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

**Strand:** Our Neighbourhood

**Sub Strand:** Doodling

**Specific Learning Outcomes:**

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

- Identify materials used in doodling

- Collect materials used in doodling

- Appreciate their own and others' doodles

**Key Inquiry Questions:**

- What is doodling?

**Learning Resources:**

- Creative arts curriculum design PP2

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson by asking students what they remember about art and creativity.

- Guide learners to read and discuss relevant content from the learning resources, focusing on defining doodling and the materials involved.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Doodling

- Ask students, "What do you think doodling is?" Engage them in a brief discussion.

- Explain that doodling involves drawing simple shapes or lines, often without a specific plan, and is a fun form of self-expression. Show examples of doodles.

**Step 2:** Identifying Doodling Materials

- Introduce various materials that can be used for doodling, such as pencils, markers, crayons, and paper.

- Show the materials and encourage students to describe them. Ask questions like, "Which of these do you think is best for doodling?"

**Step 3:** Collecting Doodling Materials

- Provide students with a small selection of doodling materials (paper, colored pencils, etc.).

- Allow them to walk around and choose their favorite materials, helping those who may need assistance.

**Step 4:** Doodling Activity

- Have each student start doodling using the materials they collected.

- Encourage them to create a fun doodle and think about how they can express themselves through their art.

**Conclusion (5 minutes)**

- Summarize the key points on what doodling is, the materials used, and the importance of self-expression through art.

- Conduct a quick sharing session where students can show their doodles and describe what they created.

- Prepare learners for the next session by inviting them to think about different themes they might want to doodle about in upcoming lessons.

**Extended Activities:**

- Doodle Gallery: Set up a classroom doodle gallery where students can display their doodles for others to appreciate.

- Doodle Story: Encourage students to create a short story or a comic strip using their doodles.

- Nature Doodling: Take the students outside to observe nature and doodle what they see, combining nature observation with creative expression.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** Our Neighbourhood

**Sub Strand:** Doodling

**Specific Learning Outcomes:**

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

- Identify materials used in doodling

- Collect materials used in doodling

- Appreciate own and others' doodles

**Key Inquiry Question(s):**

- Which materials are used in doodling?

**Learning Resources:**

- Creative arts curriculum design PP2

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson, asking students to recall what they learned about doodling.

- Guide learners to read a short passage from the learning resources that discusses doodling. Encourage them to share their thoughts and experiences related to doodling.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Materials

- Show students a variety of doodling materials (e.g., crayons, markers, pencils, paper).

- Ask students to identify and name each material.

- Encourage them to think about how each material affects their doodling style (colors, thickness, texture).

**Step 2:** Collecting Materials

- In small groups, have students gather doodling materials available in the classroom or bring items from home.

- Provide each group with some time to share what they collected and discuss their favorite doodling materials.

**Step 3:** Experimentation

- Provide each student with a piece of paper and allow them a few minutes to doodle using the materials they’ve discussed and collected.

- Encourage creativity and self-expression without worrying about the final product.

**Step 4:** Sharing Doodles

- Allow students to share their doodles with a partner or small group.

- Encourage positive feedback and appreciation of each other’s unique styles.

**Conclusion (5 minutes)**

- Summarize the key points of the lesson, focusing on the materials identified, the importance of doodling, and what students learned about appreciating others’ work.

- Conduct a quick interactive activity, such as a ‘Doodle Gallery,’ where students display their doodles around the room, allowing them to walk and look at each other’s work.

- Preview the next session, which will delve into how doodling can enhance creativity and imagination.

**Extended Activities**

- Doodle Diary: Encourage students to keep a doodle diary for a week where they can doodle daily about their feelings or experiences.

- Community Doodle Project: Plan an outside doodling activity where students can create large community doodles on butcher paper to celebrate their neighborhood.

- Material Exploration: Have students experiment with different materials at home and return with a favorite doodle material to share with the class.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Our Neighbourhood

**Sub Strand:** Doodling

**Specific Learning Outcomes:**

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

- Identify materials used in doodling.

- Make simple pictures of plants in the neighbourhood using doodling techniques.

- Appreciate one's own and others' doodles.

**Key Inquiry Question(s):**

- How does one make a doodle?

**Learning Resources:**

- Creative Arts Curriculum Design PP2 Chart

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the class by reviewing what students learned in the previous lesson about the neighbourhood and its elements.

- Introduce doodling as a form of artistic expression by reading and discussing relevant excerpts from the learning resources. Highlight the key inquiry question: "How does one make a doodle?"

**Lesson Development (20 minutes):**

**Step 1:** Identify Doodling Materials

- Show various materials that can be used for doodling (colored pencils, markers, crayons, paper).

- Engage students in a discussion about which materials they like to use for drawing and doodling.

- Have each student share their favorite doodling material with the class.

**Step 2:** Demonstrate Doodling Techniques

- Model simple doodling techniques, such as lines, shapes, and patterns.

- Invite students to practice these techniques by creating their own simple doodles on paper.

- Circulate around the room to offer encouragement and feedback.

**Step 3:** Making Doodles of Plants

- Explain that students will now create doodles of plants they see in their neighbourhood.

- Show pictures of simple plants to inspire them.

- Students begin doodling their plant pictures, applying the techniques learned.

**Step 4:** Share and Appreciate Doodles

- Have students share their doodles with a partner or small groups, discussing what they like about each other’s work.

- Encourage positive comments and appreciation for each shared doodle.

**Conclusion (5 minutes):**

- Summarize the key points covered: the materials used for doodling, the techniques learned, and the importance of appreciating each other's creativity.

- Conduct a brief interactive activity, such as a "doodle circle" where students pass their doodle paper to the right and add to each other’s work.

- Prepare learners for the next session by previewing the next topic: "Exploring colours in our neighbourhood."

**Extended Activities:**

- Encourage students to create a "doodle story" at home, where they illustrate a simple tale about their experience in the neighbourhood using doodles.

- Set up a "Doodle Wall" in the classroom where students can display their doodles over the next week, fostering a sense of community and appreciation for creativity.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 4**

**Strand**: Our neighbourhood

**Sub Strand**: Doodling

**Specific Learning Outcomes:**

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

- Identify materials used in doodling

- Make simple pictures of plants in the neighbourhood using doodling techniques

- Appreciate own and others' doodles

**Key Inquiry Question:**

- What is the importance of using doodling techniques?

**Learning Resources:**

- Creative Arts Curriculum Design PP2 Chart

- Sample doodles and drawing materials (pencils, crayons, paper)

**Organisation of Learning**

**Introduction (5 minutes)**

- Greet students and briefly review the previous lesson on neighbourhood plants.

- Introduce the concept of doodling and discuss its relevance in art and communication.

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

**Lesson Development (20 minutes)**

**Step 1:** Identifying Doodling Materials

- Show students different materials that can be used for doodling (pencils, markers, crayons).

- Allow students to explore these materials, encouraging them to share which ones they like best and why.

**Step 2:** Introduction to Doodling Techniques

- Explain fundamental doodling techniques such as drawing lines, shapes, and patterns.

- Provide examples of simple doodles that can represent plants found in the neighbourhood.

- Encourage students to think about what plants they see around them as inspiration for their doodling.

**Step 3:** Creating Doodles of Neighbourhood Plants

- Distribute paper and drawing materials to each student.

- Instruct students to create their own doodles of plants they have seen in their neighbourhood, reminding them to use the techniques discussed.

- Walk around to provide guidance and encouragement as they work.

**Step 4:** Sharing and Appreciating Doodles

- Invite students to share their doodles with the class.

- Encourage them to explain what plant they represented and which doodling techniques they used.

- Foster an environment of appreciation by allowing peers to compliment each other's work.

**Conclusion (5 minutes)**

- Summarize key points such as the materials used, techniques learned, and the plants represented.

- Conduct a brief interactive activity, such as a “doodle appreciation” round where each student mentions something they liked about a peer's doodle.

- Prepare learners for the next session by suggesting they think about what other neighbourhood elements they might doodle in the future.

**Extended Activities**

- Doodle Journal: Encourage students to maintain a doodle journal where they can draw daily or weekly doodles based on their surroundings.

- Nature Walk: Plan a short walk around the school or the neighbourhood to observe and sketch real-life plants, which students can later doodle in class.

- Group Doodle Wall: Create a collaborative doodle wall in the classroom where students can add their doodles over time, creating a visual representation of their neighbourhood.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 5**

**Strand:** Our Neighbourhood

**Sub Strand:** Doodling

**Specific Learning Outcomes:**

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

1. Identify materials used in doodling.

2. Make simple pictures of plants in the neighbourhood using the doodling technique.

3. Appreciate own and others' doodles.

**Key Inquiry Question(s):**

- How does one make a doodle?

**Learning Resources:**

- Creative Arts Curriculum Design PP2 Chart

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by asking students to share what they learned.

- Guide learners to read and discuss relevant content from the learning resources, focusing on the key concepts of doodling and materials used.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Materials

- Discuss with learners what materials can be used for doodling (e.g., pencils, markers, crayons, paper).

- Show examples of different doodle materials and encourage students to share what they have at home.

**Step 2:** Simple Doodle Techniques

- Introduce different doodling techniques such as lines, shapes, and patterns.

- Demonstrate how to create simple doodles like flowers, leaves, or trees using the techniques discussed.

- Allow learners to practice doodling with their materials.

**Step 3:** Doodling Plants in the Neighbourhood

- Have students think about the plants they see in their neighbourhood.

- Ask them to choose one plant and create a doodle of it, incorporating the techniques learned.

**Step 4:** Sharing and Appreciating Doodles

- Invite students to share their doodles with the class.

- Facilitate a discussion on what they like about their own and others’ doodles, emphasizing appreciation and positive feedback.

**Conclusion (5 minutes)**

- Summarize the key points: what materials are used in doodling, how to doodle plants, and why appreciation of doodles is important.

- Conduct a brief interactive activity such as a "Doodle Circle" where learners pass their doodle and add to it, reinforcing collaboration and creativity.

- Prepare learners for the next session by asking them to think of their favorite plant for future doodling or related activities.

**Extended Activities:**

1. Doodle Nature Walk:

Encourage students to take a short walk in their neighbourhood with an adult and collect small leaves or petals. Have them create doodles using these natural materials as inspiration.

2. Doodle Storybook:

Have learners create a mini storybook using their doodles where each page features a different plant they find interesting, combining writing and art.

3. Doodle Gallery:

Organize a doodle exhibition in the class where students can display their work and describe their creative process to their peers.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 6**

**Strand:** Our Neighbourhood

**Sub Strand:** Doodling

**Specific Learning Outcomes:**

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

- Identify simple pictures from the neighbourhood that can be created using doodling techniques.

- Watch a video clip demonstrating simple doodles.

- Appreciate own and others’ doodles.

**Key Inquiry Question:**

- Why is doodling a necessary skill?

**Learning Resources:**

- Creative Arts Curriculum Design PP2 Chart

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson on neighbourhood features.

- Encourage learners to share their experiences of seeing different elements in their neighbourhoods.

- Introduce the doodling concept by discussing what doodles are and how they can represent objects or scenes from their surroundings.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Doodling Subjects

- Ask students to name different things they see in their neighbourhood (e.g., trees, houses, cars).

- Write these on the board and guide them to think about how these can be transformed into doodles.

**Step 2:** Watching a Doodling Video

- Show a short video that demonstrates how to create simple doodles based on the identified subjects (e.g., a house, a tree).

- Pause the video at key points to discuss and highlight techniques shown.

**Step 3**: Creating Doodles

- Provide learners with drawing materials (paper, pencils, colored markers).

- Have them choose one object from their neighbourhood and create their own doodle based on ideas from the video.

**Step 4**: Sharing and Appreciating Doodles

- In pairs or small groups, have students share their doodles with each other.

- Encourage them to talk about what they drew and how they feel about their doodles and their friends’ doodles.

**Conclusion (5 minutes)**

- Summarize the importance of doodling as a way to express creativity and capture observations from their environment.

- Conduct a fun interactive activity, such as a "doodle exchange," where students pass their doodles around the group for everyone to appreciate.

- Preview the next session by discussing how they will explore more artistic techniques related to expressions of their neighbourhood.

**Extended Activities:**

- Doodle Book Creation: Encourage students to collect their doodles over time and create a "Doodle Book" to showcase their progress and creativity.

- Doodle Walk: Organize a short walk around the school or neighborhood where students can observe and sketch/doodle objects they see in real life.

- Doodle Story Time: Have students create a short story using their doodles as illustrations to spark creativity in combining art with storytelling.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 7**

**Strand:** Our Neighbourhood

**Sub Strand:** Doodling

**Specific Learning Outcomes:**

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

- Identify simple pictures from the neighbourhood that can be made using doodling techniques.

- Watch a video clip of simple pictures using doodling techniques.

- Appreciate own and others’ doodles.

**Key Inquiry Question(s):**

- What pictures can be made using doodling techniques?

**Learning Resources:**

- Creative arts curriculum design PP2 chart

- Video clip demonstrating doodling techniques

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin the lesson by reviewing the previous session’s content and its relation to neighbourhood themes.

- Guide learners in reading and discussing relevant content from the learning resources, highlighting the key concepts of doodling.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Doodling

- Explain what doodling is and demonstrate the technique using examples from the neighbourhood (e.g., trees, houses, cars).

- Encourage students to share what they understand about doodling and any doodles they may have created.

**Step 2:** Video Clip Viewing

- Show a video clip that showcases simple doodles related to the neighbourhood.

- Engage students by asking them to pay attention to different shapes and forms presented in the video.

**Step 3:** Identify and Create Doodles

- Divide the class into small groups. Ask them to brainstorm and identify different pictures of their neighbourhood that can be created using doodling.

- Encourage each group to sketch a few simple doodles based on their discussions.

**Step 4:** Sharing and Appreciating Doodles

- Have each group present their doodles to the class.

- Facilitate a discussion on what they liked about their own and each other’s drawings, fostering an appreciation for creativity.

**Conclusion (5 minutes)**

- Summarize the main points discussed during the lesson, including what doodling is and examples of neighbourhood pictures created.

- Conduct a brief interactive activity, such as a simple doodling game where students can add to a giant neighbourhood doodle on the board.

- Give learners a preview of the next session, perhaps involving colour or more detailed drawings to encourage excitement.

**Extended Activities:**

1. Doodle a Neighbourhood Map: Have students create a doodle map of their neighbourhood, including simple representations of key places (parks, schools, shops, etc.).

2. Doodle Diary: Encourage students to keep a doodle diary where they can include daily or weekly doodles reflecting their surroundings.

3. Community Invitation: Suggest that students doodle invitations or flyers for a community event, integrating practical artistic skills with real-life application.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Our Neighbourhood

**Sub Strand:** Doodling

**Specific Learning Outcomes:**

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

- Identify plants in the neighbourhood.

- Cut and paste pictures of plants made using a doodling technique.

- Appreciate own and others’ doodles.

**Key Inquiry Question:**

- Which safety measures should you observe when cutting and pasting pictures?

**Learning Resources:**

- Creative arts curriculum design PP2 chart.

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson by asking students what they remember about plants in the community.

- Guide learners to read and discuss relevant content from the learning resources, focusing on identifying different plants and the importance of safety when using scissors.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Doodling

- Discuss what doodling is and show examples of doodles of plants.

- Ask students to share their doodles and what they enjoy about drawing.

- Introduce different plants found in the neighbourhood (use pictures or real specimens).

**Step 2:** Safety Measures

- Discuss and demonstrate safety measures for cutting and pasting (e.g., use safety scissors, cut away from yourself).

- Ask students to list safety measures they should remember while working.

**Step 3:** Doodling Activity

- Hand out paper and drawing materials.

- Instruct students to doodle at least three different plants they see in their neighbourhood.

- Encourage creativity and individual expression in their doodles.

**Step 4:** Cutting and Pasting

- Have students carefully cut out their doodled plants and paste them onto a larger piece of paper.

- Remind them to use safety measures when cutting.

- Circulate to provide help and feedback on their work.

**Conclusion (5 minutes)**

- Summarize the key points: identifying plants, the doodling process, and safety measures when using scissors.

- Conduct a brief interactive activity by inviting students to share their pasted doodles with a partner and give positive feedback.

- Preview the next session: “What other things can we doodle about in our neighbourhood?”

**Extended Activities**

- Create a neighbourhood plant book: Each student can draw and write about their favourite plant in the neighbourhood.

- Organize a nature walk where students can try to identify and doodle real plants outdoors.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Our Neighbourhood

**Sub Strand:** Doodling

**Specific Learning Outcomes:**

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

- Identify plants in the neighbourhood.

- Cut and paste pictures of plants made using the doodling technique.

- Appreciate own and others’ doodles.

**Key Inquiry Question(s):**

- What pictures can be made using the doodling technique?

**Learning Resources:**

- Creative arts curriculum design PP2 chart

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on neighbourhood features and related plants.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the appreciation of doodling as a creative expression.

**Lesson Development (20 minutes)**

**- Step 1:** Introduction to Doodling

- Begin by explaining what doodling is and how it can represent plants. Show examples of simple plant doodles.

- Encourage discussion on what plants they have in their neighbourhood.

**- Step 2:** Identifying Local Plants

- Ask students to name some plants they see around them. Write these down on the board.

- Show images of these plants to reinforce recognition.

**- Step 3:** Doodling Activity

- Provide materials (paper, colored pencils, etc.) and guide students to create doodles of their chosen plants.

- Encourage them to be creative and add their own personal touches. Remind them that doodling is not about perfection but about expression.

**- Step 4:** Cut and Paste

- Once students have finished their doodles, instruct them to cut them out.

- Provide a collage paper where they can paste their doodle along with a label of the plant’s name.

**Conclusion (5 minutes)**

- Summarize the key points: identification of local plants, the doodling process, and the importance of appreciation in art.

- Conduct a brief interactive activity where students can share their doodles with a partner, explaining which plant they chose and how they doodled it.

- Prepare learners for the next session by hinting at exploring colors in plants or other elements of nature.

**Extended Activities:**

- Create a “Doodle Nature Walk” where students take a short walk outside, take notes on plants they see, and come back to doodle them.

- Organize a “Doodle Art Gallery” display where students can showcase their doodles on school walls, inviting others to appreciate their creativity.

- Integrate a lesson on how to care for plants, linking it with their doodling by encouraging them to doodle their “dream garden”.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** Our Neighbourhood

**Sub Strand:** Doodling

**Specific Learning Outcomes:**

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

- Identify action songs.

- Perform action songs about things found in the neighbourhood for fun.

- Appreciate singing action songs.

**Key Inquiry Question(s):**

- What are action songs?

**Learning Resources:**

- Creative arts curriculum design PP2 chart

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson, asking students about what they learned about their neighbourhood.

- Engage students in a discussion about action songs, guiding them to share their thoughts and previous experiences. Help them understand that action songs are fun songs that involve movement, usually reflecting activities or things found in their neighbourhood.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Action Songs

- Explain what action songs are. Use simple definitions and relatable examples. Play a short clip of an action song.

- Ask the students if they can guess the actions in the song and what parts of their neighbourhood the song refers to.

**Step 2:** Identify Different Action Songs

- Divide the class into small groups and provide them with a list of popular action songs related to the neighbourhood (e.g., "The Wheels on the Bus," "If You're Happy and You Know It").

- In their groups, students will discuss the actions mentioned in the songs and how they relate to things in their neighbourhood.

**Step 3:** Practice Performing Action Songs

- Each group chooses one action song from the list to practice. Encourage them to think of their own creative actions related to their neighbourhood that can accompany the song.

**Step 4:** Group Presentations

- Each group performs their chosen action song for the class. Encourage the audience to join in and mimic the actions for a fun, interactive experience.

**Conclusion (5 minutes)**

- Summarize the key points discussed in the lesson, focusing on what action songs are, their relation to the neighbourhood, and the enjoyment of performing them.

- Conduct a brief interactive activity, such as a quick question and answer session or a round of "Name a Thing in Our Neighbourhood," where students can say something and perhaps make an action related to it.

- Preview the next session by hinting at exploring more about local sights and sounds, or introducing their favourite songs that they might like to action out.

**Extended Activities:**

- Create a neighbourhood songbook: Ask students to draw pictures of their favourite places in the neighbourhood on one page, and on the opposite page, write or illustrate a simple action song related to that place.

- Host a community "Action Song Day" where students can invite family members to participate in a performance of action songs showcasing things from their local area.

**Teacher Self-Evaluation:**

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|  | **PP2** | **CREATIVE ACTIVITIES** |  |  |  |

**WEEK 2: LESSON 4**

**Strand:** Our Neighbourhood

**Sub Strand:** Doodling

**Specific Learning Outcomes:**

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

- Identify action songs

- Perform action songs about things found in the neighbourhood for fun

- Appreciate singing action songs

**Key Inquiry Question(s):**

- What are action songs?

**Learning Resources:**

- Creative arts curriculum design PP2 chart

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the Previous Lesson: Begin by asking students what they remember about their neighbourhood. Engage them in a discussion to refresh their memory of local landmarks or places.

- Discuss Learning Resources: Introduce the concept of action songs. Read a portion from the creative arts curriculum and encourage students to share any action songs they know or have heard.

**Lesson Development (20 minutes)**

**Step 1:** Identify Action Songs

- Activity: Ask students to sit in a circle. Introduce the concept of action songs by singing a simple, well-known action song (e.g., "The Hokey Pokey" or "Five Little Ducks").

- Discussion: After singing, ask students what actions they performed while singing. Discuss how the song relates to everyday experiences in their neighbourhood.

**Step 2:** Explore Movement

- Activity: Teach students a new action song. Choose one that involves actions that can relate to things in the neighbourhood, like "Walking, Walking" (with corresponding actions).

- Demonstration: Model the movements first, then invite students to follow along. Repeat the song several times to ensure familiarity.

**Step 3:** Perform in Groups

- Activity: Divide the class into small groups. Assign each group to perform the new action song, encouraging them to add their own movements that represent different aspects of their neighbourhood.

- Sharing Time: Allow each group to share their version with the class.

**Step 4:** Appreciation and Reflection

- Discussion: Ask the class what they enjoyed about the action songs performed. What movements connected with their understanding of their neighbourhood?

- Feedback: Encourage learners to express what they liked about their peers’ performances and how music can bring attention to their surroundings.

**Conclusion (5 minutes)**

- Summarize Key Points: Review what students learned about action songs and how they relate to their neighbourhood. Highlight the fun of learning through music and movement.

- Interactive Activity: Play a brief game where students mimic actions of different neighbourhood activities suggested by their classmates, reinforcing the connection between actions and daily life.

- Prepare for Next Session: Briefly mention that in the next lesson, they will create their own action songs using their unique ideas.

**Extended Activities:**

- Community Exploration: Have students go on a short walk around the school or neighbourhood to identify places and activities they can turn into action songs.

- Creative Doodling: Provide students with drawing materials to illustrate their favourite neighbourhood activities or landmarks. They can then share their drawings whilst suggesting corresponding action songs.

- Song Writing: Encourage students to create their own simple action songs about their neighbourhood, focusing on a specific place or activity they enjoy.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 5**

**Strand:** Our neighbourhood

**Sub Strand:** Doodling

**Specific Learning Outcomes:**

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

- Identify action songs

- Watch video clips of children performing action songs

- Appreciate singing action songs

**Key Inquiry Question(s):**

- What is the importance of action songs in learning?

**Learning Resources:**

- Creative arts curriculum design PP2 digital devices

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on the importance of music and movement in our lives.

- Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts related to songs and actions.

**Lesson Development (20 minutes)**

**Step 1:** Identify Action Songs

- Introduce students to the concept of action songs.

- Play a brief clip of an action song.

- Ask students to name some actions they observed.

- Discuss how these actions match with the lyrics of the song.

**Step 2:** Watch Video Clips

- Show video clips of children performing various action songs.

- Encourage students to describe what they see, focusing on the different movements involved.

- Ask questions to enhance understanding, such as "Why do you think movements are important in these songs?"

**Step 3:** Appreciate Singing Action Songs

- Invite students to sing along with a familiar action song.

- Encourage them to perform the accompanying actions as they sing.

- Emphasize the joy and benefits of singing and dancing together.

**Step 4:** Discussion on Importance of Action Songs

- Facilitate a short group discussion about how action songs help with learning.

- Encourage students to share their thoughts on how these songs can help improve memory, coordination, and social skills.

**Conclusion (5 minutes)**

- Summarize key points: action songs are fun, help us learn, and improve movement.

- Conduct a brief interactive activity where students create their own simple action for a favorite line from an action song.

- Previews upcoming topics, such as exploring more songs from different cultures.

**Extended Activities:**

- Have students create a simple storyboard using drawings that illustrate the actions of their favorite action song.

- Set up a "field trip" to the school playground or local park where students can invent their own action songs based on the environment around them.

- Organize a mini talent show where learners can perform their action songs in small groups.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 6**

**Strand:** Our neighbourhood

**Sub Strand:** Doodling

**Specific Learning Outcomes:**

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

- Identify action songs

- Watch video clips of children performing action songs

- Appreciate singing action songs

**Key Inquiry Question(s):**

- What is the importance of action songs in learning?

**Learning Resources:**

- Creative arts curriculum design

- PP2 digital devices

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson to activate prior knowledge.

- Engage learners in reading and discussing relevant content from their learning resources, focusing on what they already know about action songs.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Action Songs

- Explain what action songs are and how they involve movement and singing together.

- Share a simple definition and examples to ensure understanding.

**Step 2:** Watching Video Clips

- Show video clips of children performing action songs.

- After each clip, pause and ask learners what they saw and how the children moved.

- Discuss how the movements relate to the songs and enhance learning.

**Step 3:** Singing and Moving Along

- Lead the class in singing a familiar action song together.

- Encourage learners to participate in the movements as they sing.

- Highlight how this makes singing fun and helps them learn better.

**Step 4:** Discussion

- Engage learners in a discussion about their experiences with action songs.

- Ask questions such as "How do action songs help you learn?" to connect to the key inquiry question.

- Facilitate sharing of personal experiences or other action songs they know.

**Conclusion (5 minutes)**

- Summarize key points discussed about action songs and their importance in learning.

- Conduct a brief interactive activity such as a 'freeze dance' where learners must freeze when the music stops to reinforce movement and fun.

- Preview the next session’s topic by asking learners to think about what other activities they can combine with songs to learn better.

**Extended Activities:**

- Create their own simple action song with movements to present to the class next time.

- Draw pictures of their favorite action song or a movement that they enjoyed, which can be shared in the next class.

- Form small groups to collaborate on making a video of their unique action songs.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 7**

**Strand:** Our Neighbourhood

**Sub Strand:** Doodling

**Specific Learning Outcomes:**

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

- Identify action songs

- Watch video clips of children performing action songs

- Appreciate singing action songs

**Key Inquiry Question(s):**

- What is the importance of action songs to the children’s health?

**Learning Resources:**

- Creative arts curriculum design PP2 digital devices

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson focusing on neighbourhood activities.

- Invite learners to discuss what they remember about action songs and how they are related to playtime and physical activity.

- Emphasize the importance of movement in songs to highlight health benefits.

**Lesson Development (20 minutes)**

**- Step 1:** Identifying Action Songs

- Discuss common action songs (e.g., "Head, Shoulders, Knees, and Toes").

- Encourage children to share any action songs they know, prompting them to demonstrate movements associated with the songs.

**- Step 2:** Watching Video Clips

- Play a selection of video clips featuring children performing action songs.

- After each clip, ask the students to describe what they saw and the actions involved. Encourage them to mimic the actions together as a class.

**- Step 3:** Appreciating Action Songs

- Lead a discussion on how singing and moving can make them feel happy and energized.

- Ask students to share how they feel after participating in the action songs.

**- Step 4:** Singing Together

- Choose an action song that the class can sing and perform together.

- Guide them in following actions and singing joyfully.

**Conclusion (5 minutes)**

- Summarize the key points discussed, reinforcing how action songs contribute to physical health and social interaction.

- Conduct a brief interactive activity where students can choose their favourite action song to either share or demonstrate one action.

- Provide a sneak peek of the next lesson that might involve exploring different types of music from various cultures, asking them to think about songs they may know from home.

**Extended Activities**

- Creative Doodling: Invite students to create a doodle that represents their favourite action song, including the movements involved.

- Home Connection: Encourage children to perform an action song at home with their family and have them share their experience in the next class.

- Action Song Creation: In small groups, ask learners to create their own simple action song and perform it for the class.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1**

**Strand:** Our Neighbourhood

**Sub Strand:** Painting

**Specific Learning Outcomes:**

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

- Identify materials used for painting in the neighbourhood

- Collect materials used for painting

- Appreciate own and others’ painted work for enjoyment

**Key Inquiry Question(s):**

- What is painting?

**Learning Resources:**

- Creative arts curriculum design PP2

- Brushes

- Sponge

- Watercolour paints

- Crayons

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson, focusing on the concepts of art and creativity.

- Guide learners to read and discuss relevant content from the learning resources. Emphasize understanding the key concepts of painting and its materials.

**Lesson Development (20 minutes)**

**Step 1:** Discussion & Identification

- Ask students to think about their neighbourhood and what kind of paintings or artworks they see (e.g., murals, street art).

- Facilitate a discussion where students name various materials they notice being used (such as brushes, watercolour paints, and crayons).

**Step 2:** Material Collection

- Provide students with a few art supplies (brushes, sponges, watercolour paints, crayons).

- Invite students to gather more materials from around the classroom (e.g., old newspapers, cardboard) that can be used for painting.

**Step 3:** Creating Art

- Allow students to create a quick painting using the collected materials. Encourage them to think about their neighbourhood for inspiration.

- Walk around to provide assistance and guidance.

**Step 4:** Sharing & Appreciation

- Once the paintings are complete, gather students in a circle.

- Encourage them to showcase their work to the class and express what they enjoyed about their artwork and the materials they used.

**Conclusion (5 minutes)**

- Summarize the key points discussed in the lesson, reinforcing what materials are used for painting and how to appreciate art in their surroundings.

- Conduct a brief interactive activity where students can say one thing they liked about a peer’s artwork.

- Prepare learners for the next session by previewing that they will explore more about different types of painting techniques.

**Extended Activities:**

- Art Walk: Organize a walk around the school or neighbourhood to observe different types of art and discuss what materials were likely used.

- Collage Creation: Have students create a collage using cutouts from magazines or newspapers that represent things they love about their neighbourhood.

- Guest Speaker: Invite a local artist to discuss painting materials and techniques, giving students insight into professional artwork.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** Our Neighbourhood

**Sub Strand:** Painting

**Specific Learning Outcomes:**

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

- Identify materials used for painting in the neighbourhood.

- Collect materials used for painting.

- Appreciate own and others' painted works for enjoyment.

**Key Inquiry Question(s):**

- What materials are used for painting?

**Learning Resources:**

- Creative arts curriculum design PP2

- Brushes

- Sponge

- Watercolours

- Crayons

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin the lesson by reviewing the previous lesson about art in our neighbourhood.

- Engage students in a discussion about what they learned and any artworks they remember.

- Introduce the focus of today’s lesson: exploring and identifying painting materials found in our neighbourhood.

**Lesson Development (20 minutes)**

**Step 1:** Identify Painting Materials

- Ask the learners to brainstorm materials they see or use for painting. Write their responses on the board.

- Show them examples of these materials (brushes, sponges, watercolours, and crayons).

- Discuss the purpose of each material briefly; for example, "Brushes are used for smooth strokes."

**Step 2:** Collecting Materials

- Organize a collection activity. Provide learners with bags to collect various natural items outside that could be used for painting, such as leaves, small twigs, or stones.

- Encourage them to think creatively about how they might use these items in their painting.

**Step 3:** Painting Experience

- Back in class, allow learners to choose one or two of the collected materials and demonstrate how they can use them in painting.

- Provide watercolours or crayons for the actual painting process, encouraging them to incorporate their collected materials.

**Step 4:** Appreciation of Art

- After completing their paintings, have a mini art gallery walk where learners display their works.

- Guide a discussion appreciating their artworks, focusing on what they enjoyed about the process and the materials used.

**Conclusion (5 minutes)**

- Summarize the key points discussed: the materials used for painting and their importance in our neighbourhood.

- Conduct an interactive activity where each child shares one new material they learned about and how they used it in their painting.

- Briefly preview the next session's topic: "Exploring Colours in Our Neighbourhood" and ask them to think about their favourite colours.

**Extended Activities:**

- Create a "Community Art" project where learners can work together to paint a large mural using the materials they collected, focusing on elements from their neighbourhood.

- Organize a "Family Art Day" where learners can invite their family members to create art together using the materials shared in class.

- Encourage learners to keep a "Painting Journal" where they draw or describe new materials found in their neighbourhood over the week.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 3**

**Strand:** Our Neighbourhood

**Sub Strand:** Painting

**Specific Learning Outcomes:**

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

- Identify materials used for painting in the neighbourhood.

- Collect materials used for painting.

- Appreciate own and others' painted work for enjoyment.

**Key Inquiry Question(s):**

- What materials are used for painting?

**Learning Resources:**

- Creative arts curriculum design

- Brushes

- Sponges

- Watercolour paints

- Crayons

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by asking students what they learned about colours and art.

- Introduce the new topic by discussing the artwork they see in their neighbourhood (murals, painted houses, etc.).

- Explain the importance of different materials used for painting, linking them to local artwork.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Materials

- Show various painting materials (brushes, sponges, watercolours, crayons) and ask students to identify them.

- Discuss where they might see these materials used in their neighbourhood.

- Engage students with questions: “Who uses crayons?” and “What do you use to paint a mural?”

**Step 2:** Exploring and Collecting Materials

- Organize a small scavenger hunt in the classroom or outdoor space where students can find materials related to painting (e.g., old crayons, brushes).

- Encourage partnerships or small groups while they hunt for items.

- Ask each group to share one material they found and describe how it can be used in painting.

**Step 3:** Creating Artwork

- Allow students to use the materials collected to start a simple painting project.

- Provide a prompt for their artwork, such as "Paint your favourite part of our neighbourhood."

**Step 4:** Sharing and Appreciating Artwork

- Invite students to display their artwork.

- Conduct a sharing session where each student can talk about their piece and the materials they used.

- Teach them to compliment and appreciate each other's work, reinforcing the learning outcomes.

**Conclusion (5 minutes)**

- Summarize key points: different materials for painting, where we see them in the neighbourhood, and the enjoyment of creating.

- Conduct a brief interactive activity (e.g., a “compliment circle” where students say something nice about their neighbour’s artwork).

- Prepare learners for the next session by asking what kind of painting they would like to see in their neighbourhood next time.

**Extended Activities:**

- Painting in Nature: Take the students on a nature walk to collect leaves and flowers to use as stamps for painting.

- Art Gallery Visit: Organize a visit to a local art gallery or exhibit to observe different art styles and materials used by local artists.

- Guest Painter: Invite a local artist to demonstrate painting techniques and discuss the materials they use, making it relatable to the students.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 4**

**Strand:** Our Neighbourhood

**Sub Strand:** Painting

**Specific Learning Outcomes:**

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

- Name the materials used for painting

- Watch video clips showing how painting is done

- Appreciate one's own and others' painted work for enjoyment

**Key Inquiry Question(s):**

- Why do we paint objects?

**Learning Resources:**

- Creative arts curriculum design PP2

- Digital devices for video clips

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson on art in our neighbourhood.

- Encourage a class discussion about what they remember, focusing on different forms of artistic expression.

- Introduce the day’s topic, emphasizing the joy and importance of painting in expressing ourselves and our surroundings.

**Lesson Development (20 minutes)**

**Step 1:** Naming Materials

- Present a selection of common painting materials (e.g., brushes, paints, canvases, palette).

- Show real materials or images, and ask students to name them.

- Engage students by asking questions like, “Which of these have you used before?”

**Step 2:** Watching Video Clips

- Use digital devices to show a short video clip demonstrating how painting is done.

- Pause the video at key moments to discuss techniques (e.g., layering, mixing colors).

- Ask students to share what they found interesting or surprising about the process.

**Step 3:** Group Painting Activity

- Provide students with simple painting materials (e.g., paper and watercolors).

- Encourage them to express themselves through painting, either by painting something from their neighbourhood or inspired by the video.

**Step 4:** Sharing and Appreciating Work

- Allow students to showcase their paintings to the class.

- Encourage positive feedback by asking students to compliment one aspect of each other's work (e.g., “I like how you used blue!”).

- Discuss why it’s important to appreciate both our own and others’ artistic efforts.

**Conclusion (5 minutes)**

- Summarize the key points: the materials we use, how painting is done, and the importance of appreciation in art.

- Conduct a quick interactive activity where students name one painting tool and share how they feel about painting.

- Provide a preview of the next session, hinting at exploring famous paintings and artists in the neighbourhood.

**Extended Activities:**

- Encourage students to create a painting at home of their favourite place or object in their neighbourhood, to share in the next class.

- Suggest a "Gallery Walk" where students can create a mini-exhibition of their paintings in the classroom and invite other classes to view it.

- Introduce a storytelling element where students can write a short story about their painting, explaining its significance to them.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 5**

**Strand:** Our Neighbourhood

**Sub Strand:** Painting

**Specific Learning Outcomes:**

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

- Name the materials used for painting.

- Watch video clips showing how painting is done.

- Appreciate own and others' painted work for enjoyment.

**Key Inquiry Question(s):**

- What is the importance of painting in Art?

**Learning Resources:**

- Creative Arts Curriculum Design PP2

- Video clips of various painting techniques

- Samples of painted works (prints or digital)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Start with a brief review of the previous lesson on art and creativity.

- Engage learners by asking them about their experiences with painting and what materials they think are used for it.

- Guide students to read and discuss relevant content from the learning resources, focusing on the materials needed for painting.

**Lesson Development (20 minutes)**

**Step 1:** Naming Painting Materials

- Introduce common painting materials (e.g., brushes, paints, canvases, water).

- Display these materials if available, or show pictures.

- Ask students to draw items that they think are used for painting in their notebooks.

**Step 2:** Watching Video Clips

- Show short, engaging video clips demonstrating various painting techniques (e.g., watercolor, acrylic).

- Pause the video at intervals to ask questions like, "What colors do you see?" and "What tools are the artists using?"

**Step 3:** Hands-On Activity

- Provide each student with a simple painting prompt (e.g., "Paint a picture of your favorite animal").

- Encourage them to use the materials discussed and apply the techniques they observed in the video clips.

**Step 4:** Share and Appreciate Artwork

- After painting time, allow students to showcase their artwork.

- Guide them to appreciate their own and their peers' work by sharing what they like about each piece.

**Conclusion (5 minutes)**

- Summarize key points such as the materials used in painting and the techniques learned.

- Conduct a brief interactive activity, such as a "thumbs up/thumbs down" vote on different types of paintings.

- Preview the next session: "What other ways can we create art?" and ask students to think of different art forms until then.

**Extended Activities:**

- Encourage students to bring in a small item that they would like to paint or draw.

- Invite learners to create a "paint and tell" session in the next class where they share what they painted at home and explain their choice of colors and materials.

- Plan a mini-gallery walk where students can display their art for peers and family members.

**Teacher Self-Evaluation:**

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|  | **PP2** | **CREATIVE ACTIVITIES** |  |  |  |

**WEEK 3: LESSON 6**

**Strand:** Our Neighbourhood

**Sub Strand:** Painting

**Specific Learning Outcomes:**

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

- Identify items found in the neighbourhood.

- Paint drawn pictures of items found in the neighbourhood.

- Appreciate own and others' painted work for enjoyment.

**Key Inquiry Question(s):**

- What items can we find in our neighbourhood?

**Learning Resources:**

- Creative arts curriculum design PP2 chart

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson about our neighbourhood.

- Guide learners to read and discuss the relevant content from the learning resources. Emphasize identifying items found in their neighbourhood.

**Lesson Development (20 minutes)**

**Step 1:** Discuss Neighbourhood Items

- Show the learners pictures of common items found in a neighbourhood (e.g., houses, trees, parks, street signs).

- Encourage them to name these items, prompting them with questions like, "What do you see in our neighbourhood?"

**Step 2**: Brainstorming Session

- Have learners engage in a brainstorming session to list additional items found in their neighbourhood. Use a whiteboard to write down their responses.

- Highlight the benefits of community spaces and common items around them, fostering a sense of belonging.

**Step 3**: Painting Activity

- Provide learners with paper and paints. Instruct them to create a painting of an item or scene from their neighbourhood.

- Circulate around the classroom to provide assistance and engage with students about their artwork.

**Step 4**: Artwork Appreciation

- Allow time for students to share their paintings with the class.

- Encourage them to talk about what they created and why they chose that particular item.

- Foster a positive environment by guiding students to appreciate each other's work.

**Conclusion (5 minutes)**

- Summarize the key points discussed: items in their neighbourhood, their painting creations, and the importance of community.

- Conduct a brief interactive activity, such as a quick quiz or group reflection on their favourite item from their neighbourhood.

- Preview the next session by asking, "What do you think we will learn about next in our neighbourhood?"

**Extended Activities:**

- Neighbourhood Walk: Take students on a simple walk around the school or a safe area to identify and sketch items in their actual neighbourhood.

- Create a Collage: Have students create a collage using cut-out pictures from magazines or drawings of items found in their neighbourhood.

- Neighborhood Map: Students can work on a large paper map of their neighbourhood, labeling the items drawn in the previous painting activity.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 7**

**Strand:** Our Neighbourhood

**Sub Strand:** Painting

**Specific Learning Outcomes:**

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

- Identify items found in the neighbourhood

- Paint drawn pictures of items found in the neighbourhood

- Appreciate own and others' painted work for enjoyment

**Key Inquiry Question(s):**

- What items can we find in our neighbourhood?

**Learning Resources:**

- Creative arts curriculum design PP2 chart

- Paints, brushes, paper

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a quick recap of the previous lesson, discussing what students learned about their neighbourhood.

- Ask students questions about their favourite places in the neighbourhood to trigger discussion.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the names of items found in the neighbourhood.

**Lesson Development (20 minutes)**

**Step 1:** Identify Neighbourhood Items

- Engage students in a brainstorming session. Ask them to name items they can find in their neighbourhood (e.g., parks, schools, shops, houses).

- Write down their responses on a chart or whiteboard.

**Step 2:** Planning the Painting

- Have students choose one item from the list that they will paint.

- Ask them to think about how they will represent it on paper. Provide examples if necessary.

**Step 3:** Painting

- Distribute the paints and brushes. Instruct students to paint the item they have chosen, encouraging creativity and using bright colours.

- Walk around to provide support and encouragement as needed.

**Step 4:** Sharing and Appreciation

- Once the paintings are complete, allow students to share their work with the class.

- Encourage them to express what they created and why they chose that specific item.

- Promote positive feedback; have students compliment one another’s work.

**Conclusion (5 minutes)**

- Summarize the key points from the lesson: items in the neighbourhood, the painting process, and appreciation for art.

- Conduct a brief interactive activity, like a 'gallery walk' where students can view each other's artwork and express what they liked about it.

- Prepare learners for the next session by mentioning that they will explore the importance of community spaces.

**Extended Activities:**

- Nature Walk: Take the class on a short walk around the school or neighborhood to observe and sketch real-life items found in their environment.

- Group Project: Create a mural as a class representing various neighbourhood items. Each student contributes a part based on their painted work.

- Story Time: Have students write a short story about a day spent in their neighborhood, incorporating the items they painted.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** Our Neighbourhood

**Sub Strand:** Painting

**Specific Learning Outcomes:**

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

- Name materials used in painting.

- Make patterns using painted picture cutouts of items found in the neighbourhood.

- Appreciate own and others' painted work for enjoyment.

**Key Inquiry Question:**

- What is a pattern?

**Learning Resources:**

- Creative arts curriculum design PP2 chart

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson by asking students what they learned about their neighbourhood.

- Guide learners to read and discuss the creative arts curriculum design, focusing on painting materials and patterns.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Materials

- Present different painting materials (paint, brushes, sponges, etc.).

- Ask students to name and describe the materials they see.

- Engage in a discussion about how each material can be used in painting.

**Step 2:** Exploring Patterns

- Introduce the concept of patterns. Explain that a pattern is something that repeats in a certain way (like colors, shapes, etc.).

- Show examples of patterns, both in nature and in art, and ask learners to identify patterns in the examples.

**Step 3:** Creating Cutouts

- Provide students with paper and coloring supplies.

- Instruct them to paint cutouts of items found in their neighbourhood (like trees, houses, cars).

- Encourage learners to think about how they can create patterns with their painted cutouts (e.g., alternating colors).

**Step 4:** Assembling the Artwork

- Have students arrange their painted cutouts on a shared mural or board, forming a pattern.

- Discuss how the arrangement creates a unique artwork that represents their neighbourhood.

**Conclusion (5 minutes)**

- Summarize the key points learned: painting materials, what a pattern is, and creation of the artwork.

- Conduct a quick interactive activity where each student shares one pattern they created.

- Preview the next lesson: “How can we paint our favorite places in the neighbourhood? What colors will we use?”

**Extended Activities**

- Neighbourhood Nature Walk: Take students for a short walk around the school or playground to observe and sketch items in their neighbourhood.

- Pattern Hunt: Ask students to find and photograph patterns in their daily surroundings, which they can share in the next class.

- Painting Show: Organize a mini-exhibition where learners can display their paintings and discuss the patterns and materials they used.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP2** | **CREATIVE ACTIVITIES** |  |  |  |

**WEEK 4: LESSON 2**

**Strand:** Our Neighbourhood

**Sub Strand:** Painting

**Specific Learning Outcomes:**

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

- Name materials used in painting.

- Make patterns using painted picture cut-outs of items found in the neighbourhood.

- Appreciate own and others' painted work for enjoyment.

**Key Inquiry Question(s):**

- What is the importance of making patterns in painting?

**Learning Resources:**

- Creative Arts Curriculum Design PP2

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Start with a quick review of the previous lesson where students learned about different elements of their neighbourhood.

2. Ask students questions about their favourite things they saw or did in their neighbourhood to activate prior knowledge.

3. Guide learners to read and discuss relevant content from the learning resources, focusing on understanding materials used for painting.

**Lesson Development (20 minutes):**

**Step 1:** \*Identifying Painting Materials\*

- Introduce common materials used in painting (e.g., watercolours, acrylics, brushes, sponges).

- Show examples of each material and ask students to name them.

- Have a brief discussion on why different materials can create different effects in art.

**Step 2:** \*Creating Patterns with Cut-Outs\*

- Provide pre-painted cut-outs of various neighbourhood items (houses, trees, benches, etc.).

- Demonstrate how to place and layer the cut-outs to create interesting patterns.

- Encourage students to experiment with different arrangements and explain their choices.

**Step 3:** \*Hands-On Creation\*

- Allow students to select their cut-outs and create a collective mural on large paper.

- Students should focus on making patterns as they arrange their cut-outs.

**Step 4:** \*Sharing and Reflection\*

- Organize a gallery walk where students can view each other’s work.

- Ask each student to share one thing they like about their own creation and one from a peer’s work.

**Conclusion (5 minutes):**

1. Summarize the key points about materials used in painting and the importance of patterns in art.

2. Conduct a brief interactive activity, such as a group discussion on what patterns they observed in their classmates’ work, reinforcing the lesson.

3. Preview the next session's topic: \*Exploring Colours and Shapes in Our Neighbourhood\* and encourage students to think about their favourite colours for the next class.

**Extended Activities:**

1. Create a “Neighbourhood Art Journal” where students can draw or paint anything they see in their neighbourhood over the week.

2. Explore creating a pattern using natural materials (like leaves or flowers) collected from a nature walk.

3. Set up a mini exhibition day where students can bring in their favourite piece from home related to their neighbourhood, and present it to their classmates.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 3**

**Strand:** Our Neighbourhood

**Sub Strand:** Painting

**Specific Learning Outcomes:**

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

- Outline safety measures to be observed while painting.

- Sing an action song about things found in the neighbourhood for enjoyment.

- Appreciate own and others' painted work for enjoyment.

**Key Inquiry Question(s):**

- Which safety measures should you observe when painting?

**Learning Resources:**

- Creative Arts Curriculum Design PP2 Chart

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin the lesson by revisiting the previous lesson on painting. Ask learners to share what they remember.

- Introduce the day's topics by guiding learners to read and discuss the relevant content from the learning resources. Focus on the importance of safety and enjoyment in painting.

**Lesson Development (20 minutes)**

**Step 1:** Safety Measures

- Discuss the safety measures to be followed while painting. Use visual aids and demonstrations.

- Example safety measures: wearing old clothes, using non-toxic paints, covering surfaces, and ensuring proper ventilation.

- Encourage students to share any personal safety experiences related to painting or crafts.

**Step 2:** Action Song

- Teach learners a fun action song about items found in their neighbourhood (e.g., "In the Neighbourhood" tune).

- Encourage learners to create movements or actions for each item mentioned in the song.

- Sing together as a class, emphasizing rhythm and teamwork in learning.

**Step 3:** Painting Activity

- Have students create their paintings of something from their neighbourhood while observing the discussed safety measures.

- Circulate the room to monitor their adherence to safety while painting.

**Step 4:** Appreciation

- Once the paintings are complete, have a mini art gallery walk where students display their work.

- Encourage students to appreciate and comment on each other's artwork, focusing on positive attributes (e.g., colors used, creativity).

**Conclusion (5 minutes)**

- Summarize the key points covered in the lesson: the importance of safety, why we sing about our neighbourhood, and the value of appreciating art.

- Conduct a brief interactive activity where each student can share one key thing they learned today or one safety measure they will remember.

- Preview the next lesson topic: exploring more about the different elements of our neighbourhood through art.

**Extended Activities:**

- Have students create a safety poster that outlines the key safety measures to remember when painting.

- Encourage learners to ask their family about their favourite spots in the neighbourhood and create a drawing of it to share in the next lesson.

- Organize a 'Neighbourhood Art Walk' where students can paint a section of the schoolyard inspired by their neighbourhood.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 4**

**Strand:** Our Neighbourhood

**Sub Strand:** Painting

**Specific Learning Outcomes:**

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

- Outline safety measures to be observed while painting.

- Sing an action song about things found in the neighbourhood for enjoyment.

- Appreciate own and others' painted work for enjoyment.

**Key Inquiry Question(s):**

- Which safety measures should you observe when painting?

**Learning Resources:**

- Creative arts curriculum design PP2 chart

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Begin the lesson by reviewing the previous lesson on neighbourhood features and the importance of being safe while exploring.

2. Introduce the day's focus on painting and its connection to our neighbourhood by showing images from the learning resources.

3. Encourage learners to share any experiences they have had with painting and relate it to their surroundings.

**Lesson Development (20 minutes):**

**Step 1:** Discussing Safety Measures

- Introduce the concept of safety while painting.

- Ask students: "What should we remember when we paint?"

- Guide them to outline safety measures such as:

- No licking the paint.

- Not chewing on brushes.

- Wearing old clothes or aprons.

- Use visual aids from the learning resources to reinforce these points.

**Step 2:** Action Song

- Teach an action song about things found in the neighbourhood (e.g., "In My Neighbourhood").

- Encourage students to include actions that mimic the words, such as “walking” and “painting.”

- Allow students to perform the song together, fostering enjoyment and connectedness with their community.

**Step 3:** Painting Activity

- Distribute paints, brushes, and paper.

- Guide students to create a painting of something they enjoy in their neighbourhood while incorporating the safety rules discussed.

- As they paint, walk around and assist students, ensuring they are following safety measures.

**Step 4:** Appreciation Circle

- After painting, have students display their artwork.

- Facilitate an appreciation circle where each student shares their painting and what it represents about their neighbourhood.

- Allow classmates to provide positive feedback and compliments.

**Conclusion (5 minutes):**

- Summarize key points: safety while painting, the joy of singing about the neighbourhood, and the importance of appreciating artworks.

- Conduct a quick interactive review by asking questions like: "What should we NOT do while painting?" or "Can anyone sing a line from our song?"

- End by previewing the next session, which will involve exploring different paint techniques and continuing to learn about our neighbourhood.

**Extended Activities:**

- Invite students to create a scrapbook page about their neighbourhood, including drawings, pictures, and descriptions of their favorite places.

- Organize a community walk where students can draw or take pictures of places in their neighbourhood to inspire future art projects.

- Plan a classroom art show where students can exhibit their work for family and friends to appreciate.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 5**

**Strand:** Our Neighbourhood

**Sub Strand:** Painting

**Specific Learning Outcomes:**

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

- State ways of taking care of painting materials and wash brushes and other painting materials for storage.

- Appreciate own and others' painted work for enjoyment.

**Key Inquiry Question(s):**

- Why do we wash painting materials after use?

**Learning Resources:**

- Creative arts curriculum design PP2

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson on painting techniques and materials used in class.

- Engage learners in a discussion about the importance of art in our neighbourhood and how paintings can represent our community.

- Introduce the key inquiry question and ask students why they think it’s important to take care of painting materials.

**Lesson Development (20 minutes)**

**Step 1:** Discuss the importance of painting materials

- Introduce the various painting materials (brushes, paints, palettes) students have used in previous lessons.

- Ask students what they enjoy about using these materials.

**Step 2:** Ways to take care of painting materials

- Explain how to take care of brushes and other tools. Guide students to share their ideas about looking after these items.

- Highlight specific actions, such as rinsing brushes thoroughly and not leaving paints uncovered.

**Step 3:** Demonstration of washing painting materials

- Demonstrate how to wash a paintbrush with water and soap. Show how to store brushes for future use.

- Discuss the importance of ensuring materials are clean for their longevity.

**Step 4:** Appreciate painted work

- Show examples of student paintings from earlier lessons.

- Facilitate a discussion on what makes each artwork special and how they can enjoy and appreciate each other's creations.

**Conclusion (5 minutes)**

- Summarize the key points: caring for materials helps our artwork stay good for longer and enhances enjoyment for everyone.

- Conduct a brief interactive activity where students can share one thing they learned about taking care of their painting tools.

- Prepare learners for the next session by introducing the upcoming topic of “Exploring Colors in Our Neighbourhood.”

**Extended Activities**

- Art Journals: Encourage students to keep a journal where they can draw their painted work and reflect on what they enjoyed about creating it.

- Collaborative Class Mural: Plan a class mural project where students can apply what they learned about taking care of materials while working together.

- Community Art Walk: Organize a short walk around the neighbourhood to observe art in local spaces, prompting discussion on how art can represent the community.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 6**

**Strand:** Our neighbourhood

**Sub Strand:** Painting

**Specific Learning Outcomes:**

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

- State ways of taking care of painting materials, including how to wash brushes and store them.

- Appreciate one’s own and others' painted work for enjoyment.

**Key Inquiry Question:**

- How do we take care of painting materials?

**Learning Resources:**

- Creative arts curriculum design PP2

**Organisation of Learning**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on "Exploring Different Art Forms" to activate prior knowledge.

- Guide learners to read a short excerpt from the learning resources that discusses the importance of care for painting materials.

- Encourage a discussion on why taking care of materials is important for artists.

**Lesson Development (20 minutes):**

**- Step 1:** Identification of Materials

- Discuss and show various painting materials (brushes, paints, palettes).

- Ask students to name these materials and their purposes.

**- Step 2:** Cleaning Brushes

- Demonstrate how to wash brushes after painting, explaining why it is important to clean them to maintain their quality.

- Allow students to practice this step using water and soap on their brushes (if available).

**- Step 3:** Storing Materials

- Teach students how to properly store painting materials, such as keeping brushes upright in a jar and covering paints to dry out.

- Engage them in a discussion about where they would store their materials at home and why it matters.

**- Step 4:** Appreciation of Art

- Facilitate a brief sharing session where students showcase their paintings.

- Encourage each child to express something they like about their own work and someone else’s work, fostering an atmosphere of appreciation.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the importance of taking care of painting materials, how to clean brushes, and ways to appreciate art.

- Conduct an interactive activity such as a “Care for Your Materials” quiz where students can answer true/false questions about material care.

- Preview the next lesson topic: "Colors and Emotions," encouraging learners to think about how colors can convey feelings.

**Extended Activities:**

- Home Painting Project: Encourage students to create a small painting at home, ensuring they take care of their materials. They can bring their artwork back to class for discussion.

- Material Care Chart: Have learners create a chart displaying how to care for different painting materials. This can be displayed in the classroom.

- Art Appreciation Walk: Organize a classroom display where students can showcase their art and write a short paragraph about what they enjoy about each piece, promoting appreciation and critique.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 7**

**Strand:** Our School

**Sub Strand:** Mosaic

**Specific Learning Outcomes:**

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

- Identify materials for making mosaic pictures

- Collect materials for making mosaic pictures

- Appreciate making mosaic from locally available materials

**Key Inquiry Question:**

- What is mosaic?

**Learning Resources:**

- Creative arts curriculum design

- PP2 grasspieces of paper

- Wood chips

**Organisation of Learning:**

**Introduction (5 minutes)**

1. Review: Begin with a review of the previous lesson about art and creativity within the school environment. Ask students to share what they remember.

2. Discussion: Introduce the concept of mosaics. Pose the key inquiry question: "What is mosaic?" Encourage students to share any prior knowledge or experiences they have had with mosaics.

**Lesson Development (20 minutes)**

**- Step 1:** Identification of Materials

- Explain that mosaics are created using different materials. Show examples or images of mosaics made from various items.

- Engage the students in identifying materials they see in different mosaics (e.g., tiles, paper, wood).

**- Step 2:** Collection of Materials

- Give students time to gather materials from the classroom or provided materials (grasspieces of paper, wood chips, etc.). Remind them to focus on colors and textures.

- Encourage collaboration, where students can trade or share materials with each other to create a diverse collection.

**- Step 3:** Designing the Mosaic

- Instruct students to think creatively about their mosaic design. Have them arrange their collected materials on paper to visualize their mosaic before gluing.

- Allow students to sketch a simple layout of their design.

**- Step 4:** Creating the Mosaic

- Provide glue and remind students how to attach their chosen materials to a base. Encourage them to work carefully and express their unique styles.

**Conclusion (5 minutes)**

1. Summarization: Review what a mosaic is, the materials that can be used, and the importance of using locally available items.

2. Interactive Activity: Have students share their designs with a partner and explain what materials they used and why.

3. Preview: Mention that in the next lesson, they will explore different cultures' mosaic art and create their own cultural mosaic.

**Extended Activities:**

- Art Project: Encourage students to create a large class mosaic using all their individual pieces contributed. This will reinforce teamwork and appreciation for different contributions.

- Story Connection: Have students read a short story that includes a mosaic; later, they can draw parallels between the story and their own work.

- Field Observation: Organize a walk around the school or neighborhood to find existing mosaics or similar art, reinforcing real-world application of the concept.

**Teacher Self-Evaluation:**

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|  | **PP2** | **CREATIVE ACTIVITIES** |  |  |  |

**WEEK 5: LESSON 1**

**Strand:** Our School

**Sub Strand:** Mosaic

**Specific Learning Outcomes:**

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

1. Identify materials for making mosaic pictures

2. Collect materials for making mosaic pictures

3. Appreciate making mosaics from locally available materials

**Key Inquiry Question(s):**

- What materials can be used to make a mosaic?

**Learning Resources:**

- Creative arts curriculum design

- Grass pieces of paper

- Wood chips

**Organisation of Learning**

**Introduction (5 minutes):**

- Start by reviewing the previous lesson on creative arts and mosaics.

- Introduce key concepts related to mosaic making by guiding learners to read and discuss relevant content from the learning resources. Highlight the importance of materials in art creation.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Materials

- Begin by showing various materials (grass pieces, paper, wood chips).

- Ask students to name other materials they think could be used for mosaics.

- Write their responses on the board to create a comprehensive list.

**Step 2:** Collecting Materials

- Divide students into small groups.

- Instruct each group to collect various materials from around the classroom or school (ensure safety guidelines).

- Provide guidance and ensure they understand the importance of choosing colorful and different textures.

**Step 3:** Creating Mosaic Patterns

- Once materials are collected, demonstrate how to arrange materials into a simple mosaic pattern on paper.

- Encourage each group to start arranging their collected materials.

**Step 4:** Appreciation Discussion

- Facilitate a discussion where students share their mosaic patterns.

- Ask questions like, "Why did you choose these materials?" and "What do you like about your mosaic?"

- Highlight the beauty of using locally available materials.

**Conclusion (5 minutes):**

- Recap the key points: types of materials for mosaics, the process of collection, and appreciation for locally sourced materials.

- Conduct a brief interactive activity such as a "Mosaic Charades" where students guess different materials based on clues.

- Prepare learners for the next session by giving them a preview of upcoming topics, possibly about the history or significance of mosaics in different cultures.

**Extended Activities:**

- Mosaic Art Home Project: Send students home with the task of creating a small mosaic using materials found at home and bringing it back for display.

- Nature Walk: Plan a nature walk where students can gather natural items (leaves, stones, etc.) to use in a large class mosaic.

- Art Journal: Encourage students to keep an art journal where they can illustrate different mosaics, sketch their ideas, and write about their experiences in creating art.

**Teacher Self-Evaluation:**

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|  | **PP2** | **CREATIVE ACTIVITIES** |  |  |  |

**WEEK 5: LESSON 2**

**Strand:** Our School

**Sub Strand:** Mosaic

**Specific Learning Outcomes:**

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

- Outline the importance of mosaic in creative arts.

- Watch video clips of mosaic pictures.

- Appreciate making mosaics from locally available materials.

**Key Inquiry Question(s):**

- What is the importance of mosaic?

**Learning Resources:**

- Creative arts curriculum design for PP2

- Digital devices (tablets/laptops/smartboard)

**Organisation of Learning:**

**Introduction (5 minutes)**

1. Previous Lesson Review:

- Ask students to recall what they learned in the last class about creative arts.

- Engage them in a brief discussion to refresh their memory and set the stage for the new topic.

2. Discussion:

- Present the key inquiry question: \*What is the importance of mosaic?\*

- Encourage learners to share their thoughts and experiences related to mosaic art.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Mosaic

- Show a short video that highlights various mosaic artworks.

- Discuss key features of mosaics, including colors, patterns, and materials.

- Ask students what they observed in the video and how mosaics might be used in creative arts.

**Step 2:** Importance of Mosaic in Creative Arts

- Direct students to read selected excerpts from the creative arts curriculum about the significance of mosaics.

- Facilitate a class discussion on how mosaics contribute to artistic expression and cultural heritage.

- Highlight different cultures and places known for their mosaic art (e.g., ancient Rome, modern public spaces).

**Step 3:** Hands-On Activity

- Provide learners with locally available materials (e.g., colored paper, cardboard, small stones).

- Guide them to create a simple mosaic piece in pairs or small groups, emphasizing teamwork and creativity.

- Walk around to support and encourage students as they work on their mosaics.

**Step 4:** Show and Tell (Optional, if time allows)

- Have students briefly present their mosaics to the class.

- Enable peer feedback and appreciation, reinforcing the collaborative spirit and diversity of ideas.

**Conclusion (5 minutes)**

- Summarization: Recap the lesson by highlighting key points about mosaics and their importance in the creative arts.

- Interactive Activity: Play a quick game where students identify different mosaic patterns or colors they liked from their classmates' work.

- Prep for Next Session: Encourage students to think of places where they might see mosaics and consider how they might create a mosaic at home using recyclable materials.

**Extended Activities:**

1. Mosaic Scavenger Hunt: Create a list of different colors and shapes for students to find in their environment that could be used in a mosaic. They can photograph or sketch what they find.

2. Class Mosaic Project: Plan a larger class project to create a mosaic mural for the school, collaborating on the design and materials.

3. Story of a Mosaic: Have students write a short story or poem inspired by their mosaic artwork, encouraging them to think about the inspiration behind patterns and colors.

**Teacher Self-Evaluation:**

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|  | **PP2** | **CREATIVE ACTIVITIES** |  |  |  |

**WEEK 5: LESSON 3**

**Strand:** Our School

**Sub Strand:** Mosaic

**Specific Learning Outcomes:**

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

- Outline the importance of mosaic in creative arts.

- Watch video clips of mosaic pictures.

- Appreciate making mosaics from locally available materials.

**Key Inquiry Question:**

- What is the importance of mosaic?

**Learning Resources:**

- Creative arts curriculum design (PP2)

- Digital devices (tablets/computers for video clips)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Start the lesson by reviewing what students learned in the previous class about creative arts.

- Guide learners to read and discuss relevant sections from the curriculum design about mosaic art, focusing on what makes mosaic important in creative arts.

**Lesson Development (20 minutes)**

**Step 1:** What is Mosaic?

- Introduce the concept of mosaic by asking students what they think it is.

- Show visual examples of mosaic art from various cultures using digital devices.

- Discuss the definition of mosaic and its artistic significance.

**Step 2**: Importance of Mosaic in Creative Arts

- Explain the importance of mosaic in creative arts, such as how it enhances creativity, visual appeal, and cultural expression.

- Encourage students to think about how mosaics can tell stories or represent their community.

- Share clips that showcase different types of mosaics and their cultural backgrounds.

**Step 3:** Watching Video Clips

- Play selected video clips that highlight famous mosaic artworks.

- After viewing, have students share what they found interesting or surprising in the clips.

**Step 4:** Creating Mosaics

- Discuss the materials that can be used locally to create mosaics, such as colored paper, stones, or tiles.

- Plan a future activity where students can create their own mosaic artwork using these materials.

**Conclusion (5 minutes)**

- Summarize the key points discussed, reinforcing the importance of mosaic and its role in creative arts.

- Conduct a quick interactive activity: Have students draw a simple mosaic pattern on paper and share it with a partner.

- Prepare students for the next session by mentioning that they will create their own mosaics in the upcoming lesson. Encourage them to think about what designs they might want to make.

**Extended Activities:**

- Mosaic Art Project: Assign students to collect materials from home (such as colored paper, small stones, buttons, etc.) to create a mosaic at home. They can present their artwork in the next class.

- Cultural Mosaic Investigation: Encourage students to research mosaics from different cultures and present their findings to the class, discussing the significance and stories behind those artworks.

- Mosaic Storytelling: Have students create a short story inspired by a mosaic artwork they like or create, linking art with storytelling skills.

**Teacher Self-Evaluation:**

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|  | **PP2** | **CREATIVE ACTIVITIES** |  |  |  |

**WEEK 5: LESSON 4**

**Strand:** Our School

**Sub Strand:** Mosaic

**Specific Learning Outcomes:**

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

- State the importance of mosaic in the creative arts.

- Create mosaic pictures based on buildings found in our school for fun.

- Appreciate making mosaic from locally available materials.

**Key Inquiry Question(s):**

- What materials can we use to make a mosaic?

**Learning Resources:**

- Creative Arts Curriculum Design PP2

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson about different art forms.

- Engage learners by asking questions about what they learned and what they remember.

- Guide them to read and discuss relevant content from the learning resources, emphasizing the importance of mosaics in creative arts.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Mosaic Art

- Explain what a mosaic is and its significance in creative arts.

- Show examples of famous mosaics (images or simple illustrations).

- Discuss the materials used in creating mosaics and ask the class to name any they might know (e.g., tiles, glass, paper).

**Step 2:** Identifying Materials

- Conduct a brainstorming session where learners can suggest materials that could be used for making mosaics.

- Create a list on the board of locally available materials they can use (e.g., pebbles, colored paper, pieces of fabric).

**Step 3:** Creating Mosaics

- Have learners create their own mosaic pictures of buildings found in the school.

- Provide materials such as colored paper, small tiles, or beads.

- Encourage creativity and expression as they design and construct their artwork.

**Step 4:** Gallery Walk

- Organize a mini-gallery walk where students display their mosaic artworks.

- Allow learners to share their work with classmates, explaining the building they chose and the materials used.

**Conclusion (5 minutes)**

- Summarize the key points discussed: the importance of mosaics, materials used, and what they created.

- Conduct a brief interactive activity asking students to share one new thing they learned about mosaics.

- Prepare learners for the next session by previewing the concept of "collage" and asking them to think about what materials they could use.

**Extended Activities:**

- Organize a “Mosaic Day” where students can bring in items from home to create bigger collaborative mosaic art.

- Encourage students to create a nature mosaic using leaves, flowers, or other items found outdoors.

- Suggest creating an individual or group presentation on famous mosaics around the world, exploring their history and significance.

**Teacher Self-Evaluation:**

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|  | **PP2** | **CREATIVE ACTIVITIES** |  |  |  |

**WEEK 5: LESSON 5**

**Strand:** Our School

**Sub Strand:** Mosaic

**Specific Learning Outcomes:**

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

- State the importance of mosaic in creative arts

- Make mosaic pictures based on buildings found in our school for fun

- Appreciate making mosaics from locally available materials

**Key Inquiry Question:**

- Which materials are used in mosaic?

**Learning Resources:**

- Creative arts curriculum design PP2

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson on creative arts.

- Ask learners to share what they remember about art and its different forms.

- Introduce mosaics, explaining that they are pictures or patterns made from small pieces of colored glass, stone, or other materials.

**Lesson Development (20 minutes)**

- Break down the lesson into the following distinct steps:

**Step 1:** Introduction to Mosaics

- Explain the importance of mosaics in creative arts.

\*Discussion Points:\*

- Mosaics add color and beauty to spaces.

- They tell stories and can represent cultures.

- They enhance creativity and artistic expression.

**Step 2:** Materials for Mosaics

- Discuss various materials that can be used to create mosaics.

\*Activity:\*

- List materials (e.g., colored paper, stones, beads, tiles) on the board.

- Engage students by asking them what materials they think would be fun to use.

**Step 3:** Creating Mosaic Pictures

- Provide students with materials to create their own mosaic pictures based on buildings found in their school.

\*Activity:\*

- Have learners decide which building they want to represent.

- Allow them to choose materials from a selection provided, encouraging creativity.

**Step 4:** Sharing and Reflecting

- Once students have completed their mosaics, organize a sharing session.

\*Discussion Points:\*

- Each child can present their mosaic and the building it represents.

- Encourage peers to appreciate each other's work and discuss what they enjoyed about the process.

**Conclusion (5 minutes)**

- Summarize the key points about the importance of mosaics and the creative process involved in making them.

- Conduct a brief interactive activity, such as a "mosaic gallery walk" where students can walk around the room, look at each other's work, and give positive feedback.

- Preview the next session, hinting that they will explore another fun aspect of creative arts.

**Extended Activities**

- At-Home Mosaic Project: Encourage students to find materials at home (e.g., old magazines, used buttons) and create a mosaic piece that represents their favorite item, animal, or scene. Students can bring their creations to the next class for sharing.

- Mosaic History Exploration: Introduce students to famous mosaics from around the world. They can create a simple report or drawing of a famous mosaic they learned about.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 6**

**Strand:** Our School

**Sub Strand:** Mosaic

**Specific Learning Outcomes:**

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

- Outline safety measures to observe while using mosaic materials.

- Perform a singing game about buildings found in our school for fun.

- Appreciate making mosaic from locally available materials.

**Key Inquiry Question(s):**

- What are two safety measures to observe while using mosaic materials?

**Learning Resources:**

- Creative Arts Curriculum Design PP2 Chart

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about creativity in art and introduce the topic of mosaics.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding safety when using art materials.

**Lesson Development (20 minutes):**

**Step 1:** Discuss Safety Measures

- Activity: Begin by asking students what they think safety means.

- Content: Introduce the two key safety measures: 1) Always handle sharp objects carefully, and 2) Clean up spills immediately to avoid slipping.

- Interaction: Have students share their thoughts about why these rules are important.

**Step 2:** Singing Game

- Activity: Teach the children a simple song about buildings in our school (e.g., "This is the Library, this is the Hall").

- Content: Encourage children to participate by using hand motions or clapping.

- Interaction: In pairs, let them share one building in the school and why they like it.

**Step 3:** Introduction to Mosaic Art

- Activity: Show examples of mosaics made from local materials.

- Content: Discuss how these materials can be found in our environment, like colored paper or small stones.

- Interaction: Ask students to talk about materials they use for their personal art projects.

**Step 4:** Create a Simple Mosaic

- Activity: Using torn paper or available materials, have students start a small mosaic piece.

- Content: Explain how these pieces will be part of a bigger mosaic later.

- Interaction: Encourage creativity and let them express what they want to create as part of their mosaic.

**Conclusion (5 minutes):**

- Summarize the key points: safety measures, the fun of singing about our school, and appreciating local materials for art.

- Conduct a brief interactive activity where students raise their hands to answer the inquiry question about safety measures.

- Preview the next session, hinting at making a mosaic together and using different techniques.

**Extended Activities:**

- Invite students to collect safe materials from home or their surroundings and create their version of a mosaic.

- Plan a field trip to a local mosaic artist's studio or a community center that focuses on creative arts.

- Organize a showcase where learners can display their mosaics and share stories about their work.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 7**

**Strand:** Our School

**Sub-Strand:** Mosaic

**Specific Learning Outcomes:**

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

1. Outline safety measures to observe while using mosaic materials.

2. Perform a singing game about buildings found in our school for fun.

3. Appreciate making mosaics from locally available materials.

**Key Inquiry Question(s):**

- List 2 safety measures to observe while using mosaic materials.

**Learning Resources:**

- Creative Arts Curriculum Design PP2 Chart

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a short review of the previous lesson on the art of mosaic.

- Ask students to share what they remember about using different materials.

- Introduce the day's focus on safety while using mosaic materials, encouraging sharing thoughts from the learning resources.

**Lesson Development (20 minutes)**

**Step 1:** Discuss Safety Measures

- Engage students in a discussion about safety while using mosaic materials.

- Ask guiding questions:

- "What should we wear while working on our mosaic?"

- "How should we handle the materials?"

- Encourage students to list 2 safety measures on a board or chart.

**Step 2:** Singing Game

- Introduce a fun singing game about buildings found in our school (e.g., chant about the library, playground, classrooms).

- Teach a simple melody that allows students to participate and learn about their school’s buildings.

- Allow learners to create their own lines about their favorite places in school.

**Step 3:** Introduction to Mosaic Making

- Show students examples of mosaics and explain how they can be made from local materials (like stones, shells, or paper).

- Discuss the importance of using materials that are safe and readily available.

**Step 4:** Hands-On Activity

- If time permits, allow students to brainstorm ideas for a mosaic they would like to create using local materials.

- Provide scissors, colored papers, or stones (if available) for them to create a simple mosaic pattern on paper.

**Conclusion (5 minutes)**

- Summarize key points:

- Importance of safety in art.

- Fun ways to learn about their school through music.

- Value in using local materials.

- Conduct a brief interactive reflection by asking:

- "What is one safety measure we discussed?"

- "What building did we sing about that you like?"

- Prepare learners for the next session by introducing themes of different art forms they will explore.

**Extended Activities:**

1. Mosaic Design Project: Encourage students to collect small, safe materials from home or school and create a small mosaic at home to share in class.

2. School Building Tour: Organize a class tour around the school, where students can observe and sketch different buildings, preparing them for a future lesson on architecture.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 1**

**Strand:** Our School

**Sub Strand**: Mosaic

**Specific Learning Outcomes:**

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

- State the importance of observing safety measures while using mosaic materials.

- Cut and paste pictures of mosaic materials in their books.

- Appreciate making mosaics from locally available materials.

**Key Inquiry Questions:**

- What is the importance of observing safety measures while using mosaic materials?

**Learning Resources:**

- Creative arts curriculum design PP2

- Pictures chart of mosaic materials

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson on art materials.

- Ask students what they remember about safety when using art supplies.

- Introduce the topic of mosaics and discuss what they are briefly, prompting students to think about safety.

**Lesson Development (20 minutes)**

**Step 1:** Discuss Safety Measures

- Engage learners in a discussion about why safety is important when working with scissors and small materials.

- Ask questions like: "What could happen if we don’t follow safety rules?"

- Encourage students to share any previous experiences.

**Step 2:** Learn About Mosaic Materials

- Show the pictures of mosaic materials and talk about each one (e.g., glass, tiles, stones).

- Explain how each material should be used safely, emphasizing tools that may require caution, like scissors.

- Invite students to ask questions.

**Step 3:** Cutting and Pasting Activity

- Provide students with scissors and a selection of pictures from the pictures chart.

- Guide them in cutting out pictures of mosaics and pasting them into their books.

- Walk around, ensuring students are using scissors safely.

**Step 4:** Share and Appreciate

- Allow students to showcase their work, sharing their favorite mosaic materials and why they like them.

- Discuss how they could use locally available materials to create their own mosaics at home or outdoors.

**Conclusion (5 minutes)**

- Summarize key points discussed in the lesson: the importance of safety, understanding mosaic materials, and appreciating local resources.

- Conduct a quick matching game where students match pictures of materials with their safety use.

- Preview the next lesson that will involve creating a simple mosaic as a class project.

**Extended Activities:**

- Have students collect small safe materials from home (e.g., buttons, pieces of colored paper) and bring them in for a class mosaic project.

- Encourage students to draw their own designs for a mosaic and explain what materials they would use and why.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand:** Our School

**Sub Strand:** Mosaic

**Specific Learning Outcomes:**

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

- State the importance of observing safety measures while using mosaic materials.

- Cut and paste pictures of mosaic materials in their books.

- Appreciate making mosaics from locally available materials.

**Key Inquiry Question(s):**

- How do we make a mosaic picture?

**Learning Resources:**

- Creative arts curriculum design PP2 pictures chart

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson focused on art and creativity.

- Ask learners to share what they remember about safety in art projects.

- Introduce the concept of mosaics, guiding learners to read and discuss relevant images and information from the learning resources that depict different mosaic materials.

**Lesson Development (20 minutes):**

**Step 1:** Discuss Safety Measures

- Explain the importance of safety when working with mosaic materials.

- Use simple language to highlight hazards (e.g., sharp edges, small pieces). Ask open-ended questions such as, "Why is it important to be careful when we use scissors?"

**Step 2:** Identify Mosaic Materials

- Show pictures of different mosaic materials (tiles, paper, natural items like leaves).

- Have learners help you name and sort these materials.

- Ask them to draw one of these materials in their books.

**Step 3:** Cut and Paste Activity

- Distribute pre-prepared pictures of mosaic materials for learners to cut out.

- Instruct them to carefully cut along the lines and paste these pictures in their books.

**Step 4:** Appreciation and Sharing

- Allow learners to share their pasted pictures and discuss where they might find these materials in their surroundings.

- Engage them by asking, “How can we use these materials to create something beautiful?”

**Conclusion (5 minutes):**

- Summarize the key points discussed: safety measures while working, types of mosaic materials, and the importance of being creative.

- Conduct a quick interactive activity where learners suggest one safety measure they will remember for the next project.

- Preview the next lesson, emphasizing a fun mosaic creation activity they will participate in.

**Extended Activities:**

- Encourage learners to create a small mosaic project at home using materials found in their environment (e.g., small pebbles, leaves, or paper).

- Suggest a story-time session where they can listen to a story about a famous mosaic or artist, followed by a drawing activity inspired by the story.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** Our School

**Sub Strand:** Mosaic

**Specific Learning Outcomes:**

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

- State the importance of observing safety measures while using mosaic materials.

- Cut and paste pictures of mosaic materials in their books.

- Appreciate making mosaics from locally available materials.

**Key Inquiry Question:**

- What is the importance of observing safety measures while using mosaic materials?

**Learning Resources:**

- Picture cards of various mosaic materials (tiles, glass, paper)

- Safety equipment (gloves, goggles)

- Sample mosaic art pieces

- Newspapers/magazines for cutting out pictures

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson about art and creativity.

- Ask the students questions to engage them, such as, "What did we learn about making things from different materials?"

- Briefly introduce today’s focus on mosaics, showing some examples of mosaic art.

**Lesson Development (20 minutes)**

**Step 1:** Discussing Safety

- Introduce the importance of safety when working with mosaic materials (e.g., sharp objects, small pieces).

- Discuss specific safety measures, like wearing gloves and goggles.

- Engage the class with a question: “Why do we need to be safe?”

**Step 2:** Identifying Mosaic Materials

- Show students the different mosaic materials (tiles, paper, glass) using picture cards.

- Have students identify and name the materials, discussing where to find them locally.

- Ask, “Which of these materials is safe to use?”

**Step 3:** Cutting and Pasting Activity

- Provide students with newspapers/magazines and scissors to cut out pictures of mosaic materials.

- Have them paste these pictures into their books, ensuring they practice precision and safety while handling scissors.

**Step 4:** Create a Simple Mosaic Design

- Using paper squares or other safe materials, instruct students to create a simple mosaic on a small piece of cardboard.

- Encourage them to think about colors and shapes while creating.

**Conclusion (5 minutes)**

- Summarize the key points: the importance of safety, identifying the materials, and creating mosaics.

- Conduct a brief interactive quiz where students can share what they learned about safety measures.

- Preview the next session by asking students to think about how they can use local materials at home.

**Extended Activities:**

- Have students research traditional mosaics from different cultures and bring in examples or drawings to share.

- Create a class mosaic project where each student contributes a piece, reinforcing teamwork and appreciation of local materials.

- Organize a “Mosaic Art Day” where students can showcase their creations and talk about their safety practices.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 4**

**Strand:** Our School

**Sub Strand:** Swinging and Stretching

**Specific Learning Outcomes:**

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

- Differentiate swinging and stretching activities.

- Perform swinging activities in school for gross motor development.

- Appreciate swinging and stretching activities.

**Key Inquiry Question(s):**

- What is swinging?

**Learning Resources:**

- Creative arts curriculum design, PP2: Swings

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson by asking students to share what they remember about different activities in school.

- Guide learners to read a section from the learning resources about swinging and stretching activities, discussing what they understand about these movements.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Swinging

- Explain the concept of swinging. Show visuals of swings and demonstrate how to use a swing.

- Ask students to describe how swinging feels and when they might use this type of movement.

**Step 2:** Introduction to Stretching

- Introduce stretching by demonstrating simple stretches, such as reaching for the sky and touching toes.

- Emphasize the importance of stretching for preparing the body for activities. Discuss how stretching differs from swinging.

**Step 3:** Differentiation Activity

- Organize students into small groups. Provide them with flashcards that contain pictures of swinging and stretching activities.

- In their groups, have students sort the cards into swinging or stretching categories.

**Step 4:** Performing Activities

- Take the class outside or to a designated area where they can swing (if equipment is available) and practice stretching as a class.

- Encourage students to take turns on the swings and lead a simple group stretching exercise.

**Conclusion (5 minutes)**

- Gather students back together and summarize the key points discussed in the lesson. Highlight the differences between swinging and stretching.

- Conduct a brief interactive activity, such as a "swinging" cheer or a stretching song, to reinforce the main topics.

- Preview the next session by asking students what other activities they think they might explore related to physical movement.

**Extended Activities:**

- Create a "Swing and Stretch Journal" where students can draw or write about their favorite swinging and stretching activities.

- Have a "Swing Day" where students can bring in photos or videos of their experiences on swings or doing stretches at home, and share them with the class.

- Plan a small outdoor games day where students can explore different swings and stretching games.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 5**

**Strand:** Our School

**Sub Strand:** Swinging and Stretching

**Specific Learning Outcomes:**

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

- Differentiate swinging and stretching activities.

- Perform swinging activities in school for gross motor development.

- Appreciate swinging and stretching activities.

**Key Inquiry Question(s):**

- What is swinging?

**Learning Resources:**

- Creative arts curriculum design, PP2: Swings

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson by asking students to share what they remember about different activities in school.

- Guide learners to read a section from the learning resources about swinging and stretching activities, discussing what they understand about these movements.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Swinging

- Explain the concept of swinging. Show visuals of swings and demonstrate how to use a swing.

- Ask students to describe how swinging feels and when they might use this type of movement.

**Step 2:** Introduction to Stretching

- Introduce stretching by demonstrating simple stretches, such as reaching for the sky and touching toes.

- Emphasize the importance of stretching for preparing the body for activities. Discuss how stretching differs from swinging.

**Step 3:** Differentiation Activity

- Organize students into small groups. Provide them with flashcards that contain pictures of swinging and stretching activities.

- In their groups, have students sort the cards into swinging or stretching categories.

**Step 4:** Performing Activities

- Take the class outside or to a designated area where they can swing (if equipment is available) and practice stretching as a class.

- Encourage students to take turns on the swings and lead a simple group stretching exercise.

**Conclusion (5 minutes)**

- Gather students back together and summarize the key points discussed in the lesson. Highlight the differences between swinging and stretching.

- Conduct a brief interactive activity, such as a "swinging" cheer or a stretching song, to reinforce the main topics.

- Preview the next session by asking students what other activities they think they might explore related to physical movement.

**Extended Activities:**

- Create a "Swing and Stretch Journal" where students can draw or write about their favorite swinging and stretching activities.

- Have a "Swing Day" where students can bring in photos or videos of their experiences on swings or doing stretches at home, and share them with the class.

- Plan a small outdoor games day where students can explore different swings and stretching games.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 6**

**Strand:** Our School

**Sub Strand:** Swinging and Stretching

**Specific Learning Outcomes:**

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

- Differentiate between swinging and stretching activities.

- Perform swinging activities in school for gross motor development.

- Appreciate swinging and stretching activities.

**Key Inquiry Question:**

- What is stretching?

**Learning Resources:**

- Creative Arts Curriculum Design PP2 field

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson by asking students what they remember about movement activities.

- Introduce the key inquiry question: "What is stretching?" Encourage a simple discussion and guide learners to read the relevant sections in the learning resource, prompting them to express their ideas about stretching versus swinging.

**Lesson Development (20 minutes)**

**Step 1:** Understanding Swinging Activities

- Explain what swinging is, using visuals or demonstrations with classroom equipment (like swings or ropes).

- Engage the students by asking them questions:

- “What do you feel when you swing?”

- “Why do you think swinging is important for our bodies?”

- Allow students to share personal experiences with swinging.

**Step 2:** Understanding Stretching Activities

- Define stretching and explain its importance in helping our bodies stay flexible.

- Lead students through simple stretching exercises (e.g., reaching for the sky, touching their toes) to demonstrate.

- Ask questions like:

- “How does stretching make your body feel?”

- “When might we use stretching activities?”

**Step 3:** Differentiating Swinging and Stretching

- Use a Venn diagram on the board to compare and contrast swinging and stretching.

- Have students contribute ideas to fill in the diagram, focusing on what makes each activity unique and how they might work together for our health.

**Step 4:** Performing Swinging Activities

- Encourage students to participate in a simple, supervised swinging activity outdoors if possible.

- Have them focus on using their bodies and balancing, then gather them together to discuss their feelings and actions while swinging.

**Conclusion (5 minutes)**

- Summarize the main points

- Swinging helps us have fun and develop our gross motor skills.

- Stretching keeps our muscles flexible and strong.

- Conduct an interactive activity like a group stretch, reinforcing the importance of doing these exercises together.

- Give a brief preview of the next session, which will focus on different games that involve swinging and stretching, to spark interest.

**Extended Activities**

1. Art Activity: Create a poster illustrating different swinging and stretching activities. Students can draw or collage images demonstrating both.

2. Movement Storytime: Read a story that includes swinging or stretching elements and discuss how characters interact with these activities.

3. Dance Session: Introduce a simple dance routine that incorporates stretching and swinging motions, encouraging creativity and fun.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 7**

**Strand:** Our School

**Sub Strand:** Swinging and Stretching

**Specific Learning Outcomes:**

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

- Outline swinging and stretching activities.

- Watch video clips on swinging and stretching activities.

- Appreciate swinging and stretching activities.

**Key Inquiry Question:**

- Which activities involve swinging?

**Learning Resources:**

- Creative arts curriculum design PP2 digital devices (videos and images of swinging and stretching activities)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review: Begin the class by revisiting the last lesson content related to physical activities.

- Discussion: Guide learners to read and discuss relevant content from the digital resources. Encourage them to share their thoughts on swinging and stretching activities to build prior knowledge.

**Lesson Development (20 minutes)**

**Step 1:** Understand Swinging Activities

- Activity: Show video clips of various swinging activities like swings in a playground, ropes, or even swinging in dance.

- Discussion: Ask students what they see and feel when they swing, encouraging them to describe their experiences.

**Step 2:** Explore Stretching Activities

- Video Viewing: Present clips of different stretching exercises, highlighting how they benefit the body.

- Engagement: Invite learners to imitate some simple stretches from the video to understand the activities better.

**Step 3:** Categorization

- Group Activity: Divide learners into small groups to categorize swinging and stretching activities they have learned about, using pictures and words.

- Share: Each group will present a few activities to the class.

**Step 4:** Appreciation Discussion

- Reflection: Facilitate a discussion about why swinging and stretching are important for our bodies and health.

- Questions: Prompt them with questions like “How do you feel after swinging or stretching?”

**Conclusion (5 minutes)**

- Summary: Recap the key points covered in swinging and stretching activities and the benefits discussed.

- Interactive Activity: Engage students in a quick stretch routine to physically apply what they've learned.

- Preview: Share what the next lesson will cover – possibly other forms of movement in school and their benefits.

**Extended Activities:**

- Creative Dance: Encourage students to create a short dance routine that incorporates swinging and stretching movements from what they learned.

- Art Creation: Ask students to draw or create a collage that depicts different swinging or stretching activities.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 1**

**Strand:** Our School

**Sub Strand:** Swinging and Stretching

**Specific Learning Outcomes:**

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

- Outline swinging and stretching activities

- Watch video clips on swinging and stretching activities

- Appreciate swinging and stretching activities

**Key Inquiry Question(s):**

- Which activities involve stretching?

**Learning Resources:**

- Creative arts curriculum design

- PP2 Digital devices

- Hula hoops

- Swings

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson focused on physical activity.

- Introduce the topic of the day: "Swinging and Stretching." Facilitate a group discussion about these activities and their importance.

- Encourage learners to share any experiences they have with swinging and stretching.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Swinging

- Discuss swinging activities, showing a short video clip that illustrates different types of swings (e.g., playground swings, swings in gymnastics).

- Ask students to describe what they see and what they enjoy about swinging.

**Step 2:** Introduction to Stretching

- Show a video clip demonstrating various stretching exercises that can be done at home or school.

- Highlight the importance of stretching for flexibility and preventing injuries.

**Step 3:** Group Activity - Exploring Swinging

- Divide students into small groups and provide each group with hula hoops. Encourage them to invent a "swing" activity using the hoops in creative ways (e.g., spinning hoops around their hips or arms).

- Allow each group to present their swinging activity to the class.

**Step 4:** Group Activity - Exploring Stretching

- Guide students through a simple stretching routine. Lead them in basic stretches that they can do at school or at home.

- Encourage students to identify their favorite stretches and discuss their benefits.

**Conclusion (5 minutes)**

- Summarize key points about swinging and stretching. Reinforce how both activities are fun and beneficial for physical health.

- Conduct a quick interactive quiz or game where students match activities with the benefits of swinging and stretching.

- Preview the next lesson by hinting at the upcoming topic about teamwork in physical activities.

**Extended Activities:**

- Home Assignment: Ask learners to create a "Swinging and Stretching Journal" where they can draw pictures of their favorite swinging and stretching activities and write one sentence about why they are fun.

- Outdoor Exploration: Schedule a day for students to go to a playground or outdoor setting where they can engage in swinging and stretching activities, encouraging them to take note of how it makes them feel.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 2**

**Strand:** Our School

**Sub Strand:** Swinging and Stretching

**Specific Learning Outcomes:**

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

- Outline stretching activities

- Perform stretching activities in school for gross motor development

- Appreciate stretching activities

**Key Inquiry Question:**

- Which activities involve stretching?

**Learning Resources:**

- Creative arts curriculum design

- Hula hoops

- Swings

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson focusing on movements and activities in school.

- Engage learners in a discussion about what stretching means, allowing them to share any experiences they have had with stretching activities.

- Introduce the key inquiry question: “Which activities involve stretching?” and guide them to read relevant sections from the learning resources.

**Lesson Development (20 minutes)**

**Step 1:** Exploring Stretching Activities

- Discuss different types of stretching activities that can be done in school, such as arm stretches, leg stretches, and back stretches.

- Use visual aids or demonstration (e.g., pictures of kids stretching) to illustrate these activities.

**Step 2:** Demonstration

- Have students demonstrate some of the outlined stretching activities as a class, ensuring everyone participates.

- Focus on gross motor development and ensure students do the stretches correctly.

**Step 3:** Group Activity

- Divide the class into small groups and allow each group to create their own stretching routine using at least three different stretches.

- Each group will practice their routine together.

**Step 4:** Presenting Stretching Routines

- Have each group present their stretching routine to the class.

- Encourage classmates to follow along and appreciate the creativity in each group's routine.

**Conclusion (5 minutes)**

- Summarize the key points learned during the lesson including the defined stretches and their benefits for gross motor development.

- Conduct a quick interactive activity where students have to guess the stretching activity based on a provided description or demonstration.

- Preview what they will learn in the next session, which will be a focus on swinging activities involving gross motor skills.

**Extended Activities:**

- Create a "Stretching Bingo" game where students must complete a variety of stretching activities during recess or gym class, marking them off on a bingo card.

- Encourage students to come up with a stretching challenge they can share with their families to promote movement at home.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** Our School

**Sub Strand**: Swinging and Stretching

**Specific Learning Outcomes:**

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

- Identify different directions of stretching.

- Practice stretching hands and legs in different directions.

- Appreciate stretching activities.

**Key Inquiry Question:**

- Which directions can one stretch towards?

**Learning Resources:**

- Creative arts curriculum design PP2 digital devices.

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson, perhaps discussing what stretching is and its importance for our bodies.

- Engage learners with a question about their favorite stretches or if they stretch in sports or play.

- Introduce the learning resources on the digital device and show them illustrations or videos of different stretching activities, focusing on how they stretch in various directions.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Directions of Stretching

- Discuss with learners the concept of "directions" and how we can stretch up, down, side to side, and diagonally.

- Use visual aids or an interactive digital resource to demonstrate each direction.

- Ask students to mimic stretches as you demonstrate.

**Step 2:** Hands and Legs Stretching Activity

- Divide the class into two groups: one focusing on arm stretches and the other on leg stretches.

- Provide guidance on how to stretch safely (e.g., reminding them to breathe and not to force their bodies).

- Rotate groups so that each student practices both arm and leg stretches.

**Step 3:** Team Stretching Game

- Organize a quick game where students can stretch towards a certain direction (e.g., "stretch up" or "stretch to the right").

- Encourage them to follow along and participate, reinforcing the different directions of stretching while making it fun.

**Step 4:** Appreciate Stretching Activities

- Gather students together and discuss how stretching makes them feel (e.g., relaxed, energized).

- Share the benefits of stretching in sports and daily life with examples they might connect with, such as playing on the playground or dancing.

**Conclusion (5 minutes)**

- Summarize the key points: the different directions of stretching, the practice of stretches, and the appreciation of these activities.

- Conclude with a brief interactive stretch where everyone repeats a fun routine, like stretching up high and wiggling down low.

- Provide a preview for the next session, suggesting that they think about how stretching can help them in their activities outside class.

**Extended Activities**

- Stretching Diary: Encourage children to keep a simple stretching diary for a week where they document their favorite stretches and when they did them (e.g., at home, in the park).

- Creative Stretching: Invite learners to create a short video or drawing of themselves demonstrating their favorite stretches. They can share these with the class in the next lesson.

- Stretching Songs: Suggest children as a class create a catchy song or rhyme about stretching, which they can sing during the stretches.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 4**

**Strand:** Our School

**Sub Strand:** Swinging and Stretching

**Specific Learning Outcomes:**

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

- Identify different directions of stretching

- Practice stretching hands and legs in different directions

- Appreciate stretching activities

**Key Inquiry Question(s):**

- What is the importance of stretching?

**Learning Resources:**

- Creative arts curriculum design PP2 digital devices

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson briefly to activate prior knowledge.

- Ask students questions about what they remember regarding body movements and their significance.

- Introduce the topic of stretching and its importance by reading a short, age-appropriate passage from the learning resources. Discuss and highlight key concepts around stretching.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Stretching Directions

- Activity: Introduce different directions (up, down, left, right, forward, and backward).

- Demonstration: Show and guide students to mimic the stretching directions while labeling them.

- Discussion: Engage students with questions about which stretches feel good and why they might be important.

**Step 2:** Practicing Hand Stretches

- Activity: Lead students in hand stretching exercises.

- Example Stretches:

- Reach arms up high and touch the sky (upward stretch).

- Stretch hands out to the sides (side stretch).

- Encouragement: Encourage students to express how these stretches make their bodies feel.

**Step 3:** Practicing Leg Stretches

- Activity: Transition to stretching legs with simple exercises, such as touching toes or reaching a leg forward.

- Demonstration: Show how to stretch legs safely without bouncing.

**Step 4:** Group Stretching Activity

- Activity: Organize a group stretching routine, combining hand and leg stretches.

- Involvement: Involve all students in counting together as they stretch, reinforcing teamwork and participation.

**Conclusion (5 minutes)**

- Summarize the key points discussed, including the different stretching directions and their importance.

- Conduct a brief interactive activity where students share one way they can incorporate stretching into their daily routines.

- Preview the next session by posing questions about what other activities can help us stay fit and healthy.

**Extended Activities:**

- Home Stretch Challenge: Encourage students to stretch at home and create a "Stretch Diary" where they note different stretches they tried and how they felt afterwards.

- Art Stretch Poster: Have students create a poster showing the different directions of stretching with drawings or pictures of them doing each stretch.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 5**

**Strand:** Our School

**Sub Strand:** Swinging and Stretching

**Specific Learning Outcomes:**

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

- Mention safety measures to be observed while swinging and stretching.

- Practice swinging the arms, waist, shoulders, and head.

- Appreciate swinging and stretching activities.

**Key Inquiry Question(s):**

- What safety measures should you observe while swinging and stretching?

**Learning Resources:**

- Creative arts curriculum design pp2 swingsfield

**Organisation of Learning**

**Introduction (5 minutes)**

1. Begin the lesson by reviewing the previous session's key points.

2. Engage learners in a discussion about previous activities related to movement, asking questions to gauge their understanding.

3. Introduce the topic of swinging and stretching, emphasizing the importance of safety measures. Display the learning resources for reference.

**Lesson Development (20 minutes)**

**\_Step 1:** Discuss Safety Measures

- Ask learners to brainstorm safety measures they think are important while swinging and stretching. Write their responses on the board.

- Guide them to understand the importance of being aware of their surroundings, using swings properly, and ensuring they have enough space when stretching.

**\_Step 2:** Demonstrate Stretching Techniques

- Demonstrate basic stretching exercises for the arms, waist, shoulders, and head. Use simple, clear vocabulary suitable for their grade level.

- Invite learners to join in while you guide them through each stretch. Emphasize how to do them safely and correctly.

**\_Step 3:** Practice Swinging Movements

- Lead a fun session where students practice swinging their arms, waists, shoulders, and heads. Encourage creativity by allowing them to incorporate fun movements.

- Remind them to be mindful of the safety measures discussed.

**\_Step 4:** Reflect on Appreciation of Activities

- Gather learners at the end and ask them to share their feelings about the swinging and stretching activities.

- Discuss why these activities are important for their bodies and spirit, highlighting enjoyment and health.

**Conclusion (5 minutes)**

1. Recap the key points covered in the lesson, stressing the safety measures and positive feelings associated with swinging and stretching.

2. Conduct a quick interactive activity, such as a group stretching session where everyone follows instructions together or a safety checklist game.

3. Briefly preview the next session, generating excitement about further activities related to movement.

**Extended Activities**

- Safety Poster Activity: Have learners create colorful posters illustrating safety measures for swinging and stretching. This will allow them to apply what they've learned creatively.

- Movement Journal: Encourage students to keep a movement journal for a week, where they write or draw about their experiences with swinging and stretching at home or in the playground.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 6**

**Strand:** Our School

**Sub Strand:** Swinging and Stretching

**Specific Learning Outcomes:**

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

- Mention safety measures to observe while swinging and stretching.

- Practice swinging the arms, waist, shoulders, and head.

- Appreciate swinging and stretching activities.

**Key Inquiry Question(s):**

- What might happen if you do not observe safety measures?

**Learning Resources:**

- Creative Arts Curriculum Design PP2 Swingsfield

**Organisation of Learning**

**Introduction (5 minutes)**

- Briefly review what was covered in the previous lesson, focusing on physical activities.

- Guide learners to read sections from the learning resources related to swinging and stretching.

- Engage the class in a discussion regarding the importance of safety while using swings and engaging in stretching activities.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Safety Measures

- Introduce the concept of safety measures. Discuss why these measures are important when swinging and stretching.

- Examples to mention:

- Always look before swinging to make sure there is space.

- Stretch properly without overextending limbs.

- Ensure that swings are in good condition and clear of obstacles.

- Allow students to share their ideas about safety.

**Step 2:** Demonstrating Arm Swings

- Teacher models how to swing the arms in a circular motion.

- Guide students in practicing swinging their arms frontwards and backwards while standing in a safe area.

- Walk around to provide feedback and ensure proper technique.

**Step 3:** Stretching the Waist and Shoulders

- Lead the class in gentle stretches for the waist and shoulders. Demonstrate by:

- Side bends to stretch the waist.

- Shoulder rolls to loosen up.

- Discuss how these stretches help prevent injuries and enhance flexibility.

**Step 4:** Head and Overall Body Stretch

- Demonstrate gentle neck rotations and encourage students to follow along.

- Introduce a simple full-body stretch that incorporates all movements learned during the lesson.

- Encourage students to appreciate how they feel after stretching.

**Conclusion (5 minutes)**

- Summarize the key points learned: the importance of safety, practicing specific motions, and the benefits of stretching.

- Conduct a brief interactive activity, such as "Yes or No," where students stand up or sit down based on whether a statement regarding safety measures is true or false.

- Prepare students for the next session, hinting at exploring more activities related to physical education.

**Extended Activities:**

- Safety Poster Creation: Have students create a colorful poster that illustrates the safety measures discussed during the lesson.

- Stretch and Swing Diary: Encourage students to practice swinging and stretching at home and record their experiences and feelings in a diary to share in the next lesson.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 7**

**Strand:** Our School

**Sub Strand:** Swinging and Stretching

**Specific Learning Outcomes:**

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

- Mention safety measures to be observed while swinging and stretching.

- Practice swinging the arms, waist, shoulders, and head.

- Appreciate swinging and stretching activities.

**Key Inquiry Question(s):**

- Which safety measures should you observe while swinging and stretching?

**Learning Resources:**

- Creative Arts Curriculum Design: PP2 Field Swings Chart

**Organisation of Learning:**

**Introduction (5 minutes)**

- Briefly review the previous lesson on importance of physical activity.

- Engage learners in a discussion about swinging and stretching using the Field Swings Chart.

- Highlight the key concepts that will be covered today: safety measures and the benefits of swinging and stretching.

**Lesson Development (20 minutes)**

**Step 1:** Discuss Safety Measures

- Introduce and explain safety measures while swinging and stretching (e.g., checking the swing for safety, using swings designed for their size, having enough space around them).

- Ask students to contribute ideas on safety and ensure understanding through questions.

**Step 2:** Demonstrate Swinging Movements

- Demonstrate how to swing the arms, then invite learners to practice swinging their arms in a large circle.

- Move on to swinging the waist by demonstrating gentle twists, encouraging learners to mimic your movements.

**Step 3:** Stretching Techniques

- Teach stretching exercises that involve shoulders and head, emphasizing slow movements and the importance of listening to their bodies.

- Encourage students to practice these stretches while providing guidance.

**Step 4:** Group Activity

- Organize a group activity where students take turns showing their favorite swinging or stretching move.

- Offer positive reinforcement and peer encouragement.

**Conclusion (5 minutes)**

- Summarize the key points on safety measures and movements learned during the lesson.

- Conduct a brief interactive activity such as a quiz ("What are some safety measures?") or a stretch together to reinforce main topics.

- Preview the next session's focus on other forms of physical activity and related safety measures to consider.

**Extended Activities:**

- Create a "Swing and Stretch Safety Poster" in groups, illustrating the safety measures discussed in class.

- Encourage students to draw or describe their favorite swinging or stretching activity and share it in the next class.

- Plan a small class outdoor activity, such as a morning stretches session, reinforcing the outdoor aspect of physical education in a safe environment.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 1**

**Strand:** Our School

**Sub Strand:** Swinging and Stretching

**Specific Learning Outcomes:**

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

- Differentiate swinging and stretching activities

- Perform a singing game while swinging and stretching for fun

- Appreciate swinging and stretching activities

**Key Inquiry Questions:**

- What is the difference between swinging and stretching?

**Learning Resources:**

- Creative arts curriculum design PP2 field

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the class by asking students if they remember any fun activities from the last lesson.

- Introduce the day’s focus on swinging and stretching by asking them to share any experiences they have with these activities.

- Show visuals or props related to swinging and stretching to engage the learners and provide a concrete understanding of the concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Swinging

- Explain what swinging is, using simple language.

- Show students how to swing using both physical demonstrations and visuals.

- Have learners practice swinging with their arms or in place to mimic the motion.

**Step 2:** Introduction to Stretching

- Describe and demonstrate stretching, emphasizing the differences from swinging.

- Guide the learners in simple stretching exercises (like reaching for the sky or touching toes).

- Engage them by asking how stretching feels compared to swinging.

**Step 3:** Differentiating Activities

- Lead a group discussion where students can differentiate between swinging and stretching activities.

- Provide examples and ask learners to categorize certain activities as swinging or stretching.

- Encourage them to suggest their favorite activities that fall into each category.

**Step 4:** Singing Game while Swinging and Stretching

- Introduce a simple singing game that involves motions of swinging and stretching (e.g., "Swing Low, Sweet Chariot").

- Teach the song and include accompanying movements that incorporate swinging and stretching.

- Allow students to perform and enjoy the rhythm of singing while actively engaging in the movements.

**Conclusion (5 minutes):**

- Recap the lesson by highlighting the differences between swinging and stretching.

- Reinforce key points by asking students questions, such as the characteristics of each activity.

- Conduct a brief stretching and swinging session to end the lesson on a high note.

- Provide a preview of the next session, suggesting students think of their favorite playground activities and how they relate to swinging and stretching.

**Extended Activities:**

1. Outdoor Activity: Organize a time for students to explore both swinging and stretching on the playground.

2. Art Project: Have students create drawings of themselves swinging and stretching, labeling their artwork.

3. Story Time: Read a storybook that includes swinging or stretching themes, discussing the characters' actions.

4. Movement Diary: Encourage students to keep a movement diary where they note when they swing or stretch during the week.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** Our School

**Sub Strand:** Swinging and Stretching

**Specific Learning Outcomes:**

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

- Differentiate swinging and stretching activities

- Perform a singing game while swinging and stretching for fun

- Appreciate swinging and stretching activities

**Key Inquiry Question(s):**

- What is the importance of swinging to children?

**Learning Resources:**

- Creative Arts Curriculum Design PP2 Field

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin the lesson by reviewing the previous lesson's main points related to movement and play.

- Guide learners to read selected content from the learning resources, encouraging discussion about swinging and stretching, and how they contribute to health and fun.

**Lesson Development (20 minutes)**

**Step 1:** Discussion of Activities

- Introduce what swinging and stretching mean.

- Ask students to share if they have ever swung on a swing or stretched their arms and legs during play.

- Help them differentiate between swinging (back and forth motion) and stretching (elongating body parts).

**Step 2**: Swinging Demonstration

- Demonstrate how to swing safely on a swing—showing proper form, starting, and stopping.

- Allow a few students to practice swinging while observing safety rules.

**Step 3:** Stretching Exercises

- Engage the learners in a series of simple stretching exercises (like reaching for the sky, touching their toes).

- Encourage them to notice how their bodies feel while stretching.

**Step 4:** Singing Game Integration

- Lead the class in a fun singing game that incorporates swinging and stretching movements.

- An example could be "The Swing Song", where they sway side to side while singing, along with occasional stretches in between verses.

**Conclusion (5 minutes)**

- Summarize the key points: what swinging and stretching are, their importance, and how fun activities can be integrated into movement.

- Conduct a brief interactive activity like a "stretch and swing freeze" game where students freeze when the music stops.

- Preview the next session by hinting at exploring more physical activities and why they are essential for children's development.

**Extended Activities:**

- Create a Swing and Stretch Journal: Learners can draw their favorite swinging or stretching activities they did at home or school.

- Host a Swinging and Stretching Day: Invite parents or guardians to join in a fun session where children can demonstrate what they've learned about swinging and stretching.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 3**

**Strand:** Our School

**Sub Strand:** Swinging and Stretching

**Specific Learning Outcomes:**

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

- Differentiate swinging and stretching activities.

- Perform a singing game while swinging and stretching for fun.

- Appreciate swinging and stretching activities.

**Key Inquiry Question(s):**

- What is the importance of stretching to our health?

**Learning Resources:**

- Creative arts curriculum design PP2 field

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson related to physical activities in the school.

- Encourage learners to share what they remember about swinging and stretching.

- Introduce today’s focus: understanding swinging and stretching, and their benefits for health.

**Lesson Development (20 minutes)**

**Step 1:** Understanding Swinging and Stretching

- Explain the definitions of swinging (movement back and forth) and stretching (lengthening muscles).

- Show examples of how these activities look (e.g., swinging on a swing, doing simple stretches).

- Ask students to give real-life examples of each activity and discuss their thoughts.

**Step 2:** Demonstrating Activities

- Conduct a short demonstration of different swinging and stretching movements.

- Invite students to participate by trying out basic stretching exercises (like reaching for the sky or touching toes) and gentle swinging movements.

- Emphasize the importance of moving safely and paying attention to their body.

**Step 3:** Singing Game While Swinging

- Introduce a simple singing game that can be done while swinging, such as “Swing, Swing, Swing.”

- Teach the lyrics and movements involved in the game. Ensure it's fun and interactive, promoting participation from all students.

**Step 4:** Discussing Health Benefits

- Transition into a discussion on the importance of stretching for our overall health.

- Ask open-ended questions like: “How do you feel after stretching?” and “Why do you think stretching is important?”

- Reinforce the concept that stretching can help prevent injuries, improve flexibility, and make us feel good.

**Conclusion (5 minutes)**

- Summarize by highlighting the key points: the definitions of swinging and stretching, the health benefits of stretching, and the fun we had with the singing game.

- Conduct a quick interactive activity, such as a "Stretching Circle," where each student shares their favorite stretch.

- Provide a preview of what they will learn next session about other physical activities in the school or games associated with movement.

**Extended Activities:**

- Home Activity: Have students practice a specific stretch at home and share how it felt when they return to class.

- Art Project: Create a “Swinging and Stretching” poster where students draw a picture of themselves doing their favorite swinging or stretching activity.

- Storytime: Read a short story that incorporates themes of movement and exercise, followed by a discussion on what they learned about swinging and stretching.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 4**

**Strand:** Our School

**Sub Strand:** Swinging and Stretching

**Specific Learning Outcomes:**

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

- Differentiate between swinging and stretching activities.

- Perform a singing game while swinging and stretching for fun.

- Appreciate swinging and stretching activities.

**Key Inquiry Question:**

- Apart from swings, which other apparatus can we use to swing?

**Learning Resources:**

- Creative arts curriculum design

- PP2 field hula hoops

**Organisation of Learning**

**Introduction (5 minutes)**

- Review the previous lesson by asking learners to recall what they learned about different physical activities.

- Guide learners to read and discuss relevant sections from the learning resources, specifically focusing on the definitions of swinging and stretching.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Swinging and Stretching

- Introduce the concepts of swinging and stretching. Use visuals or videos if available.

- Ask questions to help the learners differentiate between the two activities. For example: “What do you feel when you swing? How does stretching make your body feel?”

**Step 2:** Exploring Swinging Activities

- Lead a discussion on various apparatus that we can use to swing, apart from swings (e.g., ropes, hula hoops).

- Organize a small activity where learners can use hula hoops to practice swinging motions while discussing how it feels.

**Step 3:** Practicing Stretching Activities

- Demonstrate some basic stretching exercises and explain their importance for flexibility and warming up the body.

- Encourage each learner to perform the stretches alongside you, emphasizing correct form.

**Step 4:** Singing Game While Swinging and Stretching

- Introduce a simple singing game that incorporates swinging and stretching movements.

- Engage the entire class in performing the game, allowing them to implement swinging and stretching in a fun context.

**Conclusion (5 minutes)**

- Summarize the key points about swinging and stretching, reiterating the differences and the importance of these activities.

- Conduct an interactive activity like a short quiz or a fun movement game using swinging and stretching to reinforce what they learned.

- Prepare learners for the next session by suggesting they think about other activities they can do with different equipment or apparatus.

**Extended Activities:**

- Hula Hoop Challenge: Set up a station with hula hoops where students can practice their swinging skills. Encourage them to create a fun routine that includes swing and stretch movements.

- Create a Stretching Chart: Ask students to draw or find pictures of different stretches and create a class chart that showcases them. This will help them remember the exercises and can be displayed in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 5**

**Strand:** Our School

**Sub Strand:** Body Percussions

**Specific Learning Outcomes:**

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

- Identify parts of the body that can be used as percussion in the performance of music in school.

- Colour drawn pictures of body parts used as body percussions.

- Appreciate own and others' efforts in body percussion.

**Key Inquiry Question(s):**

- Name parts of the body that can be used as body percussions?

**Learning Resources:**

- Creative Arts Curriculum Design PP2 Pictures

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson, asking students to recall what they learned about music.

- Introduce the concept of body percussion by discussing how we can use different parts of our body to create sounds. Encourage students to share any experiences they have had with making music using their bodies.

**Lesson Development (20 minutes)**

**Step 1:** Understanding Body Parts

- Display pictures of different body parts (e.g., hands, knees, feet) and ask students to identify each one.

- Discuss how each part can create different sounds (e.g., clapping with hands, tapping knees).

**Step 2:** Identifying Body Percussion Sounds

- Demonstrate various body percussion sounds and encourage students to imitate (e.g., clap hands, snap fingers, stomp feet).

- Ask students to name the sounds produced by different body parts as they perform along with you.

**Step 3:** Colouring Activity

- Distribute the drawn pictures of body parts (hands, feet, knees).

- Instruct students to colour these pictures while discussing which sounds they can create with each body part.

- Allow students to share their completed colouring with the class, reinforcing the concept.

**Step 4:** Group Collaboration

- Divide students into small groups and assign each group a different body percussion sound (e.g., clapping, snapping, stomping).

- Allow groups to practice their sounds together and then perform their unique body percussion sequence for the class.

**Conclusion (5 minutes)**

- Summarize the key points of the lesson, highlighting the different body parts used for percussion and the sounds they can create.

- Conduct a brief interactive activity, such as a body percussion call-and-response game, to reinforce the concepts discussed.

- Preview upcoming topics, such as exploring instruments or rhythmic patterns, and encourage students to think about what they enjoy in music.

**Extended Activities**

- Create a "Body Percussion Band" where students take turns leading a group performance of body percussion rhythms.

- Have students keep a "Body Percussion Journal," where they can draw pictures and write about their experiences with body percussion at home or in school.

- Invite students to explore and share traditional body percussion rhythms from their cultural backgrounds.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 6**

**Strand:** Our School

**Sub Strand:** Body Percussions

**Specific Learning Outcomes:**

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

- Identify parts of the body that can be used as percussion in the performance of music in school.

- Colour drawn pictures of parts of the body used for body percussion.

- Appreciate own and others' efforts in body percussion.

**Key Inquiry Question(s):**

- How can we use parts of our body to create musical rhythms?

**Learning Resources:**

- Creative arts curriculum design PP2

**Organisation of Learning:**

**Introduction (5 minutes)**

1. Begin with a brief review of the previous lesson by asking students to share what they remember about body percussion.

2. Read and discuss relevant content from the learning resources. Emphasize key concepts such as "body percussion" and its uses in music and performance.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Body Percussion

- Introduce various body parts that can be used for percussion, such as hands (clapping), feet (stomping), and fingers (snapping).

- Engage students in a simple clapping and foot-stomping rhythm to demonstrate how these actions can create music.

**Step 2:** Identifying Body Parts for Percussion

- Hand out drawn pictures of a human body outline to each student.

- Ask students to identify and label parts of the body they can use for percussion on their pictures (e.g., clapping hands, stomping feet).

- Encourage sharing of ideas with a partner or small group.

**Step 3:** Colouring Activity

- Provide colored pencils/crayons and let students color the drawn images, focusing on the areas they marked as percussion.

- Encourage creativity in their colouring while discussing different rhythms they can create with those body parts.

**Step 4:** Rhythm Performance

- Invite students to stand and perform a simple body percussion sequence, combining claps, stomps, and snaps.

- Encourage them to listen to each other and appreciate their classmates’ contributions.

**Conclusion (5 minutes)**

1. Summarize the key points of the lesson, reinforcing what body percussion is and the specific body parts used.

2. Conduct a brief interactive activity, such as a call-and-response rhythm exercise, where the teacher claps a rhythm and the students echo it.

3. Prepare students for the next session by previewing the upcoming topic on creating rhythms in pairs or groups.

**Extended Activities:**

- Rhythm Exploration: Encourage students to create their own body percussion rhythms at home and perform them in the next class.

- Body Percussion Show: Plan a body percussion show where students can showcase their learned rhythms in small groups, allowing for peer feedback and appreciation.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 7**

**Strand:** Our School

**Sub Strand:** Body Percussions

**Specific Learning Outcomes:**

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

- Identify parts of the body that can be used as percussion in the performance of music.

- Colour drawn pictures of parts of the body used as body percussion.

- Appreciate own and others' efforts in body percussion.

**Key Inquiry Question(s):**

- What is body percussion?

**Learning Resources:**

- Creative Arts Curriculum Design PP2 Chart

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson on music and rhythm.

- Ask students to share their prior knowledge about body percussion.

- Introduce the key inquiry question: "What is body percussion?" and guide learners to read relevant content from the learning resources, focusing on understanding what body percussion is.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Body Percussion

- Explain what body percussion is, highlighting examples such as clapping, snapping fingers, or stomping feet.

- Show a simple demonstration of body percussion rhythms using different parts of the body.

**Step 2:** Identify and Draw

- Distribute worksheets with outlined drawings of a person.

- Instruct students to identify and label parts of the body they can use for percussion (e.g., hands, feet, chest).

- Have students colour the parts they chose to use in music performances.

**Step 3:** Practice Body Percussion

- Lead the class in a simple activity where they practice body percussion as a group.

- Encourage them to create a short rhythm using the parts they coloured on their worksheets (e.g., clap, stomp, slap).

**Step 4:** Appreciate Efforts

- Gather students to sit in a circle.

- Encourage students to share their drawings and demonstrate their rhythms.

- Facilitate a discussion about how everyone's contributions add to the overall performance and enjoyment of body percussion.

**Conclusion (5 minutes)**

- Summarize key points learned about body percussion and the parts of the body that can be used.

- Conduct a brief interactive clapping game where students repeat rhythms back to the teacher.

- Preview the next session by introducing the concept of creating a class body percussion performance.

**Extended Activities:**

- Create a Body Percussion Video: Have students work in small groups to create their own body percussion rhythm. They could record a short video of their performance to share with the class.

- Body Percussion Collage: Students can create a collage using pictures of various body parts and instruments to represent the sounds they can make with each.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** Our School

**Sub Strand:** Body Percussions

**Specific Learning Outcomes:**

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

- Identify rhythm patterns

- Perform rhythm patterns when singing in school

- Appreciate own and others' efforts in body percussion

**Key Inquiry Question:**

- How can clapping make a rhythm?

**Learning Resources:**

- Creative arts curriculum design pp2hands

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the last lesson focusing on body percussion.

- Ask students about their experiences with rhythm since the last class.

- Introduce the key inquiry question: "How can clapping make a rhythm?"

- Encourage students to share their thoughts.

**Lesson Development (20 minutes):**

**Step 1:** Identify Rhythm Patterns

- Introduce the concept of rhythm by demonstrating simple clapping patterns (e.g., clap-clap, clap-clap-clap).

- Ask students to listen and watch carefully.

- Then, have students repeat the patterns after you. Prompt them to think about what makes a pattern a 'rhythm'.

**Step 2:** Create Your Own Rhythm

- In pairs, have students come up with their own 4-beat clapping rhythm.

- Give a few minutes for this creative process.

- Invite pairs to perform their rhythms to the class, encouraging applause after each performance to appreciate effort.

**Step 3:** Perform Rhythm Patterns While Singing

- Choose a simple song that students are familiar with (e.g., "If You're Happy and You Know It").

- Teach students how to incorporate clapping as part of the song using the rhythm they discovered earlier.

- Sing and clap together as a class, focusing on maintaining the rhythm.

**Step 4:** Reflect on Efforts

- Discuss the performances by asking what they enjoyed and what they learned from each other.

- Encourage students to share how they felt about their own rhythm patterns and those of their peers.

**Conclusion (5 minutes):**

- Summarize the key points learned about rhythm patterns and body percussion.

- Ask the students to claps in unison a simple rhythm as a review.

- Preview the next lesson, hinting at learning about rhythms from different cultures and showing interest in expanding their knowledge of percussion.

**Extended Activities:**

- \*Home Rhythm Journal:\* Encourage learners to create a journal where they can write down rhythms they hear at home or create new patterns to share during the next class.

- \*Rhythm Story Time:\* Ask students to create a short story and identify places within the story where they can integrate clapping or body percussion rhythms. They can share their story with the class next time using rhythm.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** Our School

**Sub Strand:** Body Percussions

**Specific Learning Outcomes:**

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

- Identify rhythm patterns

- Perform rhythm patterns when singing in school

- Appreciate own and others' efforts in body percussion

**Key Inquiry Question:**

- How can clapping make a rhythm?

**Learning Resources:**

- Creative arts curriculum design pp2hands

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the last lesson focusing on body percussion.

- Ask students about their experiences with rhythm since the last class.

- Introduce the key inquiry question: "How can clapping make a rhythm?"

- Encourage students to share their thoughts.

**Lesson Development (20 minutes):**

**Step 1:** Identify Rhythm Patterns

- Introduce the concept of rhythm by demonstrating simple clapping patterns (e.g., clap-clap, clap-clap-clap).

- Ask students to listen and watch carefully.

- Then, have students repeat the patterns after you. Prompt them to think about what makes a pattern a 'rhythm'.

**Step 2:** Create Your Own Rhythm

- In pairs, have students come up with their own 4-beat clapping rhythm.

- Give a few minutes for this creative process.

- Invite pairs to perform their rhythms to the class, encouraging applause after each performance to appreciate effort.

**Step 3:** Perform Rhythm Patterns While Singing

- Choose a simple song that students are familiar with (e.g., "If You're Happy and You Know It").

- Teach students how to incorporate clapping as part of the song using the rhythm they discovered earlier.

- Sing and clap together as a class, focusing on maintaining the rhythm.

**Step 4:** Reflect on Efforts

- Discuss the performances by asking what they enjoyed and what they learned from each other.

- Encourage students to share how they felt about their own rhythm patterns and those of their peers.

**Conclusion (5 minutes):**

- Summarize the key points learned about rhythm patterns and body percussion.

- Ask the students to claps in unison a simple rhythm as a review.

- Preview the next lesson, hinting at learning about rhythms from different cultures and showing interest in expanding their knowledge of percussion.

**Extended Activities:**

- \*Home Rhythm Journal:\* Encourage learners to create a journal where they can write down rhythms they hear at home or create new patterns to share during the next class.

- \*Rhythm Story Time:\* Ask students to create a short story and identify places within the story where they can integrate clapping or body percussion rhythms. They can share their story with the class next time using rhythm.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 3**

**Strand:** Our School

**Sub Strand:** Body Percussions

**Specific Learning Outcomes:**

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

- Identify parts of the body that can be used as percussion in the performance of music.

- Watch video clips of performances using body percussion.

- Appreciate own and others' efforts in body percussion.

**Key Inquiry Question(s):**

- Which parts of the body can be used as body percussions?

**Learning Resources:**

- Creative arts curriculum design PP2 digital devices (tablets or computers for video access)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson by asking students to share what they remember about music and rhythm.

- Discuss the importance of rhythm in music and introduce the concept of body percussion.

- Guide learners to read or explore relevant content from the learning resources, encouraging discussion about what they expect to learn today.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Body Percussion

- Briefly explain what body percussion is: making music using different parts of the body.

- Ask students to name different parts of their body they think can make sounds (e.g., clapping hands, stomping feet).

- Write their responses on the board to visualize the body parts used for percussion.

**Step 2:** Watching Video Clips

- Introduce and play a short video clip that showcases a variety of body percussion performances.

- Ask students to pay attention to how each part of the body is used to create different sounds.

- After the video, have a quick discussion about what they saw. Prompt them with questions like "What parts of the body did you notice?" and "How did the performers create rhythm?"

**Step 3:** Experimenting with Body Percussion

- Have the students practice some simple body percussion patterns (e.g., clapping hands, stomping feet, tapping knees).

- Guide them through a basic rhythm and encourage them to follow along.

- Allow them to explore creating their own simple patterns in pairs or small groups.

**Step 4:** Presentation & Appreciation

- Invite a few volunteers to share their body percussion patterns with the class.

- After each presentation, encourage classmates to give positive feedback and appreciation for the effort displayed. Remind students that learning is about trying new things together.

**Conclusion (5 minutes)**

- Summarize key points about body parts used for percussion and the importance of rhythm in music.

- Conduct a brief interactive clapping exercise that reinforces the main concepts.

- Preview the next session by mentioning they will explore how to create rhythms using everyday objects as instruments.

**Extended Activities:**

1. At-Home Body Percussion Challenge: Have students create a body percussion routine using at least three different body parts and share it with their family members.

2. Create a Body Percussion Group: Invite students to form small groups, create their own rhythm compositions, and perform them for the class in the next session.

3. Art Integration: Encourage students to draw a self-portrait depicting them performing body percussion, labeling the body parts they used.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 4**

**Strand**: Our School

**Sub Strand:** Body Percussions

**Specific Learning Outcomes:**

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

- Identify parts of the body that can be used as percussion in performance of music.

- Watch video clips of performances using body percussion.

- Appreciate own and others' efforts in body percussion.

**Key Inquiry Question(s):**

- How can our feet make a rhythm?

**Learning Resources:**

- Creative arts curriculum design PP2

- Digital devices (tablets or computers) for watching videos

**Organisation of Learning**

**Introduction (5 minutes)**

- Begin with a brief review of the previous lesson on music and rhythm.

- Engage students in a discussion about sounds they can make with their bodies, leading to an introduction of the concept of body percussion.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Body Percussion

- Explain what body percussion is and give examples (clapping hands, stomping feet, patting legs).

- Show a short video clip that demonstrates different types of body percussion.

**Step 2:** Identifying Body Parts

- As a class, brainstorm and identify parts of the body that can be used to create rhythms.

- Write down responses on a chart (hands, feet, chest, etc.).

- Allow students to discuss their ideas in pairs and then share with the class.

**Step 3:** Practicing Body Percussion

- Lead students in a simple body percussion exercise, such as a clapping pattern or a stomping rhythm.

- Encourage students to follow along and try creating their own patterns.

**Step 4:** Watching and Creating

- Watch a second video clip of a group performing body percussion.

- After the video, invite students to create their own short body percussion piece in small groups. Give them 3-5 minutes to practice before sharing with the class.

**Conclusion (5 minutes)**

- Summarize the key points discussed: types of body percussion, parts of the body used, and the idea of rhythm.

- Lead an interactive clapping game to reinforce the concept of rhythm and how different body parts can create sound.

- Preview the next session: Discuss what they might want to learn about next regarding music or rhythm.

**Extended Activities:**

- Activity 1: Encourage students to create a "Body Percussion Diary" where they can write down different rhythms they invent at home or at school using their body.

- Activity 2: Organize a "Body Percussion Showcase" day where students can perform their rhythms in front of their classmates.

- Activity 3: Explore rhythms from different cultures and discuss the use of body percussion in those cultures, encouraging students to learn about diversity in music.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 5**

**Strand:** Our School

**Sub Strand:** Body Percussions

**Specific Learning Outcomes:**

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

- Identify rhythm patterns

- Practice singing while clapping, stomping, and snapping

- Appreciate own and others' efforts in body percussion

**Key Inquiry Question(s):**

- How can our hands make a rhythm?

**Learning Resources:**

- Creative arts curriculum design

- PP2 digital devices (tables, tablets for music apps)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on basic rhythms using body movements.

- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding rhythm and body percussion.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Rhythm Patterns

- Define rhythm and ask students to share examples of rhythms they know (e.g., claps, snaps).

- Use digital devices to demonstrate simple rhythm patterns through musical apps or videos.

**Step 2:** Clapping Demonstration

- Teacher claps a simple rhythm pattern.

- Students repeat the pattern by clapping along.

- Encourage students to experiment with different volumes (soft/loud).

**Step 3:** Incorporating Stomping and Snapping

- Introduce stomping and snapping as percussion techniques.

- Divide the class into small groups: one group claps, another stomps, and the last snaps.

- Explore combining these actions into a simple rhythm sequence together.

**Step 4:** Group Performance

- Together, perform a rhythm routine that incorporates clapping, stomping, and snapping.

- Each group takes turns leading the rhythm while the others follow, appreciating each group's contribution.

**Conclusion (5 minutes)**

- Summarize key points: rhythms can be made with our bodies, and we can appreciate what everyone adds to the music.

- Conduct a brief interactive activity: each student adds their own rhythm to the group performance.

- Prepare for the next session by introducing the idea of rhythms in nature and how we can explore them.

**Extended Activities:**

- Rhythm Relay: Have students create a short rhythm using clapping, stomping, and snapping, then present it to the class.

- Nature Sounds: Encourage students to go outside and listen for rhythmic sounds (like leaves rustling or birds chirping) and come back to share what they found.

- Music and Movement: Have students find a favorite song to clap or stomp along to, and practice this at home, ready to share with the class.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 6**

**Strand:** Our School

**Sub Strand:** Body Percussions

**Specific Learning Outcomes:**

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

- Identify rhythm patterns.

- Practice singing while clapping, stomping, and snapping.

- Appreciate own and others' efforts in body percussion.

**Key Inquiry Question:**

- What is the importance of rhythm patterns?

**Learning Resources:**

- Creative Arts Curriculum Design PP2

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin by briefly reviewing what students learned in the previous lesson about rhythm and body percussion.

- Ask students to share any new experiences they had related to rhythm.

- Introduce the importance of rhythm in music and daily life, guiding them to read and discuss relevant content from the learning resource.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Rhythm Patterns

- Introduce various simple rhythm patterns using visuals or clapping examples.

- Have students echo these patterns in response, encouraging them to listen closely and repeat accurately.

**Step 2:** Practicing Body Percussion

- Teach students how to combine singing with body percussion. Start by having them sing a simple song while clapping their hands.

- Next, introduce additional percussive actions like stomping feet and snapping fingers. Provide demonstrations for the actions.

**Step 3:** Group Activity

- Divide students into small groups and assign each group a rhythm pattern to practice. Ask them to incorporate singing and body percussion together.

- Encourage creativity; groups can also create their own rhythm patterns to share!

**Step 4**: Performance and Appreciation

- Have each group perform their piece for the class.

- After each performance, facilitate a discussion where students provide positive feedback and appreciate each other's efforts.

**Conclusion (5 minutes)**

- Summarize key points about rhythm patterns and the value of body percussion.

- Conduct a brief interactive activity, such as a clapping circle where students create a rhythm together.

- Prepare the students for the next session by posing questions such as “How can we use body percussion in different types of music?”

**Extended Activities:**

- Encourage students to create a rhythm journal where they can note down new patterns they discover at home or in their environment.

- Assign a creative project where students can design their own body percussion game to play with family or friends, which they can present in the following lesson.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 7**

**Strand:** Our School

**Sub Strand:** Body Percussions

**Specific Learning Outcomes:**

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

- Mention parts of the body that can be used as percussions.

- Perform movements using rhythmic patterns of body percussions.

- Appreciate own and others' efforts in body percussion.

**Key Inquiry Question:**

- What is the importance of rhythm patterns?

**Learning Resources:**

- Creative Arts Curriculum Design PP2

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin the lesson by reviewing the previous lesson on body parts and rhythms.

- Ask students simple questions: "Can anyone remember what we learned about rhythm?"

- Guide learners to read and discuss relevant content from the learning resources, focusing on the concepts of rhythm and body percussions.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Body Percussion

- Show images or demonstrate body parts used in percussion (e.g., clapping hands, stomping feet).

- Prompt students to identify these parts and discuss how they can create sounds.

**Step 2:** Exploring Rhythm Patterns

- Teach a simple rhythm pattern using body percussion (e.g., clap, stomp, clap).

- Break it down into sections and practice each section repeatedly until the class can keep the rhythm.

**Step 3:** Group Rhythm Activity

- Divide students into small groups. Each group will create their own simple rhythm pattern using different body parts.

- Allow each group time to practice and encourage creativity.

**Step 4:** Performance and Appreciation

- Have each group perform their rhythm patterns in front of the class.

- Encourage all students to appreciate each other's efforts by clapping or using positive words.

**Conclusion (5 minutes)**

- Summarize the key points covered: types of body parts used, examples of rhythm patterns, and the importance of appreciating effort.

- Conduct a brief interactive activity like a clapping circle where students have to repeat the rhythm of their classmate.

- Prepare learners for the next session by introducing upcoming topics or questions such as: “Next time, we’ll learn how rhythm can be found in nature! What rhythms can you hear outside?”

**Extended Activities:**

- Rhythm Hunt: Ask students to go home and listen for rhythms in their environment (like footsteps, rain on the roof) and share their findings in the next class.

- Body Percussion Journal: Encourage learners to keep a journal where they can record different rhythms they create or hear throughout the week.

- Family Performance Night: Invite students to perform their favorite body percussion patterns at home with family and share their experiences the following lesson.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 1**

**Strand:** Our Market

**Sub Strand:** Colouring

**Specific Learning Outcomes:**

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

- Identify colours of items or objects found in the market

- Collect and name materials used for colouring

- Appreciate own and others' coloured pictures of objects found in the market

**Key Inquiry Question(s):**

- Which materials are used for colouring?

**Learning Resources:**

- Creative arts curriculum design PP2

- Colour wheel

- Various colouring materials (crayons, markers, pencils)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a quick recap of the previous lesson on objects in the market. Ask students to name some objects they saw.

- Introduce the colour wheel and discuss primary and secondary colours. Highlight how different items in the market can have various colours.

**Lesson Development (20 minutes)**

**Step 1:** Explore Market Colours

- Show pictures of different market items (fruits, vegetables, etc.) and ask students to identify the colours.

- Encourage students to describe the colours they see and relate them to similar items they might have at home.

**Step 2:** Collect Colouring Materials

- Instruct students to gather various colouring materials available in the classroom (crayons, markers, etc.).

- Discuss different types of colouring materials and their characteristics (e.g., "What do we use to colour?").

**Step 3:** Colouring Activity

- Provide students with a simple outline drawing of a market scene.

- Ask students to colour the picture using the materials they've collected. Encourage students to use a variety of colours and be creative.

**Step 4:** Appreciate Each Other's Work

- Once everyone has finished colouring, arrange the students in small groups to share their pictures.

- Encourage them to compliment one another and discuss what colours and materials they used.

**Conclusion (5 minutes)**

- Summarize key points: the different colours found in the market, the materials used for colouring, and the importance of appreciating our work and others'.

- Conduct a brief interactive activity—perhaps a "What colour am I thinking of?" game where you describe an object, and students shout out the colour.

- Prepare learners for the next session by saying they will explore shapes and patterns in the market.

**Extended Activities:**

- Encourage students to create a "Market Colour Book" where they can draw different market items at home, label the colours, and bring them to share in class.

- Set up a "Colour Hunt" activity in the schoolyard or nearby area where students find natural objects of various colours and collect how many different colours they can find.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 2**

**Strand:** Our Market

**Sub Strand:** Colouring

**Specific Learning Outcomes:**

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

- Identify colours of items or objects found in the market

- Collect and name materials used for colouring

- Appreciate own and others' coloured pictures of objects found in the market

**Key Inquiry Question(s):**

- Which colour do ripe bananas have?

**Learning Resources:**

- Creative Arts Curriculum Design PP2, Colour Wheel

**Organisation of Learning:**

**Introduction (5 minutes)**

- Begin with a quick review of the previous lesson about different objects found in a market.

- Display the colour wheel and guide learners to read and discuss it. Emphasize recognizing different colours and how they relate to market items, leading into the day's key inquiry question.

**Lesson Development (20 minutes)**

**Step 1:** Identifying Market Colours

- Show images or real examples of market items, such as fruits and vegetables (e.g., bananas, apples, carrots).

- Ask students to name the colours of these items. For example, prompt them with, “What colour are ripe bananas?”

**Step 2:** Collecting Colouring Materials

- Provide various art supplies (crayons, markers, paints).

- Guide the learners to collect these materials and discuss which colours they will use to colour their market objects in the next step.

**Step 3:** Colouring Activity

- Have students draw and colour their favourite market item using the materials collected earlier.

- Encourage creativity and the use of multiple colours.

**Step 4:** Sharing and Appreciation

- Allow students to showcase their coloured pictures to the class.

- Facilitate a discussion where students express what they have created and the colours they chose, appreciating each other's work.

**Conclusion (5 minutes)**

- Summarize the key points discussed:

- The colours of various market items.

- Materials used for colouring.

- The importance of appreciating art.

- Conduct a brief interactive activity by asking students to guess the colours of different items you describe ("What colour is a ripe tomato?").

- Prepare learners for the next session by hinting at the topic of “Market Shapes” and encouraging them to think about the shapes of different objects they might see in the market.

**Extended Activities:**

- Colour Hunt: Organize an outdoor activity where learners identify and collect natural objects of different colours (e.g., leaves, flowers, rocks), then categorise them based on colour.

- Market Day Role Play: Set up a pretend market where students can role-play as buyers and sellers, using different objects while naming their colours.

- Story Time: Read a story that features a market, prompting discussions about the colours of the items featured in the story, encouraging them to join in the discussions about the images.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 3**

**Strand:** Our Market

**Sub Strand:** Colouring

**Specific Learning Outcomes:**

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

- Name materials used for colouring

- Colour drawn pictures of items or objects found in the market

- Appreciate own and others' coloured pictures of objects found in the market

**Key Inquiry Question(s):**

- Which materials are used for colouring?

**Learning Resources:**

- Creative Arts Curriculum Design pp2 (crayons chart)

**Organisation of Learning:**

**Introduction (5 minutes)**

- Welcome the students and review the main concepts from the previous lesson about items found in the market.

- Ask students to name some things they might see at the market to activate prior knowledge.

- Introduce the key inquiry question: “Which materials do we use for colouring?”

- Show the crayons chart and discuss various colouring materials (crayons, markers, coloured pencils).

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Colouring Materials

- Present the colouring materials from the crayons chart.

- Display examples of each material and explain how they can be used. Invite students to touch and feel the materials.

**Step 2:** Exploring Market Items

- Show pictures of common items found in the market (fruits, vegetables, toys, etc.).

- Allow students to choose their favorite market items to draw.

- Encourage students to think about how they will use the colouring materials to bring these items to life.

**Step 3:** Colouring Activity

- Distribute paper and colouring materials (crayons/markers).

- Have students draw and colour their selected market items. Encourage creativity and experimentation with colours.

**Step 4:** Sharing and Appreciating

- Invite students to display their drawings around the room.

- Facilitate a brief appreciation session where students can share their drawings and mention what materials they used.

**Conclusion (5 minutes)**

- Summarize the key points: the materials used for colouring and the importance of appreciating each other’s work.

- Conduct a brief interactive activity where students match items from the market to their drawings.

- Introduce the next session's topic, which will involve discussing other roles in the market and more about shopping.

**Extended Activities:**

- Market Field Trip: If feasible, plan a short field trip to a local market where students can observe real-life items and practice identifying them.

- Colouring Book Creation: Guide students to compile their coloured drawings into a classroom colouring book about market items, which can be shared with others.

- Storytelling: Encourage students to create a short story about their favourite market item, incorporating illustrating and detailing their use of colours.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP2** | **CREATIVE ACTIVITIES** |  |  |  |

**WEEK 11: LESSON 4**

**Strand:** Our Market

**Sub Strand:** Colouring

**Specific Learning Outcomes:**

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

- Name materials used for colouring.

- Colour drawn pictures of items or objects found in the market.

- Appreciate own and others' coloured pictures of objects found in the market.

**Key Inquiry Question(s):**

- Why do we apply colour on materials?

**Learning Resources:**

- Creative Arts Curriculum Design PP2

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on market items and colours.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts of the market and its items.

**Lesson Development (20 minutes)**

**- Step 1:** Naming Materials

- Introduce various colouring materials (crayons, markers, coloured pencils, etc.).

- Show samples of each material and ask students to name them.

- Encourage students to share which materials they prefer and why.

**- Step 2:** Drawing Market Items

- Distribute blank sheets of paper.

- Instruct learners to draw at least two items they would find in a market (e.g. fruits, vegetables, or toys).

- Circulate the class and provide support as needed.

**- Step 3:** Colouring the Drawings

- Guide pupils to choose colouring materials and start colouring their drawings.

- Remind them to think about the appropriate colours for each item (like red for apples, green for cucumbers, etc.).

**- Step 4:** Sharing and Appreciation

- Have students share their coloured pictures with the class.

- Encourage them to appreciate each other's work by saying something they like about a peer’s drawing or choice of colours.

**Conclusion (5 minutes)**

- Summarize key points about materials used for colouring, the importance of colour in making things visually appealing, and how these relate to items found in a market.

- Conduct a brief interactive activity: Have a "colouring gallery" where students walk around and positively comment on each other's work.

- Preview the next session by introducing the idea of combining materials to create new effects in art.

**Extended Activities:**

- Market Art Walk: Plan a field trip to a local market where learners can observe items first-hand and practice note-taking on colour and shapes observed.

- Colour Mixing Experiment: Provide primary colours (red, blue, yellow) and let students experiment with mixing them to create secondary colours. This could be completed at home or as a fun class activity.

- Storytime Creation: Ask students to create a short story about a day in the market using their drawings as illustrations and narrating the importance of colours in their story.

**Teacher Self-Evaluation:**

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|  | **PP2** | **CREATIVE ACTIVITIES** |  |  |  |

**WEEK 11: LESSON 5**

**Strand:** Our Market

**Sub-Strand:** Colouring

**Specific Learning Outcomes:**

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

- Name materials used for colouring.

- Colour drawn pictures of items or objects found in the market.

- Appreciate own and others' coloured pictures of objects found in the market.

**Key Inquiry Question:**

- What is the importance of colouring to children?

**Learning Resources:**

- Creative arts curriculum design PP2 picture cutouts.

- Various colouring materials (crayons, markers, coloured pencils)

- Examples of market items (images or real objects)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Greet learners and review the previous lesson about items found in the market.

- Ask students to share one item they remember from the market.

- Introduce the key inquiry question about the importance of colouring and how it helps in learning and creativity.

**Lesson Development (20 minutes):**

**Step 1:** Identify Colouring Materials

- Show students different colouring materials (crayons, markers, etc.).

- Discuss and name each material as a class.

- Encourage students to touch and hold the materials to gain a better understanding.

**Step 2:** Look at Market Item Cutouts

- Distribute picture cutouts of market items (fruits, vegetables, etc.) to each student.

- Guide students to discuss what items they see and their colors.

- Ask students to select one item they would like to colour.

**Step 3:** Colouring Activity

- Provide students with colouring materials.

- Instruct them to start colouring their chosen market item.

- Encourage them to be creative and use different colours.

**Step 4:** Sharing and Appreciation

- Have students share their coloured pictures with the class.

- Prompt them to talk about the colours they used and why they chose them.

- Foster an appreciation for each other's work and encourage positive feedback.

**Conclusion (5 minutes):**

- Summarize key points: materials used, colouring objects in the market, and appreciation of work.

- Engage students in a brief interactive activity where they can name their favourite item they coloured and share it with a partner.

- Preview the next session, hinting at introducing more about market items and their importance.

**Extended Activities:**

- Create a ‘Market Colouring Book’ where students can draw and colour additional items found in a market.

- Set up a mini market in the classroom and have students draw and then colour their favourite market item.

- Encourage students to bring in pictures or items from home to share and colour in class.

**Teacher Self-Evaluation:**

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|  | **PP2** | **CREATIVE ACTIVITIES** |  |  |  |

**WEEK 11: LESSON 6**

**Strand:** Our Market

**Sub Strand:** Colouring

**Specific Learning Outcomes:**

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

- Mention items or objects found in the market.

- Watch video clips showing colours of common items or objects found in the market.

- Appreciate own and others' coloured pictures of objects found in the market.

**Key Inquiry Question(s):**

- Why do people go to the market?

**Learning Resources:**

- Creative Arts Curriculum Design PP2

- Digital devices

- Fruits and vegetables

**Organisation of Learning**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson by asking students to share what they learned about markets.

- Present the key inquiry question: "Why do people go to the market?" Encourage brief responses from students, allowing them to connect their thoughts to the day's lesson.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Market Items

- Guide students in a group activity where they name and discuss various items and objects typically found in the market (e.g., fruits, vegetables, fish).

- Use picture cards to illustrate these items, promoting visual recognition and vocabulary development.

**Step 2:** Watching Video Clips

- Show selected video clips depicting a market scene highlighting the colours of different items (e.g., colourful fruits and vegetables).

- After watching, ask students to share what they saw and which colours stood out to them.

**Step 3:** Colouring Activity

- Provide students with outlines of market items (e.g., apples, bananas, carrots) to colour in.

- Encourage them to use bright colours and to think about how they would like to arrange the items in a market.

**Step 4:** Sharing and Appreciation

- Allow students to share their coloured pictures with classmates.

- Promote a discussion about their favourite colours and items, encouraging positive feedback among peers.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson about market items and their colours.

- Conduct a quick interactive activity where students can choose their favourite market item and share why they like it, reinforcing the connection to the market.

- Preview the next class topic: “Exploring Market Prices” and encourage students to think about what items they would like to "buy" in future lessons.

**Extended Activities:**

- Market Scavenger Hunt: Create a simple scavenger hunt worksheet for students to draw or write down items they would expect to find in a market during a field trip or local market visit.

- Art Gallery: Organize a mini art gallery where students can display their coloured market pictures, allowing families to view their work and celebrate creativity.

- Story Time: Provide students with a story about a trip to the market. Ask them to illustrate their own ending or favorite part after the reading.

**Teacher Self-Evaluation:**

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|  | **PP2** | **CREATIVE ACTIVITIES** |  |  |  |

**WEEK 11: LESSON 7**

**Strand:** Our Market

**Sub Strand:** Colouring

**Specific Learning Outcomes:**

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

- Mention items or objects found in the market.

- Watch video clips showing the colours of common items or objects found in the market.

- Appreciate own and others' coloured pictures of objects found in the market.

**Key Inquiry Question(s):**

- What items can you find in the market?

**Learning Resources:**

- Creative arts curriculum design

- PP2 digital devices

- Fruits and vegetables (real or visual aids)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the last lesson focused on colours.

- Encourage learners to share their favourite colours and to recall common items they might find in a market.

- Introduce the key inquiry question: “What items can you find in the market?”

**Lesson Development (20 minutes):**

**Step 1:** Identify Market Items

- Engage children in a discussion about items commonly found in the market, such as fruits, vegetables, and other goods.

- Ask the children to name a few items and write them on the board.

**Step 2:** Video Clip Activity

- Show video clips that feature various items in the market, highlighting their colours.

- Ask students to raise their hands when they see a fruit or vegetable they recognize.

- Discuss the colours and shapes of the items shown in the clips.

**Step 3:** Colouring Activity

- Provide learners with printed outlines of market items (fruits, vegetables, etc.) to colour.

- Encourage them to use their favourite colours and talk about the colours they chose.

- Walk around to assist and interact with students as they colour.

**Step 4:** Picture Sharing

- After completing the colouring, have students share their coloured pictures with the class.

- Ask them to name the items they coloured and encourage appreciation for each other’s work.

**Conclusion (5 minutes):**

- Summarize the key points: items found in markets and the colours of those items.

- Reinforce learning objectives by asking students to name at least three items they learnt about.

- Introduce the next session’s topic briefly, sparking interest with a question regarding their favourite market item.

**Extended Activities:**

- Market Visit: Plan a field trip to a local market where students can identify colours and items in real life.

- Colour-a-Market: Create a large mural or poster representing a market where students can contribute their coloured pictures and label the items.

- Interactive Colour Hunt: Organize a scavenger hunt in the classroom or playground where students look for items in specific colours related to market goods.

**Teacher Self-Evaluation:**