lesson by reminding the learners of the various Sports activities in school or in the community.

Direct the learners to study the images in Figure 1.1.4 of Activity 1.1.4 on page 4 of the Learner's Book and answer the questions that follow.

**LESSON DEVELOPMENT**

**STEP 1**

Ask the learners to identify the Sports facilities in the pictures they studied. Listen to their answers and correct them where necessary.

**STEP 2**

Instruct the learners to discuss the purpose of the identified Sports facilities with their peers.

Go around the classroom ensuring all the learners are participating in the discussion.

* As the learners discuss, their social cohesion will be enhanced.

Ask the learners to note the purposes of the identified Sports facilities in their exercise books.

**STEP 3**

Direct the learners to identify and list other Sports facilities they know about.

You can achieve this by prompt the learners to think about various sports played in the school and community and where the sports activities are carried out.

* The learners' critical thinking and problem-solving will be enhanced as they think about the sports spaces.

**STEP 4**

Direct the learners to discuss the creative roles performed by the personnel they have interacted with in those facilities.

Go around the classroom ensuring all the learners are participating in the discussion.

* As the learners discuss, their communication and collaboration will be enhanced.

**EXTENDED ACTIVITIES:**

Guide the learners to visit one of the Sports facilities in the community. Ask them to interact with those facilities. Interaction in this case can be used to mean walking around, making enquiries, touching, observing different places in the facility, taking photographs and maybe sitting.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **FOUNDATIONS OF CREATIVE ARTS AND SPORTS**

**SUB STRAND**: **Careers in creative arts and sports Entrepreneurship opportunities in CAS**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the entrepreneurial opportunities in Creative Arts.
* Discuss the entrepreneurial opportunities in Creative Arts.
* Illustrate entrepreneurial opportunities in Creative Arts.
* Acknowledge the entrepreneurial opportunities in Creative Arts

**KEY INQUIRY QUESTION (S)**

What is a sports Space?

**LEARNING RESOURCES**

One Planet CAS Grade 9 T.G.Pg.1-3, One Planet CAS Grade 9 P.B.Pg.1-6

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

REVIEW THE PREVIOUS LESSON

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to refer to previous activities on the careers they identified in Creative Arts and Sports. Instruct the learners to tell how any of the professions in those careers can become an entrepreneurial opportunity.

**STEP 2**

Guide the learners to watch videos of entrepreneurial opportunities in Creative Arts and Sports.

* As the learners use digital devices to watch these videos, Digital literacy as a competence is enhanced.

Go around the classroom monitoring the learners as they watch the videos. Ensure they use they use the digital devices for the right purpose. Guide the learners who have any difficulties in manipulating the digital devices.

**STEP 3**

Direct the learners to discuss how the activities can generate income.

Go around the classroom ensuring all the learners are participating in the discussion.

* As the learners discuss, their communication and collaboration will be enhanced.

**STEP 4**

Direct the learners to read through the "Summary corner" section on page 7 of the Learner's Book. Encourage them to take notes in their exercise books for future reference.

**EXTENDED ACTIVITIES:**

Instruct the learners to carry out the extended activity on page 6 of the Learner's Book.

The activity should be done during the learners' free time.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **FOUNDATIONS OF CREATIVE ARTS AND SPORTS**

**SUB STRAND**: **Careers in creative arts and sports Entrepreneurship opportunities in CAS**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the entrepreneurial opportunities in Creative Arts.
* Discuss the entrepreneurial opportunities in Creative Arts.
* Illustrate entrepreneurial opportunities in Creative Arts.
* Acknowledge the entrepreneurial opportunities in Creative Arts

**KEY INQUIRY QUESTION (S)**

What is a sports Space?

**LEARNING RESOURCES**

One Planet CAS Grade 9 T.G.Pg.1-3, One Planet CAS Grade 9 P.B.Pg.1-6

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

REVIEW THE PREVIOUS LESSON

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to refer to previous activities on the careers they identified in Creative Arts and Sports. Instruct the learners to tell how any of the professions in those careers can become an entrepreneurial opportunity.

**STEP 2**

Guide the learners to watch videos of entrepreneurial opportunities in Creative Arts and Sports.

* As the learners use digital devices to watch these videos, Digital literacy as a competence is enhanced.

Go around the classroom monitoring the learners as they watch the videos. Ensure they use they use the digital devices for the right purpose. Guide the learners who have any difficulties in manipulating the digital devices.

**STEP 3**

Direct the learners to discuss how the activities can generate income.

Go around the classroom ensuring all the learners are participating in the discussion.

* As the learners discuss, their communication and collaboration will be enhanced.

**STEP 4**

Direct the learners to read through the "Summary corner" section on page 7 of the Learner's Book. Encourage them to take notes in their exercise books for future reference.

**EXTENDED ACTIVITIES:**

Instruct the learners to carry out the extended activity on page 6 of the Learner's Book.

The activity should be done during the learners' free time.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **FOUNDATIONS OF CREATIVE ARTS AND SPORTS**

**SUB STRAND**: **COMPONENTS OF CREATIVE ARTS AND SPORTS – Elements of play**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe the elements of a play,
* Observe a virtual play and discuss the elements.
* Appreciate the various elements of play.

**KEY INQUIRY QUESTION (S)**

What is a Play?

What are the basic elements of a Play?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.5-6, One Planet CAS Grd 9 P.B.Pg.8

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

In manageable and inclusive groups, guide the learners to discuss and say what a play is.

Go around in the classroom ensuring all the learners participate in the discussion.

* As they discuss, Communication and collaboration as a core competence is promoted.

**LESSON DEVELOPMENT**

**STEP 1**

Direct the learners to define a play using any relevant learning resources like a dictionary and thesaurus..

**STEP 2**

Provide the play excerpts to the learners to watch or read

Guide the learners to identify the similar factors in all the excerpts they have watched

**STEP 3**

Ask the learners to brainstorm on things that make up a play.

* As the learners brainstorm, their communication and collaboration will be enhanced.

**STEP 4**

Instruct the learners to describe the elements from the play they have watched.

**STEP 5**

Direct the learners to work in pairs and discuss the elements of a play they have described.

Go around in the classroom ensuring all the learners participate in the discussion.

* As they discuss, Unity and collaboration as core competence is mainstreamed.

**EXTENDED ACTIVITIES:**

Guide the learners to use a digital device to search and watch a play performance.

In the absence of a digital device, advice the learners to watch a live play performance in their community.

While using digital devices, move around in the classroom ensuring the learners use the digital devices for the right purpose.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **FOUNDATIONS OF CREATIVE ARTS AND SPORTS**

**SUB STRAND**: **COMPONENTS OF CREATIVE ARTS AND SPORTS – Elements of play**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the elements of play as a component of Creative Arts and Sports .
* Describe the elements of a Play.
* Search for information on the elements of a play
* Appreciate the elements of a Play

**KEY INQUIRY QUESTION (S)**

What is a Play?

What are the basic elements of a Play?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.5-6, One Planet CAS Grd 9 P.B.Pg.8

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

In manageable and inclusive groups, guide the learners to discuss and say what a play is.

Go around in the classroom ensuring all the learners participate in the discussion.

* As they discuss, Communication and collaboration as a core competence is promoted.

**LESSON DEVELOPMENT**

**STEP 1**

Direct the learners to define a play using any relevant learning resources like a dictionary and thesaurus..

**STEP 2**

Provide the play excerpts to the learners to watch or read

Guide the learners to identify the similar factors in all the excerpts they have watched

**STEP 3**

Ask the learners to brainstorm on things that make up a play.

* As the learners brainstorm, their communication and collaboration will be enhanced.

**STEP 4**

Instruct the learners to describe the elements from the play they have watched.

**STEP 5**

Direct the learners to work in pairs and discuss the elements of a play they have described.

Go around in the classroom ensuring all the learners participate in the discussion.

* As they discuss, Unity and collaboration as core competence is mainstreamed.

**EXTENDED ACTIVITIES:**

Guide the learners to use a digital device to search and watch a play performance.

In the absence of a digital device, advice the learners to watch a live play performance in their community.

While using digital devices, move around in the classroom ensuring the learners use the digital devices for the right purpose.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **FOUNDATIONS OF CREATIVE ARTS AND SPORTS**

**SUB STRAND**: **COMPONENTS OF CREATIVE ARTS AND SPORTS – components of fitness – power and reaction time in fitness**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* List the components of fitness
* Discuss power and reaction time as components of physical fitness
* perform activities demonstrating the components of fitness,
* Appreciate the various components of fitness.

**KEY INQUIRY QUESTION (S)**

What is physical fitness?

Which activities can you perform to demonstrate power and reaction time?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.6-7, One Planet CAS Grd 9 P.B.Pg.9-12

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Instruct the learners to define power and reaction time in sports in their own words.

* Their self-efficacy will be boosted as they define power and reaction time in their own words.

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use relevant reference materials like dictionaries and sports books to research and define power and reaction time.

* The learners' critical thinking and problem-solving competence will be enhanced as the learners as the learners carry out the research.

**STEP 2**

Direct the learners to study the pictures of sports activities in Figure 1.2.1 on page 9 of the Learner's Book that show various sports activities and answer the questions that follow.

**STEP 3**

Instruct the learners to identify the activities that require power.

The learners can achieve this by asking the learners to refer to the definition of power and reaction time first before doing this task.

**STEP 4**

Guide the learners to use available resource materials like sports books to research on different activities that show power and reaction time in fitness.

**STEP 5**

Direct the learners to discuss their findings with their classmates.

Move around in the classroom and ensure all the learners participate in the discussion.

**EXTENDED ACTIVITIES:**

Guide the learners use digital devices to search and watch clips on power and reaction physical activities.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **FOUNDATIONS OF CREATIVE ARTS AND SPORTS**

**SUB STRAND**: **COMPONENTS OF CREATIVE ARTS AND SPORTS – components of fitness – activities that show power and reaction time in fitness**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* List the components of fitness
* perform activities demonstrating the components of fitness,
* Appreciate the various components of fitness.

**KEY INQUIRY QUESTION (S)**

What is physical fitness?

Which activities can you perform to demonstrate power and reaction time?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.6-7, One Planet CAS Grd 9 P.B.Pg.9-12

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

With the guidance of the teacher learners to download videos showing power and reaction time in fitness using the following link: **https://youtu.be/pFCq20TGCp0**.

* Allow the learners time to watch the videos using the digital device. Move around in the classroom ensuring that all the learners are participating and they are using the digital devices for the right purpose. As they use digital devices, digital literacy is enhanced.

**STEP 2**

Guide the learners to categorize activities that demonstrate power and those that show reaction time from the videos they observed

They can refer to the definition of power and reaction time

**STEP 3**

Direct the learners to write down in their exercise books

**STEP 4**

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**EXTENDED ACTIVITIES:**

Guide the learners use digital devices to search and watch clips on power and reaction physical activities.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **FOUNDATIONS OF CREATIVE ARTS AND SPORTS**

**SUB STRAND**: **COMPONENTS OF CREATIVE ARTS AND SPORTS – components of fitness – demonstration of fitness exercise that enhances power and reaction time**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

a). Perform activities demonstrating power and reaction time as components of physical fitness.

b). Enjoy performing the activities demonstrating the components of physical fitness.

Appreciate the various components of fitness.

**KEY INQUIRY QUESTION (S)**

What is physical fitness?

Which activities can you perform to demonstrate power and reaction time?

Why should athletes avoid performance enhancers to develop physical fitness?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.6-7, One Planet CAS Grd 9 P.B.Pg.9-12

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in the school field. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Instruct the learners to get into pairs that are inclusive and carry out the activity in the field.

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to perform relevant warm-up activities like star jumps, light jogging and dynamic stretches.

**STEP 2**

Instruct the learners to follow the steps listed in the Learner's Book to demonstrate activities that show power and reaction time.

Ensure they take turns to demonstrate.

**STEP 3**

Ask the learners to repeat the demonstration severally for skill acquisition.

* As learners participate in this game they will nature PCI’s of healthy lifestyle and gender sensitivity through active participation and social interaction

**STEP 4**

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**EXTENDED ACTIVITIES:**

Guide the learners use digital devices to search and watch clips on power and reaction physical activities.

**CONCLUSION:**

Perform cool down activities

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **FOUNDATIONS OF CREATIVE ARTS AND SPORTS**

**SUB STRAND**: **COMPONENTS OF CREATIVE ARTS AND SPORTS – components of fitness – practising activities that enhances power and reaction time**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Perform activities demonstrating power and reaction time as components of physical fitness.
* Practice activities that enhances power and reaction time
* Enjoy performing the activities demonstrating the components of physical fitness.
* Appreciate the various components of fitness.

**KEY INQUIRY QUESTION (S)**

What is physical fitness?

Which activities can you perform to demonstrate power and reaction time?

Why should athletes avoid performance enhancers to develop physical fitness?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.6-7, One Planet CAS Grd 9 P.B.Pg.9-12

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in the school field. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Instruct the learners to get into pairs that are inclusive and carry out the activity in the field.

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to perform relevant warm-up activities like star jumps, light jogging and dynamic stretches.

**STEP 2**

Instruct the learners to practise the activities as demonstrated in Activity 1.2.5.

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**STEP 3**

Direct the learners to take turns to perform the activities shown in Figure 1.2.2 following a musical pattern.

* As learners participate in this game they will nature PCI’s of healthy lifestyle and gender sensitivity through active participation and social interaction

**STEP 4**

Instruct the learners to comment on each other's performance. This helps to enhance respect as well as build the self-esteem of the learners.

**EXTENDED ACTIVITIES:**

Direct the learners to read through the "Summary corner" section on page 12 of the Learner's Book. Encourage them to take notes in their exercise books for future reference.

**CONCLUSION:**

Perform cool down activities

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **FOUNDATIONS OF CREATIVE ARTS AND SPORTS**

**SUB STRAND**: **COMPONENTS OF CREATIVE ARTS AND SPORTS – THE GRAND STAVE**

**Describing the grand stave**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* identify and name the lines and spaces on the grand stave,
* Draw the grand stave and name lines and spaces.
* Develop curiosity in naming pitches on the grand stave.

**KEY INQUIRY QUESTION (S)**

What is a grand stave?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.7-13, One Planet CAS Grd 9 P.B.Pg.13-21

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use different resource materials like music book to research for definitions of the terms in task 1 of activity 1.2.7 on page 12 of the learner’s book

* The learners' critical thinking and problem-solving competence will be enhanced as the learners as the learners carry out the research.

**STEP 2**

Direct the learners to name the parts labeled A, B, C and D in the music stave in questions 2

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**STEP 3**

Guide the learners to use the available resources like music books to identify the various characteristics of a grand stave

**STEP 4**

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**EXTENDED ACTIVITIES:**

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**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **FOUNDATIONS OF CREATIVE ARTS AND SPORTS**

**SUB STRAND**: **COMPONENTS OF CREATIVE ARTS AND SPORTS – THE GRAND STAVE**

**Drawing and naming the grand stave**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* identify and name the lines and spaces on the grand stave,
* Draw the grand stave and name lines and spaces.
* Develop curiosity in naming pitches on the grand stave.

**KEY INQUIRY QUESTION (S)**

What is a grand stave?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.7-13, One Planet CAS Grd 9 P.B.Pg.13-21

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Instruct the learners to draw 5 horizontal lines in their music books.

Direct the learners to leave some space below the 5 lines and then draw another set of 5 horizontal lines.

**STEP 2**

Ask the learners to draw a straight vertical line at the beginning to join the ten lines.

Instruct the learners to connect the two staves with a brace mark..

**STEP 3**

Instruct the learners to draw a treble clef on the first staff and a bass clef on the second staff.

Guide the learners to use a semibreve to name the pitches starting from the bass clef to the treble clef.

**STEP 4**

Instruct the learners to use double bar lines to close the two staffs; the double bar lines should connect the two staffs.

**STEP 5**

Ask the learners to share their work in class for peer review. Remind them to use polite language as they give feedback.

**EXTENDED ACTIVITIES:**

Guide learners to practice drawing and naming the grand stave during their free time

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **FOUNDATIONS OF CREATIVE ARTS AND SPORTS**

**SUB STRAND**: **COMPONENTS OF CREATIVE ARTS AND SPORTS – THE GRAND STAVE**

**Drawing and naming the grand stave**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Name pitches on the grand stave,
* Draw the grand stave and name lines and spaces.
* Develop curiosity in naming pitches on the grand stave.

**KEY INQUIRY QUESTION (S)**

What is a grand stave?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.7-13, One Planet CAS Grd 9 P.B.Pg.13-21

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Instruct the learners to study the piano keyboard as related to the Grand stave shown in task 1 of Activity 1.2.9.

**STEP 2**

Guide the learners to draw the piano keyboard and the Grand stave as shown in the learner’s book, in their music exercise books.

* The learners' creativity and imagination will be enhanced as they draw the piano...

**STEP 3**

Ask the learners to use the notes on the Grand stave to name the missing keys on the piano keyboard.

**STEP 4**

Instruct the learners to share their work with their classmates and comment politely on each other's work.

* Respect as a core value will be enhanced as they give polite comments

**STEP 5**

Direct the learners to read through the "Summary corner" section on page 14 of the Learner's Book. Encourage them to take notes in their exercise books for future reference

**EXTENDED ACTIVITIES:**

Guide learners to practice naming pitches the grand stave during their free time

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **FOUNDATIONS OF CREATIVE ARTS AND SPORTS**

**SUB STRAND**: **COMPONENTS OF CREATIVE ARTS AND SPORTS – Grouping music notes**

**Grouping notes in 4/4 time dots**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Identify the uses of dots and ties in music notation.
2. Group notes in 4/4 time with dots
3. Appreciate grouping note incorporating note extension

**KEY INQUIRY QUESTION (S)**

Why is note extension important in music notation?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.7-13, One Planet CAS Grd 9 P.B.Pg.13-21

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Instruct the learners to study the rhythmic patterns in task 1 of Activity 1.2.10 and group them in 4/4 time. Notes which belong to the same beat are put together for easier reading of music. The first beat in a bar in simple time is always a strong beat. A bar line is placed before each recurring strong beat in simple time. A double bar line is placed at the end of a rhythmic pattern or melody to mark the end. A rest is silence in music and it is treated the same with its corresponding note value. Tell them that grouping of notes involves:

a) Adding bar lines to a rhythm to match the time signature

b) beaming/joining the notes with tails as per the time signature.

**STEP 2**

Guide the learners to create their own five rhythmic patterns in time combining a pair of quavers, crotchets and minims. Instruct them to include dotted notes in their rhythmic patterns.

* The learners' creativity and imagination will be bolstered as they create their rhythmic patterns.

**STEP 3**

Direct the learners to present their work to their classmates and comment on each other’s rhythmic patterns

* **Respect as a core value will be mainstreamed as the learner’s give positive feedback**

**STEP 4**

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**EXTENDED ACTIVITIES:**

Learners to practice grouping notes in 4/4 time dots during their free time

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **FOUNDATIONS OF CREATIVE ARTS AND SPORTS**

**SUB STRAND**: **COMPONENTS OF CREATIVE ARTS AND SPORTS – Grouping music notes**

**Grouping notes in 4/4 time dots**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Identify notes in 4/4time
2. Group music notes in 4/4 time incorporating note extension
3. Appreciate grouping note incorporating note extension.

**KEY INQUIRY QUESTION (S)**

Why is note extension important in music notation?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.7-13, One Planet CAS Grd 9 P.B.Pg.13-21

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to research on the musical symbol used to join the notes in the images. You can use learning resources such as music books, etc.

**STEP 2**

Instruct the learners to identify the effect of the music symbols on the notes.

(Extending the duration of the first note by the length of the second note)

**STEP 3**

Instruct the learners to create their own 5 rhythms on monotone in 4/4 time.

Ask them to incorporate dots, ties, and rests in their rhythms.

**STEP 4**

Guide the learners to clap each other's rhythms and provide positive feedback.

Ensure the learners make use of polite language as they review each other's work.

**STEP 5**

Direct the learners to read the "Summary corner" on page 16 of the Learner's Book.

Encourage them to take notes in their exercise books for future reference.

**EXTENDED ACTIVITIES:**

Learners to practice grouping notes in 4/4 time with ties during their free time

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **FOUNDATIONS OF CREATIVE ARTS AND SPORTS**

**SUB STRAND**: **COMPONENTS OF CREATIVE ARTS AND SPORTS – F- MAJOR**

**Constructing the scale of F major**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* identify the scale F major on a staff.
* construct the scale of F major on a staff,
* appreciate the basic elements of Creative Arts and sports.

**KEY INQUIRY QUESTION (S)**

How can you construct the scale of F major on both treble and bass staff?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.7-13, One Planet CAS Grd 9 P.B.Pg.13-21

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Instruct the learners to draw a treble staff in their music exercise books.

* The learners' creativity and imagination will be enhanced as they draw the treble staff.

**STEP 2**

Guide the learners to place a flat (♭) on B.

**STEP 3**

Direct the learners to place semibreve notes on the staff, starting from F as you ascend and end on F.

Instruct the learners to close the staff with double bar lines.

**STEP 4**

Direct the learners to repeat the same construction on a bass staff. Instruct them to ensure that the flat (♭) is on B on the bass staff as well.

**STEP 5**

Direct the learners to read the "Summary corner" on page 18-19 of the Learner's Book.

Encourage them to take notes in their exercise books for future reference.

**EXTENDED ACTIVITIES:**

Learners to practice constructing the scale of F major during their free time

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **FOUNDATIONS OF CREATIVE ARTS AND SPORTS**

**SUB STRAND**: **COMPONENTS OF CREATIVE ARTS AND SPORTS – F- MAJOR**

**Singing or playing the scale of F major**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the scale F major on a staff.
* Play scales F major ascending and descending and their tonic arpeggios.
* Have fun playing scales F major ascending and descending.

**KEY INQUIRY QUESTION (S)**

How can you construct the scale of F major on both treble and bass staff?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.7-13, One Planet CAS Grd 9 P.B.Pg.13-21

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Instruct the learners to repetitively play or sing the rhythms in task 1 of Activity 1.2.13 on an instrument of their choice.

**STEP 2**

Guide the learners to study the staff in task 2 and name the lines and spaces on the staff.

**STEP 3**

Direct the learners to identify the notes onto which the semibreves are placed.

**STEP 4**

Guide the learners to sing the succession of notes in task 2 or play it on an instrument of their choice.

**STEP 5**

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**EXTENDED ACTIVITIES:**

Learners to practice singing or playing the scale of F major during their free time

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **FOUNDATIONS OF CREATIVE ARTS AND SPORTS**

**SUB STRAND**: **COMPONENTS OF CREATIVE ARTS AND SPORTS – F- MAJOR**

**Sight reading melodies in C, G and F major**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the scale F major on a staff.
* Sight read melodies in C, G and F major
* Have fun playing scales F major ascending and descending.

**KEY INQUIRY QUESTION (S)**

How can you construct the scale of F major on both treble and bass staff?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.7-13, One Planet CAS Grd 9 P.B.Pg.13-21

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to sight read or sight sing the melodies in task 1 of Activity 1.2.14 on an instrument of their choice.

The most appropriate ways they can sight read the rhythms is by:

1. Identifying the key signature and time signature of the melody.
2. Clapping the rhythm of the melody while chanting the French rhythm names.
3. Interpreting the sol-fa of the melody according to the key signature given.
4. Pitching to the key of the given music.
5. Singing or playing the melody.

As the learner's sight read or sight sing the melodies, self-efficacy will be enhanced.

**STEP 2**

Instruct the learners to give each other positive feedback on their performances.

* Ensure the learners use polite language to give feedback. This will enhance respect as a value.

**STEP 3**

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**EXTENDED ACTIVITIES:**

Instruct the learners to carry out the extended activity on page 19 and page 20 of the Learner's Book.

This activity should be done during the learners' free time.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – Drawing and painting**

**SUB STRAND**: **Harmony or Unity in a picture- Texture and colour in drawing and painting**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* State the meaning of texture.
* Discuss texture in a picture,
* Create texture in a picture using dabbing method.
* Appreciate texture in a picture.

**KEY INQUIRY QUESTION (S)**

How do we create texture in a picture?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.14-17, One Planet CAS Grd 9 P.B.Pg.22-29

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Direct the learners to define the term texture using any relevant learning resources like a dictionary and thesaurus..

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to study the pictures in Figure 2.1.1 in Activity 2.1.1 on page 22 of the Learner's Book and answer the questions that follow. You can ask them to identify the images in that figure first.

Listen to them and correct them accordingly.

**STEP 2**

Ask the learners to identify the techniques that are depicted in Figure 2.1.1. listen to them and advice accordingly.

Direct them to discuss the various techniques that are depicted in images A, B, and C of figure 2.1.1.

Move around in the classroom ensuring all the learners participate in the discussion.

**STEP 3**

Ask the learners to state how an artist achieves to portray the textures they have identified.

**STEP 4**

Guide the learners to identify the different colours used in the images in Fig 2.1.1.

**STEP 5**

Instruct the learners to discuss how a painter would achieve shadows and light areas in a painting.

* Communication and collaboration will be enhanced as the learners discuss.

**EXTENDED ACTIVITIES:**

Guide the learners to use digital or print resources to search for information on unity/harmony in drawings.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – Drawing and painting**

**SUB STRAND**: **Harmony or Unity in a picture- Texture and colour in drawing and painting**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* State the meaning of harmony/unity in a picture.
* Discuss harmony/unity in a picture.
* Illustrate harmony/unity in pictures and drawings.
* Acknowledge the benefits of harmony/unity in pictures.

**KEY INQUIRY QUESTION (S)**

How is harmony/unity achieved in drawing?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.14-17, One Planet CAS Grd 9 P.B.Pg.22-29

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Direct the learners to define the terms harmony and unity using any relevant learning resources like a dictionary and thesaurus..

**LESSON DEVELOPMENT**

**STEP 1**

Instruct the learners to study the pictures in Figure 2.1.2 in Activity 2.1.2 on page 23 of the Learner's Book and answer the questions that follow.

**STEP 2**

Guide the learners to name all the objects in the image A. Ask them to mention how an artist has managed to make the objects look like they belong together in A.

Listen to the learners’ and correct them where necessary.

**STEP 3**

Instruct the learners to discuss how colour has been used to make all objects in B look good together. Move around in the classroom ensuring all the learners participate in the discussion.

* As the learners’ discussion, communication and collaboration will be enhanced.

**STEP 4**

Instruct the learners to use Visual Arts materials like to find out the definition of harmony and unity in drawing and painting.

* The learner’s critical thinking and problem-solving will be enhanced as they carry out the research.

**STEP 5**

Direct the learners to discuss other ways in which unity and harmony are achieved in drawing and painting. Move around in the classroom ensuring all the learners participate in the discussion.

* Unity as a core value will be embraced as the learners participate in groups.

**EXTENDED ACTIVITIES:**

Guide the learners to use digital or print resources to search for information on unity/harmony in drawings.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – Drawing and painting**

**SUB STRAND**: **Harmony or Unity in a picture- Texture and colour in drawing and painting**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* State the meaning of harmony/unity in a picture.
* Discuss harmony/unity in a picture.
* Illustrate harmony/unity in pictures and drawings.
* Acknowledge the benefits of harmony/unity in pictures.

**KEY INQUIRY QUESTION (S)**

How is harmony/unity achieved in drawing?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.14-17, One Planet CAS Grd 9 P.B.Pg.22-29

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Direct the learners to define the terms harmony and unity using any relevant learning resources like a dictionary and thesaurus..

**LESSON DEVELOPMENT**

**STEP 1**

Instruct the learners to study the pictures in Figure 2.1.2 in Activity 2.1.2 on page 23 of the Learner's Book and answer the questions that follow.

**STEP 2**

Guide the learners to name all the objects in the image A. Ask them to mention how an artist has managed to make the objects look like they belong together in A.

Listen to the learners’ and correct them where necessary.

**STEP 3**

Instruct the learners to discuss how colour has been used to make all objects in B look good together. Move around in the classroom ensuring all the learners participate in the discussion.

* As the learners’ discussion, communication and collaboration will be enhanced.

**STEP 4**

Instruct the learners to use Visual Arts materials like to find out the definition of harmony and unity in drawing and painting.

* The learner’s critical thinking and problem-solving will be enhanced as they carry out the research.

**STEP 5**

Direct the learners to discuss other ways in which unity and harmony are achieved in drawing and painting. Move around in the classroom ensuring all the learners participate in the discussion.

* Unity as a core value will be embraced as the learners participate in groups.

**EXTENDED ACTIVITIES:**

Guide the learners to use digital or print resources to search for information on unity/harmony in drawings.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – Drawing and painting**

**SUB STRAND**: **COLOUR WHEEL – Describing a colour wheel**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Define the term Analogous colours in painting.
* Identify analogous colours in colour wheels.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Appreciate analogous colours in painting.

**KEY INQUIRY QUESTION (S)**

Why colour classification important in painting?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.14-17, One Planet CAS Grd 9 P.B.Pg.22-29

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Direct the learners to define the terms analogous using any relevant learning resources like a dictionary and thesaurus..

**LESSON DEVELOPMENT**

**STEP 1**

Instruct the learners to study Figure 2.1.3 and answer the questions that follow.

**STEP 2**

Ask the learners to state how they would define the image in Figure 2.1.3.

Listen to them give answers and correct them where necessary. (Accept all correct responses)

**STEP 3**

Instruct the learners to name the colours in the image in Figure 2.1.3.

Listen to them give answers and correct them where necessary.

**STEP 4**

Ask the learners to use different resource materials to define a colour wheel.

(Accept all correct responses)

**STEP 5**

Instruct the learners to discuss their definitions with their classmate. Move around in the classroom, ensuring that all learners are participating in the discussion.

* Discussion will promote unity and social cohesion among the learners.

**EXTENDED ACTIVITIES:**

Direct the learners to turn to page 24 of the Learner's Book and read the "Summary corner" section. Ask the learners to write short notes in their books for future use.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – Drawing and painting**

**SUB STRAND**: **COLOUR WHEEL – PROPERTIES OF COLOUR ON A COLOUR WHEEL**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify analogous colours in colour wheels.
* Discuss the properties colour on a colour wheel
* Appreciate analogous colours in painting.

**KEY INQUIRY QUESTION (S)**

Why colour classification important in painting?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.14-17, One Planet CAS Grd 9 P.B.Pg.22-29

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Instruct the learners to research about a colour wheel from different learning materials like visual arts books

* Learning to learn as core competence will promoted as the learners carry out the reserch

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to identify warm colours and cool colours found on a colour wheel.

You can guide the learners to first understand what warm and cool colours are.

They can carry out research from the relevant learning resources.

(Accept all correct answers.)

**STEP 2**

Instruct the learners to make a presentation in class.

**STEP 3**

Instruct the learners to draw in their exercise books a colour wheel with all the colours represented.

Move around in the classroom and check whether the learners are drawing the correct thing.

Correct them where necessary.

* The learners' creativity and imagination and self-efficacy will be bolstered as they draw the colour.

**STEP 4**

Instruct the learners to share their drawing with their peers for criticism.

Ensure the learners use polite language while reviewing each other's work. This will enhance the core value of respect among the learners.

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**EXTENDED ACTIVITIES:**

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**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – Drawing and painting**

**SUB STRAND**: **COLOUR WHEEL – classification of analogous colours on a colour wheel**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify analogous colours in colour wheels.
* Classify analogous colours on a colour wheel for painting.
* Appreciate analogous colours in painting.

**KEY INQUIRY QUESTION (S)**

Why colour classification important in painting?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.14-17, One Planet CAS Grd 9 P.B.Pg.22-29

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Instruct the learners to use Visual Arts books or a dictionary to find out the definition of analogous colour.

Instruct the learners to study the colour wheel in Figure 2.1.4 in Activity 2.1.5 on page 25 of the Learner's Book and answer the questions that follow.

**LESSON DEVELOPMENT**

**STEP 1**

Instruct the learners to name the colours on the colour wheel.

**STEP 2**

Instruct the learners to identify the primary colours and the adjacent colours on each side, on the colour wheel.

**STEP 3**

Direct the learners to identify six sets of colours that are next to each other on the colour wheel. (Accept all correct answers as shown in the colour wheel.)

**STEP 4**

Guide the learners to follow the steps in task 5 to paint a colour wheel and classify analogous colours. The learners' creativity and imagination will be enhanced as they paint the colour wheel.

**EXTENDED ACTIVITIES:**

Direct the learners to turn to page 28 of the Learner's Book and read the "Summary corner" section. Ask the learners to write short notes in their books for future use.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – Drawing and painting**

**SUB STRAND**: **PAINTING A SCENERY – Sketching a landscape**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify a scenery composition inspired by surrounding to paint.
* Paint a scenery composition to express harmony/unity.
* Appreciate own and other's scenery composition paintings

**KEY INQUIRY QUESTION (S)**

What should you consider before and during drawing and painting a scenery composition?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.14-17, One Planet CAS Grd 9 P.B.Pg.22-29

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to walk around the school to identify asuitable scenery that they will sketch.

**LESSON DEVELOPMENT**

**STEP 1**

Direct the learners to discuss in groups how to create a composition for the identified scenery.

Move around in the classroom listening to the learners discuss and advise them accordingly.

* Unity and social cohesion will be enhanced as the learners discuss in groups.

**STEP 2**

Direct the learners to sketch the scenery composition focusing on harmony, colour and texture.

**STEP 3**

Instruct the learners to paint the sketched scenery in their drawing books or paper using wash technique. Direct them to ensure that they use colour to show harmony, unity and texture.

* The learners' creativity and imagination will be promoted as they paint the sketched scenery.

**STEP 4**

Instruct the learners to let their painting to dry before showcasing it in class and store it in their portfolio. Give the learners enough time to ensure the painting dries before showcasing it.

**STEP 5**

Ask the learners to comment politely on each other's painting.

* Respect as a core value will be mainstreamed as the learners give positive and polite feedback.

**EXTENDED ACTIVITIES:**

Instruct the learners to create another scenery composition and paint it using different colours.

Instruct them to discuss the comparison between the two paintings.

Direct the learners to display both paintings in their house.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – Drawing and painting**

**SUB STRAND**: **PAINTING A SCENERY – Sketching a landscape**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify a scenery composition inspired by surrounding to paint.
* Paint a scenery composition to express harmony/unity.
* Appreciate own and other's scenery composition paintings

**KEY INQUIRY QUESTION (S)**

What should you consider before and during drawing and painting a scenery composition?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.14-17, One Planet CAS Grd 9 P.B.Pg.22-29

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to walk around the school to identify asuitable scenery that they will sketch.

**LESSON DEVELOPMENT**

**STEP 1**

Direct the learners to discuss in groups how to create a composition for the identified scenery.

Move around in the classroom listening to the learners discuss and advise them accordingly.

* Unity and social cohesion will be enhanced as the learners discuss in groups.

**STEP 2**

Direct the learners to sketch the scenery composition focusing on harmony, colour and texture.

**STEP 3**

Instruct the learners to paint the sketched scenery in their drawing books or paper using wash technique. Direct them to ensure that they use colour to show harmony, unity and texture.

* The learners' creativity and imagination will be promoted as they paint the sketched scenery.

**STEP 4**

Instruct the learners to let their painting to dry before showcasing it in class and store it in their portfolio. Give the learners enough time to ensure the painting dries before showcasing it.

**STEP 5**

Ask the learners to comment politely on each other's painting.

* Respect as a core value will be mainstreamed as the learners give positive and polite feedback.

**EXTENDED ACTIVITIES:**

Instruct the learners to create another scenery composition and paint it using different colours.

Instruct them to discuss the comparison between the two paintings.

Direct the learners to display both paintings in their house.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – RHYTHM**

**SUB STRAND**: **EFFECTS OF NOTES ON RHYTHM – Listening to, singing orplaying tunes invilving dotted notes and ties**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Outline the effects of note extension in rhythmic patterns.
* Describe the effect of note extension in rhythmic patterns.
* Play tunes involving dotted notes.
* Acknowledge the effects of note extension in rhythmic patterns

**KEY INQUIRY QUESTION (S)**

What are the effect of note extension in the rhythmic patterns?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.18-22, One Planet CAS Grd 9 P.B.Pg.30-34

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Sing a familiar song that have dotted notes

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to write the rhythm of the music in their exercise books.

**STEP 2**

Guide the learners to clap the rhythm of the Music while some other learners snap the extended duration on the dotted or tied notes.

Instruct the learners to exchange roles in clapping and snapping.

Ask the learners to perform before the class

**STEP 3**

Direct the learners to discuss the extended notes that they can observe in the music in task 6.

**STEP 4**

Guide the learners to sing or play the tunes in the music and discuss the effect of the musical symbols on their notes.

* Communication and collaboration will be enhanced as the learners discuss and sing together

**STEP 5**

Ask the learners to sing for enjoyment

* Respect as a core value will be mainstreamed as the learners give positive and polite feedback.

**EXTENDED ACTIVITIES:**

Direct the learners to turn to page 31 to 31 of the learner’s book and read the “summary corner” section. Ask the learners to write short notes in their books for future use

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – RHYTHM**

**SUB STRAND**: **EFFECTS OF NOTES ON RHYTHM – Listening to, singing orplaying tunes invilving dotted notes and ties**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Outline the effects of note extension in rhythmic patterns.
* Describe the effect of note extension in rhythmic patterns.
* Play tunes involving dotted notes.
* Acknowledge the effects of note extension in rhythmic patterns

**KEY INQUIRY QUESTION (S)**

What are the effect of note extension in the rhythmic patterns?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.18-22, One Planet CAS Grd 9 P.B.Pg.30-34

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Sing a familiar song that have dotted notes

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to write the rhythm of the music in their exercise books.

**STEP 2**

Guide the learners to clap the rhythm of the Music while some other learners snap the extended duration on the dotted or tied notes.

Instruct the learners to exchange roles in clapping and snapping.

Ask the learners to perform before the class

**STEP 3**

Direct the learners to discuss the extended notes that they can observe in the music in task 6.

**STEP 4**

Guide the learners to sing or play the tunes in the music and discuss the effect of the musical symbols on their notes.

* Communication and collaboration will be enhanced as the learners discuss and sing together

**STEP 5**

Ask the learners to sing for enjoyment

* Respect as a core value will be mainstreamed as the learners give positive and polite feedback.

**EXTENDED ACTIVITIES:**

Direct the learners to turn to page 31 to 31 of the learner’s book and read the “summary corner” section. Ask the learners to write short notes in their books for future use

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – RHYTHM**

**SUB STRAND**: **Composition of rhythmic patterns in 4/4 time – Listening to tunes in 4/4 time**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Explain the concept of a 4/4 time signature.
* Illustrate the 4/4 time signature using various rhythmic patterns.
* Appreciate the rhythmic patterns in 4/4 time signature.

**KEY INQUIRY QUESTION (S)**

How can you illustrate the 4/4 time signature using rhythmic patterns?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.18-22, One Planet CAS Grd 9 P.B.Pg.30-34

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learner to listen keenly to a familiar song played by the teacher

**LESSON DEVELOPMENT**

**STEP 1**

Instruct the learners to tap the regular steady beat of the music as it plays.

* The learners' self-efficacy will be enhanced.

**STEP 2**

Guide the learners to write down the rhythm of the song in their exercise books.

**STEP 3**

Direct the learners to add bar lines while ensuring that each bar has four crochet counts.

**STEP 4**

Instruct the learners to take turns to clap the first beat in each bar as the other classmate snaps the other beats in the bar.

Guide the learners to tap and clap the rhythm alongside the playing music.

**STEP 5**

Direct the learners to discuss how the pattern of tapping relates to the beats of the music that you played to them. Move around in the classroom ensuring all the learners participate in the discussion.

* Discussion will enhance unity among the learners.

**EXTENDED ACTIVITIES:**

Ask the learners to read the "Summary corner" on page 32 of the Learner's Book. Ask the learners to write short notes in their books for future use.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – RHYTHM**

**SUB STRAND**: **grouping notes with dotted rhythms**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Describe a two bar rhythmic pattern.
2. Group dotted rhythmic patterns correctly in 4/4time.
3. Appreciate rhythmic patterns as a means of creating interest in Creative Arts and Sports.

**KEY INQUIRY QUESTION (S)**

How can various note combination be used to form rhythms in simple time?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.18-22, One Planet CAS Grd 9 P.B.Pg.30-34

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to study the rhythmic patterns in Activity 2.2.3 on page 32 of the Learner's Book and then do the tasks that follow.

**STEP 2**

Instruct the learners to group the notes correctly by adding bar lines.

**STEP 3**

Instruct the learners to create more rhythmic patterns with dotted rhythms that they have learnt and group them correctly.

* The learners' creativity and imagination will be bolstered as they create more rhythmic patterns with dotted rhythms.

**STEP 4**

Ask the learners to read the "Summary corner" on page 32 to 33 of the Learner's Book.

Ask the learners to write short notes in their books for future use.

* .

**EXTENDED ACTIVITIES:**

Guide the learners to practise grouping notes with dotted rhythms during their free time

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – RHYTHM**

**SUB STRAND**: **Orally composing shthms with extended notes**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Outline the steps to follow in composing a four-bar rhythmic pattern in 4/4 time.
* Compose a four -bar rhythmic pattern in 4/4 time.
* Appreciate rhythmic patterns as a means of creating interest in Creative Arts and Sports.

**KEY INQUIRY QUESTION (S)**

What steps do you follow in composing a four-bar rhythmic pattern in 4/4 time?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.18-22, One Planet CAS Grd 9 P.B.Pg.30-34

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Instruct each learner to orally create a pattern of rhythms using the French rhythm.

Suggested responses: Taa-a-te toa taa ta-te taa-as-aa.

* The learners' creativity and imagination will be bolstered as they orally create a pattern of rhythms using the French rhythm.

**STEP 2**

Ask the learners to sing or clap to their classmates the rhythmic patterns they created using French rhythm names.

* Self-efficacy will be mainstreamed as the learners sing or clap the rhythmic patterns they created.

**STEP 3**

Instruct the learners to listen to their classmates' rhythmic patterns and notate the patterns.

**STEP 4**

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**EXTENDED ACTIVITIES:**

Guide the learners to practise Orally composing rhythms with extended notes during their free time

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – RHYTHM**

**SUB STRAND**: **Notation of rhythmic patterns in 4 time - Sight-reading rhythmic excerpt**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Explain the term sight reading in music.
* Sight read two-bar rhythms involving dotted notes in 4/4 time using French rhythm names.
* Enjoy sight reading different

**KEY INQUIRY QUESTION (S)**

What are the benefits of sight reading in music?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.18-22, One Planet CAS Grd 9 P.B.Pg.30-34

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Instruct the learners to use French rhythms to sight-read the excerpts in Activity 2.2.5 on page 33 of the Learner's Book.

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to clap or tap the rhythmic patterns in task 2 using French rhythm names.

**STEP 2**

Guide the learners to clap or tap the rhythmic patterns in task 2 using French rhythm names.

**STEP 3**

Instruct the learners to use French rhythms to sight-read the excerpt.

**STEP 4**

Guide the learners to create more rhythmic patterns and clap them in class.

* The learners' creativity and imagination will be bolstered as they create more rhythmic patterns and clap them in class.

**STEP 5**

Direct the learners to observe how their classmate claps or taps to the rhythmic patterns.

* Learning to learn as a core competence will be enhanced as the learners learn from the others.

**EXTENDED ACTIVITIES:**

Guide the learners to practise sight reading rhythmic excerpt during their free time

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – RHYTHM**

**SUB STRAND**: **Notation of rhythmic patterns in 4 time – Notate 4 bar rhythms in 4/4 time**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. illustrate how to notate four-bar rhythm in 4/4time.
2. Notate four-bar rhythms in 4/4 time from dictation,
3. appreciate rhythmic patterns as a means of creating interest in Creative Arts and Sports

**KEY INQUIRY QUESTION (S)**

What are the benefits of sight reading in music?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.18-22, One Planet CAS Grd 9 P.B.Pg.30-34

Digital devices

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Using an audio device (speaker), play for the learners this audio sample ([**https://tinyurl.com/2vs2**](https://tinyurl.com/2vs2)**)** as they listen carefully:

**LESSON DEVELOPMENT**

**STEP 1**

Instruct the learners to tap or clap the rhythm of the song or tune.

Direct the learners to reproduce by writing the rhythms in their exercise books

**STEP 2**

Guide the learners to group the rhythms into bars in relation to the metre.

Instruct the learners to clap the rhythms in groups using French rhythm names.

**STEP 3**

Ask the learners to listen to simple tunes that you will play for them.

Direct them to improvise rhythmic patterns to accompany the tunes.

**STEP 4**

Instruct the learners to present their work in class for peer review.

Ensure the learners use polite language while reviewing each other's work.

* This will enhance the core value of respect among the learners.

**STEP 5**

Ask the learners to read the "Summary corner" on page 34 of the Learner's Book.

Ask the learners to write short notes in their books for future use.

**EXTENDED ACTIVITIES:**

1. Instruct the learners to discuss how they can apply rhythms in different sporting activities.

2. Guide them to practice rhythms in different sporting activities during games time.

3. Direct the learners to discuss with their group mates how they created rhythms in the different sporting activities.

4. Instruct them to make a portfolio of all rhythmic patterns they have created.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – ATHLETIC AND MOSAIC**

**SUB STRAND**:  **Triple jump- defining triple jump**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Define high jump
* Identify facility and equipment in triple jump
* Using digital devices watch video clips and observe the facility and equipment in triple jump
* Enjoy demonstrating triple jump

**KEY INQUIRY QUESTION (S)**

What is triple jump?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.23-29, One Planet CAS Grd 9 P.B.Pg.35-44

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Recap the previous lesson learnt in grade 7 and 8 about field events

In groups, instruct learners to study the picture in the learner’s book page 35 and answer the questions that follow

Allow the learners to discuss what is taking place in the picture by answering the questions 1-3

* Communication and collaboration will be developed

Let learners identify what activity is taking place in the picture –triple jump

Monitor the group discussions and correct where necessary

Provoke them with more questions from the picture

**LESSON DEVELOPMENT**

**STEP 1**

Direct the learners use sport books to define triple jump

**STEP 2**

Using the link provided by the teacher, guide the learners to use digital devices and watch a video clip on a school triple jump event

As they watch, emphasise special attention

1. The facility and the equipment
2. Equipment used in triple jump

* Digital literacy will be developed

Guide the learners to identify and discuss the tape measure and the landing pits

* Learning to learn and communication and collaboration will be enhanced

**STEP 3**

Guide the learners to identify and name equipments used in triple jump displayed by the teacher

Let the learners discuss the uses of the facility and the equipments used in triple jump

**STEP 4**

Guide the learner to a triple jump area to be familiar with the facility and the equipments

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Using digital devices watch video clips and observe the facility and equipment in triple jump

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – ATHLETIC AND MOSAIC**

**SUB STRAND**:  **Triple jump- identifying phases of triple jump**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the phases in Triple jump.
* Describe the phases in the Triple jump.
* Search the internet for clips illustrating the phases in Triple jump.
* Acknowledge the phases involved in Triple jump.
* Enjoy demonstrating triple jump

**KEY INQUIRY QUESTION (S)**

What is triple jump?

Which phases are involved in Triple jump?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.23-29, One Planet CAS Grd 9 P.B.Pg.35-44

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

In groups, instruct learners to study the picture in the learner’s book page 35 and answer the questions that follow

Allow the learners to discuss what is taking place in the pictures by answering the questions 1-3

* Communication and collaboration will be developed

Let learners identify what activity is taking place in the picture

Let the learners say how is the movement of the feet during flight

Monitor the group discussions and correct where necessary

Provoke them with more questions from the picture

**LESSON DEVELOPMENT**

**STEP 1**

Using the link provided in the learner’s book page 36 guide the learners to use digital devices and watch a video clip on trip jump

As they watch, emphasise special attention on the following

1. The approach
2. The hop
3. The step
4. The jump

* Digital literacy will be developed

**STEP 2**

Guide the learners to outline the steps of the phases of triple jump

Guide the learners to discuss why it is important to observe each step in triple jump

Move around in the class ensuring that all learners participate in the discussion

**STEP 3**

In pairs, learners to read and discuss safety tips to be observed to avoid injuries during triple jump -

* This will develop PCI of safety and security

Emphasise on the importance of observing safety

Direct the learners to write down the safety measures in their notebooks during their free time

**STEP 4**

Teacher to demonstrate how executed in triple jump

Let few learners also demonstrate how to executed in triple jump

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital devices to search the internet for video clip and watch how to perform triple jump

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – ATHLETIC AND MOSAIC**

**SUB STRAND**:  **Triple jump- demonstrating phases of triple jump**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the phases in Triple jump.
* Describe the phases in the Triple jump.
* Demonstrate the approach, the hop, the step and the jump skills
* Follow the instructions given by the teacher to demonstrate high jump
* Acknowledge the phases involved in Triple jump.
* Enjoy demonstrating triple jump

**KEY INQUIRY QUESTION (S)**

* What is triple jump?
* Which phases are involved in Triple jump?
* Why is it important to follow the phases of jumping in triple jump?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.23-29, One Planet CAS Grd 9 P.B.Pg.35-44

**ORGANISATION OF LEARNING**

Learning will take place in the school field. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Learners to perform warm up activities in readiness of the skill of the day

**LESSON DEVELOPMENT**

**STEP 1**

Take the learners through the steps of executing the approach, the hop, the step and the jump skills in triple jump for better understanding of the concept

**STEP 2**

Demonstrate to the learners how to execute the approach, the hop, the step and the jump skills in the school field,

Learners practise how to perform the approach, the hop, the step and the jump skills as instructed in learner’s book pg. 36-38

Monitor the demonstration and guide where necessary

Supervise to ensure active participation by learners and that safety measures are adhered to

* Critical thinking and problem solving will be developed as learners practise

Ask learners to correct any mistakes and encourage them to give feedback to each other

**STEP 3**

In their groups let the learners’ perform the following drills in groups

Group A- the approach

Group B – the hop

Group C – the step

Group D – the jump

Let the groups rotationally perform the skills/drills

Elaborate and demonstrate to the learners where the concept is not clear

**STEP 4**

Guide the learners to play the game of “jumping for distance”

Teacher to give clear instructions for the game

Let learners play for 3-5 minutes

Guide them to apply the learned skill in game situation for enjoyment, competition and further application of the learned skill

* As learners participate in this game they will nature PCI’s of healthy lifestyle and gender sensitivity through active participation and social interaction

**CONCLUSION:**

Perform cool down activities

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to practise triple jump with his/her peers and siblings at home

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – ATHLETIC AND MOSAIC**

**SUB STRAND**:  **Triple jump- practice phases of triple jump**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Describe the phases in the Triple jump.
* Practice phases of triple jump
* Acknowledge the phases involved in Triple jump.
* Enjoy demonstrating triple jump

**KEY INQUIRY QUESTION (S)**

* What is triple jump?
* Which phases are involved in Triple jump?
* Why is it important to follow the phases of jumping in triple jump?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.23-29, One Planet CAS Grd 9 P.B.Pg.35-44

**ORGANISATION OF LEARNING**

Learning will take place in the school field. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Learners to perform warm up activities in readiness of the skill of the day

**LESSON DEVELOPMENT**

**STEP 1**

Take the learners through the steps of executing the approach, the hop, the step and the jump skills in triple jump for better understanding of the concept

**STEP 2**

Demonstrate to the learners how to execute the approach, the hop, the step and the jump skills in the school field,

Learners practise how to perform the approach, the hop, the step and the jump skills as instructed in learner’s book pg. 36-38

Monitor the demonstration and guide where necessary

Supervise to ensure active participation by learners and that safety measures are adhered to

* Critical thinking and problem solving will be developed as learners practise

Ask learners to correct any mistakes and encourage them to give feedback to each other

**STEP 3**

In their groups let the learners’ perform the following drills in groups

Group A- the approach

Group B – the hop

Group C – the step

Group D – the jump

Let the groups rotationally perform the skills/drills

Elaborate and demonstrate to the learners where the concept is not clear

**STEP 4**

Guide the learners to play the game of “jumping for distance”

Teacher to give clear instructions for the game

Let learners play for 3-5 minutes

Guide them to apply the learned skill in game situation for enjoyment, competition and further application of the learned skill

* As learners participate in this game they will nature PCI’s of healthy lifestyle and gender sensitivity through active participation and social interaction

**CONCLUSION:**

Perform cool down activities

Learners to talk about each other’s performance of the skills

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to practise triple jump with his/her peers and siblings at home

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – ATHLETICS AND MOSAIC**

**SUB STRAND**: **LONG DISTANCE RUNNING**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify long distance races in athletics.
* Discuss the different long distance races in athletics.
* Use digital devices to sense and watch clips on different long distance races in athletics.
* Acknowledge the different long distance races in athletics.

**KEY INQUIRY QUESTION (S)**

Which long distance races in athletics do you know?

How has long distance running benefitted Kenya?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.23-29, One Planet CAS Grd 9 P.B.Pg.35-44

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Recap the previous lesson learnt in grade 7 and 8 about middle distance running

In groups, instruct learners to study the picture in the learner’s book page 38 and answer the questions that follow

Allow the learners to discuss what is taking place in the pictures

* Communication and collaboration will be developed

Let learners identify what activity is taking place in the picture

Monitor the group discussions and correct where necessary

Provoke them with more questions from the picture

**LESSON DEVELOPMENT**

**STEP 1**

Direct the learners use sport books to Identify long distance races in athletics

**STEP 2**

Using the link provided by the teacher, guide the learners to use digital devices and watch a video clip on long distance running

As they watch, emphasise special attention on the arm and foot positions of the athletes.

* Digital literacy will be developed
* Learning to learn and communication and collaboration will be enhanced

**STEP 3**

Guide the learners to discuss the arm, foot and body movement during long distance races from what they have watched

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Use digital devices to sense and watch clips on different long distance races in athletics.

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – ATHLETICS AND MOSAIC**

**SUB STRAND**: **LONG DISTANCE RUNNING – Demonstrating long distance running**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the techniques for long distance running.
* Discuss the techniques for long distance running.
* Watch as the teacher demonstrate the long distance running techniques
* Perform techniques for long distance running.
* Acknowledge the techniques used in long distance running.

**KEY INQUIRY QUESTION (S)**

Which long distance races in athletics do you know?

How has long distance running benefitted Kenya?

What are the techniques used in Long distance running?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.23-29, One Planet CAS Grd 9 P.B.Pg.35-44

**ORGANISATION OF LEARNING**

Learning will take place in the school field. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Learners to perform warm up activities in readiness of the skill of the day

**LESSON DEVELOPMENT**

**STEP 1**

Take the learners through the steps of given in the learner’s book to demonstrate long distance running for better understanding of the concept

**STEP 2**

Demonstrate to the learners how to execute the starting, pacing and finishing techniques in the school field,

Learners practice how to perform the starting, pacing and finishing techniques as instructed in learner’s book pg. 39

Monitor the demonstration and guide where necessary

Supervise to ensure active participation by learners and that safety measures are adhered to

* Critical thinking and problem solving will be developed as learners practise

Ask learners to correct any mistakes and encourage them to give feedback to each other

**STEP 3**

In their groups let the learners’ perform the following drills in groups

Group A- starting

Group B – pacing

Group C – finishing

Group D – running

Let the groups rotationally perform the skills/drills

Elaborate and demonstrate to the learners where the concept is not clear

**STEP 4**

Guide the learners to play the game of “running for distance”

Teacher to give clear instructions for the game

Let learners play for 3-5 minutes

Guide them to apply the learned skill in game situation for enjoyment, competition and further application of the learned skill

* As learners participate in this game they will nature PCI’s of healthy lifestyle and gender sensitivity through active participation and social interaction

**CONCLUSION:**

Perform cool down activities

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to practice long distance running with his/her peers and siblings at home

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – ATHLETICS AND MOSAIC**

**SUB STRAND**: **LONG DISTANCE RUNNING – practising skills for long distance running**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the techniques for long distance running.
* Discuss the techniques for long distance running.
* Watch as the teacher demonstrate the long distance running techniques
* Practise skills for long distance running.
* Acknowledge the techniques used in long distance running.

**KEY INQUIRY QUESTION (S)**

Which long distance races in athletics do you know?

How has long distance running benefitted Kenya?

What are the techniques used in Long distance running?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.23-29, One Planet CAS Grd 9 P.B.Pg.35-44

**ORGANISATION OF LEARNING**

Learning will take place in the school field. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Learners to perform warm up activities in readiness of the skill of the day

**LESSON DEVELOPMENT**

**STEP 1**

Take the learners through the steps of given in the learner’s book to demonstrate long distance running for better understanding of the concept

**STEP 2**

Demonstrate to the learners how to execute the starting, pacing and finishing techniques in the school field,

Learners practice how to perform the starting, pacing and finishing techniques as instructed in learner’s book pg. 39

Monitor the demonstration and guide where necessary

Supervise to ensure active participation by learners and that safety measures are adhered to

* Critical thinking and problem solving will be developed as learners practise

Ask learners to correct any mistakes and encourage them to give feedback to each other

**STEP 3**

In their groups let the learners’ perform the following drills in groups

Group A- starting

Group B – pacing

Group C – finishing

Group D – running

Let the groups rotationally perform the skills/drills

Elaborate and demonstrate to the learners where the concept is not clear

**STEP 4**

Guide the learners to play the game of “running for distance”

Teacher to give clear instructions for the game

Let learners play for 3-5 minutes

Guide them to apply the learned skill in game situation for enjoyment, competition and further application of the learned skill

* As learners participate in this game they will nature PCI’s of healthy lifestyle and gender sensitivity through active participation and social interaction

**CONCLUSION:**

Perform cool down activities

Learners to talk about each other’s performance of the skills

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to practice long distance running with his/her peers and siblings at home

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – ATHLETICS AND MOSAIC**

**SUB STRAND**: **MOSAIC PICTORIAL Describing mosaic**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* State the meaning of Mosaic.
* Identify the characteristics of mosaic in sample pictures.
* Discuss the characteristics of Mosaic in sample pictures.
* Acknowledge the characteristics of Mosaic in sample pictures.

**KEY INQUIRY QUESTION (S)**

How can mosaic pictorial composition be used to improve the environment?

What are the characteristics of Mosaic art?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.23-29, One Planet CAS Grd 9 P.B.Pg.35-44

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Instruct the learners to research what mosaic is from various learning resources like visual arts books.

* The learner’s critical thinking and problem solving competence will be enhanced as they carry out the research

**STEP 2**

Ask learners to discuss their findings with their classmates.

Walk around in the classroom ensuring hat all the learners are participating in the discussion.

* As the learners discuss, social cohesion as a core competence will be promoted

**STEP 3**

Guide the learners to to study figure 2.3.3 in question 1 of activity 2.3.8 on page 40 of the learner’s book.

Instruct learners to identify the techniques used in the pictures.

Listen to the learners and correct where necessary

**STEP 4**

Direct learners to describe a mosaic art using figure 2.3.3

**STEP 5**

Ask the learners to read the "Summary corner" on page 40 of the Learner's Book. Ask the learners to write short notes in their books for future use.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to source for actual and virtual samples of mosaic work during thier free time

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – ATHLETICS AND MOSAIC**

**SUB STRAND**: **MOSAIC PICTORIAL – exploring characteristics of mosaic**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the characteristics of mosaic in sample pictures.
* Discuss the characteristics of Mosaic in sample pictures.
* explore characteristics of mosaic in sample pictures
* Acknowledge the characteristics of Mosaic in sample pictures.

**KEY INQUIRY QUESTION (S)**

How can mosaic pictorial composition be used to improve the environment?

What are the characteristics of Mosaic art?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.23-29, One Planet CAS Grd 9 P.B.Pg.35-44

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Instruct the learners to get in inclusive pairs. Guide them to study the art in the images in Figure 2.3.4 and answer the questions that follow.

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to source for actual or virtual samples of mosaic work.

The learners can use online sources.

**STEP 2**

Ask the learners to use the sourced samples to discuss the characteristics of mosaic that you can see in the samples. Move around in the class ensuring all the learners are participating in the discussion.

* Discussion promotes communication and collaboration among the learners.

**STEP 3**

Direct the learners to discuss the use of one material when making a mosaic from Figure 2.3.4 and the samples you have collected.

**STEP 4**

Let the learners share with their classmates what that technique is called. Listen to their responses and advise accordingly.

**STEP 5**

Instruct the learners to discuss how the material is spaced in the mosaic sample. Move around in the class ensuring all the learners are participating in the discussion.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Ask the learners to read the "Summary corner" on page 41 of the Learner's Book. Ask the learners to write short notes in their books for future use.

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – ATHLETICS AND MOSAIC**

**SUB STRAND**: **MOSAIC PICTORIAL preparing to create a mosaic**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the locally available materials and tools to use in creating mosaic arts.
* Collect and prepare materials and tools for creating a mosaic
* Appreciate the locally available materials and tools used in creating mosaic

**KEY INQUIRY QUESTION (S)**

Which locally available materials and tools can one use to create mosaic?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.23-29, One Planet CAS Grd 9 P.B.Pg.35-44

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Instruct the learners to get into manageable and inclusive groups.

**LESSON DEVELOPMENT**

**STEP 1**

Instruct learners to prioritise safety by wearing gloves and goggles when handling materials and tools.

**STEP 2**

Guide the learners to explore their school compound and collect the various materials that can be used to create a mosaic including glass, tiles, stones, coloured papers and shells.

**STEP 3**

Instruct the learners to sort out the materials considering colour, texture and size of the materials.

**STEP 4**

Guide the learners to gather the necessary tools for the project, such as glass cutters, tweezers , adhesive and wooden board or plywood as the support surface.

**STEP 5**

Direct the learners to clean the support surface to ensure it is free of any particle

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to explore their school compound and collect the various materials that can be used to create a mosaic including glass, tiles, stones, coloured papers and shells during their fre time for creating a mosaic pictorial composition.

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – ATHLETICS AND MOSAIC**

**SUB STRAND**: **MOSAIC PICTORIAL creating a mosaic pictorial composition**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Identify and athletic event for creating a mosaic composition.
2. Create Mosaic pictorial composition inspired by an athletic event.
3. Acknowledge own and other's efforts in creating mosaic pictorial composition.

**KEY INQUIRY QUESTION (S)**

Which locally available materials and tools can one use to create mosaic?

How can mosaic pictorial composition be used to improve the environment?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.23-29, One Planet CAS Grd 9 P.B.Pg.35-44

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Instruct the learners to get into manageable and inclusive groups.

Guide the learners to identify an athletic event of their choice

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use tracing or freehand drawing techniques to draw a sketch of an athlete in action such as the one shown in task 2 of this activity in the Learner’s Book.

**STEP 2**

Instruct the learners to apply a thin layer of adhesive to a small section of their support surface.

**STEP 3**

Guide the learners to carefully place their tesserae (mosaic pieces) onto the adhesive, following their design outline and leaving space for grout lines. Remind them to pay attention to colour contrast, spacing of material and texture.

Guide the learners to continue working in small sections, applying adhesive and adding tesserae until their design is complete.

**STEP 4**

Instruct the learners to allow their mosaic to dry once complete.

**STEP 5**

Direct the learners to clear the working area of any unused material, and store the usable material.

Direct the learners to use a damp cloth or sponge to clean the working area and remove any adhesive as shown in task 8. Direct the learners to clean any tools used and store them.

Instruct the learners to dispose of any waste following your school’s rules.

**CONCLUSION:**

Instruct the learners to present their mosaic to their classmates in class. Remind the learners to use polite language while giving feedback.

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to Create Mosaic pictorial composition inspired by an athletic event during their free time

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – ATHLETICS AND MOSAIC**

**SUB STRAND**: **MOSAIC PICTORIAL creating a mosaic pictorial composition**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Identify and athletic event for creating a mosaic composition.
2. Create Mosaic pictorial composition inspired by an athletic event.
3. Acknowledge own and other's efforts in creating mosaic pictorial composition.

**KEY INQUIRY QUESTION (S)**

Which locally available materials and tools can one use to create mosaic?

How can mosaic pictorial composition be used to improve the environment?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.23-29, One Planet CAS Grd 9 P.B.Pg.35-44

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Instruct the learners to get into manageable and inclusive groups.

Guide the learners to identify an athletic event of their choice

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to use tracing or freehand drawing techniques to draw a sketch of an athlete in action such as the one shown in task 2 of this activity in the Learner’s Book.

**STEP 2**

Instruct the learners to apply a thin layer of adhesive to a small section of their support surface.

**STEP 3**

Guide the learners to carefully place their tesserae (mosaic pieces) onto the adhesive, following their design outline and leaving space for grout lines. Remind them to pay attention to colour contrast, spacing of material and texture.

Guide the learners to continue working in small sections, applying adhesive and adding tesserae until their design is complete.

**STEP 4**

Instruct the learners to allow their mosaic to dry once complete.

**STEP 5**

Direct the learners to clear the working area of any unused material, and store the usable material.

Direct the learners to use a damp cloth or sponge to clean the working area and remove any adhesive as shown in task 8. Direct the learners to clean any tools used and store them.

Instruct the learners to dispose of any waste following your school’s rules.

**CONCLUSION:**

Instruct the learners to present their mosaic to their classmates in class. Remind the learners to use polite language while giving feedback.

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to Create Mosaic pictorial composition inspired by an athletic event during their free time

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
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**STRAND**: **CREATING AND PERFORMING – MELODY**

**SUB STRAND**: **Variation in melody composition – listening to a popular song**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify the types of musical variation.
* Describe the types of musical variation.
* Search for information on the different types of musical variations..
* Acknowledge the use of types of musical variation in melody.

**KEY INQUIRY QUESTION (S)**

What is the importance of variation in music?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.30-33, One Planet CAS Grd 9 P.B.Pg.45-51

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Guide the learners to select, learn and sing a familiar childhood rhyme like, Lai mtoto lala using the following link.<https://tinyurl.com/26p8cxej>

**STEP 2**

Guide the learners to observe and identify the phrases in the songs.

**STEP 3**

Instruct the learners to identify which parts of the song sound similar and which parts vary.

* The learners' self-efficacy will be enhanced as they identify.

**STEP 4**

Ask the learners to discuss how the different styles can be applied in melody creation.

* As the learners discuss, their communication and collaboration competence will be enhanced.

**STEP 5**

Encourage learners to visit the "Summary corner" and read the notes to get to learn more.

Ask the learners to write short notes in their books for future use.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learners to use digital resources to search for information on rhythmic, melodic and dynamic variations

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – MELODY**

**SUB STRAND**: **melody composition in F major AND 4/4 TIME – Singing the Fmajor scale and its tonic arpeggio**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**KEY INQUIRY QUESTION (S)**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.30-33, One Planet CAS Grd 9 P.B.Pg.45-51

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to study the excerpt on page 47 of the Learner's Book and identify the key of the music.

**LESSON DEVELOPMENT**

**STEP 1**

Instruct the learners to sing the scale of F they studied in task 1 using tonic solfas.

**STEP 2**

Guide the learners to study the excerpt in task 3 of Activity 1.4.2 on page 47 of the Learner's Book and identify its scale.

**STEP 3**

Instruct the learners to sing the arpeggios in the scale of F Major using tonic solfas.

**STEP 4**

Ask the learners to sing the song in task 5 of Activity 2.4.2 on page 47 of the Learner's Book.

**STEP 5**

Guide the learners to identify the type of scale used to create the song.

Expected responses: F Major

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Encourage learners to visit the "Summary corner" and read the notes to get to learn more. Ask the learners to write short notes in their books for future use.

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – MELODY**

**SUB STRAND**: **melody composition in F major AND 4/4 TIME – answering phrases in a melody**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**KEY INQUIRY QUESTION (S)**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.30-33, One Planet CAS Grd 9 P.B.Pg.45-51

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Instruct the learners to study the given melody in task 1 of Activity 2.4.3 on page 48 of the Learner's Book.

**STEP 2**

Ask the learners to identify the part of the melody that sounds like a question and the one that sounds like an answer.

Expected responses: The first two bars are the question and the last two bars the answering phrase.

**STEP 3**

Instruct learners to study the excerpt given in task 4 and add the two missing bars to make it complete.

* As the learners complete the excerpt, self-efficacy is enhanced.

**STEP 4**

Instruct the learners to add the two missing bars to the excerpt in task. 4 to make it complete.

**STEP 5**

Instruct the learners to create their own four-bar melody incorporating a variation, to have an opening and answering phrase.

* The learners' creativity and imagination and self-efficacy will be enhanced as they create the four-bar melody.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

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**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – MELODY**

**SUB STRAND**: **melody composition in F major AND 4/4 TIME – melodic opening phrase**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**KEY INQUIRY QUESTION (S)**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.30-33, One Planet CAS Grd 9 P.B.Pg.45-51

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Instruct the learners to study the excerpt in task 1 of Activity 2.4.4 on page 66 of the Learner's Book and then do the tasks that follow.

**STEP 2**

Ask the learners to add the opening 2 bars considering the question and format.

**STEP 3**

Instruct the learners to create their own four-bar melody incorporating extended notes. The learners’ creativity and imagination will be enhanced as a result.

**STEP 4**

Ask the learners to visit the "Summary corner" to learn more. Ask the learners to copy short notes in their books for future use.

**STEP 5**

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**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

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**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – MELODY**

**SUB STRAND**: **NOTATING MELODIES – MELODY NOTATION**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**KEY INQUIRY QUESTION (S)**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.30-33, One Planet CAS Grd 9 P.B.Pg.45-51

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Instruct the learners to listen keenly to the song that you will play.

**Lala mtoto lala**

**LESSON DEVELOPMENT**

**STEP 1**

Ask the learners to discuss what they heard and which music variation was used.

* Discussions will enhance the learners' social cohesion.

**STEP 2**

Guide the learners to clap the rhythms of the song and add the pitches.

* The learners' creativity and imagination will be enhanced as a result.

**STEP 3**

Guide the learners to determine and write the key signature on a staff.

**STEP 4**

Ask the learners to represent the music notes and their pitches on the staff.

**STEP 5**

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**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

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**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – MELODY**

**SUB STRAND**: **NOTATING MELODIES – MELODIC PHRASING**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**KEY INQUIRY QUESTION (S)**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.30-33, One Planet CAS Grd 9 P.B.Pg.45-51

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Instruct the learners to study the music excerpt in task 1 of Activity 2.4.6 on page 69 of the Learner's Book.

**LESSON DEVELOPMENT**

**STEP 1**

Ask the learners to discuss the music symbols as used in the piece of music they studied. Move around in the classroom ensuring all the learners participate in the discussion.

**STEP 2**

Guide the learners to find out the name and function of the curved lines.

They can research from music books and other relevant learning resources.

**STEP 3**

Instruct the learners to study the music excerpt in task 4 of Activity 2.4.6 on page 19 of the Learner's Book and add phrase marks.

**STEP 4**

Guide learners to add dynamics for loud (f) at the beginning of the music and from bar 3 add soft dynamics (p).

Ask the learners to sing the melodies considering the dynamics of soft and loud music.

* This enhances learning to learn.

**STEP 5**

Guide learners to discuss the effect of dynamics on their singing.

* Communication and collaboration will be enhanced as the learners discuss.

**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Encourage the learners to visit the "Summary corner" to get more knowledge. Ask them to write short notes for future reference.

**REFLECTION ON THE LESSON:**

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| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – MELODY**

**SUB STRAND**: **NOTATING MELODIES – Sight reading and sight reading**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. Describe how to sight sing and play melodies.
2. perform melodies in F major and 4/4 time,
3. Appreciate the importance of melody.

**KEY INQUIRY QUESTION (S)**

How can a melody be made interesting?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.30-33, One Planet CAS Grd 9 P.B.Pg.45-51

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Instruct learners to use their preferred instruments to sight-play the provided melodies in task 1 of Activity 2.4.7 on page 50 of the Learner's Book.

**STEP 2**

Direct the learners to compose their own melodies in the keys of F, G and C as they have learnt.

* The learners' creativity and imagination will be enhanced as they compose their own melodies.

**STEP 3**

Ask the learners to share their melodies with their classmates to play on an instrument..

* Unity as a core value will be enhanced as the learners' share their melodies.

**STEP 4**

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**STEP 5**

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**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Ask the learners to ask the parent or guardian to help them pick simple familiar tunes from any Kenyan community that have extended notes.

Encourage the learners to clap the rhythms of each tune and then play the melodies an instrument.

**REFLECTION ON THE LESSON:**

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|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – RUGBY**

**SUB STRAND**: **PASSES IN RUGBY – identifying rugby**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

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* Value own and others' efforts in applying passing skills for enjoyment.

**KEY INQUIRY QUESTION (S)**

What are the best ways to advance a ball in a game of Rugby?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.35-, One Planet CAS Grd 9 P.B.Pg.52-59

Rugby Ball

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

**LESSON DEVELOPMENT**

**STEP 1**

Instruct the learners to study Figure 2.5.1 in Activity 2.5.1 on page 52 of the Learner's Book.

Instruct the learners to identify the game of being played in the images.

**STEP 2**

Instruct the learners to research from various sport books how the game of Rugby is played, how many teams play the game and the body movement during the game.

**STEP 3**

Instruct the learners to discuss their findings with their classmates.

* Communication and collaboration will be enhanced as the learners discuss.

**STEP 4**

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**STEP 5**

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**CONCLUSION:**

Teacher to highlight the main points of the lesson

Elaborate on the learners’ main points

Make a recapitulation of the lesson as you focus on learners’ attention to the next lesson

**EXTENDED ACTIVITIES:**

Guide the learner to watch a live, or virtual Rugby game to identify passes and kicks

**REFLECTION ON THE LESSON:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| SCHOOL | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | **CREATIVE ARTS** | 9 |  |  |  |

**STRAND**: **CREATING AND PERFORMING – RUGBY**

**SUB STRAND**: **PASSES IN RUGBY – identifying rugby**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

* Identify passes in rugby
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Value own and others' efforts in applying passing skills for enjoyment.

**KEY INQUIRY QUESTION (S)**

What are the best ways to advance a ball in a game of Rugby?

**LEARNING RESOURCES**

One Planet CAS Grd 9 T.G.Pg.35-, One Planet CAS Grd 9 P.B.Pg.52-59

Rugby Ball

**ORGANISATION OF LEARNING**

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

**INTRODUCTION**

Review the previous lesson

Guide the learners to study Figure 2.5.2 in Activity 2.5.2 on page 53 of the Learner's Book and then answer the questions that follow.

**LESSON DEVELOPMENT**

**STEP 1**

Ask the learners discuss the passes they identified in Figure 2.5.2. Walk around in the classroom to ensure all the learners participate in the discussion.

**STEP 2**

Use the links provided in task 2 of this activity in the Learner's Book to access the videos showing passes in the game of Rugby. Instruct the learners to watch the passes of Rugby game in the videos.

* The learners' digital literacy will be enhanced as they watch the videos using digital devices.

**STEP 3**

Instruct the learners to identify the basic, spin and pop pass from the videos they watched

* Communication and collaboration will be enhanced as the learners discuss.

**STEP 4**

Instruct the learners to describe the basic, spin and pop pass from the videos they watched

* Communication and collaboration will be enhanced as the learners discuss.

**STEP 5**

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