

## CREATIVE ARTS AND SPORTS TETU SCHEMES OF WORKS GRADE SEVEN TERM 2.

SCHOOL NAME.....

TEACHERS' NAME.....

TERM.....

TSC NO. ....

| WEEK | LESSON             | STRAND                  | SUB-STRAND | LESSON LEARNING OUTCOMES                                                                                                                                                                         | LEARNING EXPERIENCES                                                                                                                                                                                                                                     | KIQ                                       | LEARNING RESOURCES                                                                      | ASSESSMENT METHODS                               | REFLECTION |
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| 1    | OPENER ASSESSMENTS |                         |            |                                                                                                                                                                                                  |                                                                                                                                                                                                                                                          |                                           |                                                                                         |                                                  |            |
| 2    | 1                  | Creating and performing | Handball   | By the end of the lesson,<br>a) Identify types of passes in handball.<br>b) Demonstrate differences between flick pass, jump pass and side pass.<br>c) Appreciate performing passes in handball. | In groups, pairs, learners are guided to;<br><br>Search the internet or library for passes in handball.<br><br>Study the passes and identify the types of passes.<br><br>Discuss the types of passes.<br><br>Make short notes on the passes in handball. | What are some of passes used in handball? | Handball ball.<br>Creative arts and sports learners book. pg 62-66.<br>Digital devices. | Written tests.<br>Observation.<br>Oral questions |            |
|      | 2                  | Creating and performing | Handball   | By the end of the lesson,<br>a) Identify the techniques of                                                                                                                                       | In groups, pairs, learners are guided to;                                                                                                                                                                                                                | What are the types of dribbling?          | Handball ball                                                                           | Written tests<br>Observation<br>Oral questions   |            |

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|  |   |                          |                             | <p>dribbling in handball</p> <p>b) Demonstrate the difference between low and high dribbling.</p> <p>c) Appreciate performing dribbling in handball.</p>                                                                  | <p>Search the internet or library for passes in handball</p> <p>Study dribbling and identify the types of dribbling.</p> <p>Discuss the types of dribbling.</p>                                                         |                                                                               | Creative arts and sports learners book pg67-70                    |                                                          |  |
|  | 3 | Creating and performing  | Handball                    | <p>By the end of the lesson the learner should be able to;</p> <p>a) Identify how a jump shot pass is done</p> <p>b) Demonstrate a jump shot pass</p> <p>c) Enjoy practicing jump shot.</p>                               | <p>In groups learners are guided to;</p> <p>Search the internet or library for jump shot pass in handball</p> <p>Study jump shot and how its performed</p>                                                              | What is jumpshot?                                                             | Creative arts and sports learners book pg 71_72<br>Handball ball  | Written tests<br>Observation<br>Oral questions           |  |
|  | 4 | Creating and Performing. | Storytelling and Animation. | <p>By the end of the lesson, the learner should be able to;</p> <p>a) Identify the features of a narrative.</p> <p>b) Discuss the features of a narrative.</p> <p>c) Search the internet or library for a narrative .</p> | <p>In groups, pairs, learners are guided to;</p> <p>Search the internet or library for narratives.</p> <p>Study the narratives and identify the features of a narrative.</p> <p>Discuss the features of narratives.</p> | <p>What is a story/narrative?</p> <p>What are the features of narratives?</p> | MTP Performing Arts pg 47-48.<br>Narratives .<br>Digital devices. | Assessment rubrics.<br>Written tests.<br>Oral questions. |  |

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|   |   |                          |                             | d) Acknowledge the features of a narrative.                                                                                                                                                                                            | Make short notes on the features of a narrative.                                                                                                                                                                                                           |                                                                                      |                                                                        |                                                                         |  |
|   | 5 | Creating and Performing. | Storytelling and Animation. | By the end of the lesson ,the learner should be able to;<br>a) Identify the techniques used in storytelling.<br>b) Describe the techniques used in storytelling.<br>c) Appreciate the techniques used in storytelling.                 | In groups, pairs ,learners are guided to;<br><br>Watch a live or recorded performance of a narrative.<br><br>Identify the techniques used in the storytelling of the narrative.<br><br>Discuss and present the storytelling techniques used in narratives. | Which techniques are used in storytelling?                                           | MTP Performing Arts pg 49.<br>Digital devices.<br>Recorded narratives. | Assessment rubric.<br>Written tests.<br>Observation.<br>Oral questions. |  |
| 3 | 1 | Creating and Performing. | Storytelling and Animation. | By the end of the lesson,the learner should be able to;<br>a) Select a narrative from the library or internet for presentation.<br>b) Use storytelling techniques in presenting the selected narrative.<br>c) Enjoy storytelling using | In groups,pairs,learners are guided to;<br><br>collaborate in searching and selecting a narrative from the internet or library for presentation.<br><br>present the selected narrative using the                                                           | How can you ensure you use the storytelling techniques while presenting a narrative? | Digital devices.<br>Magazines<br>Newspapers<br>Narratives              | Assessment rubric.<br>Written tests.<br>Observation.<br>Oral questions. |  |

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|  |   |                          |                             | the storytelling techniques.                                                                                                                                                                                                                                                                                                                 | storytelling techniques.<br><br>use digital devices to record themselves and peers to assess the presentation and give feedback.                                                                                                                                                                                                                                                                                              |                                                                                           |                                            |                                                            |  |
|  | 2 | Creating and Performing. | Storytelling and Animation. | By the end of the lesson,the learner should be able to;<br>a) Identify a pertinent and contemporary issue in society for storytelling.<br>b) Compose a 3 to 5 minute story addressing the pertinent and contemporary issue in society.<br>c) Recognize the power of storytelling in addressing pertinent and contemporary issues in society. | In groups,pairs,learners are guided to;<br><br>identify at least one pertinent and contemporary issue in society for storytelling.<br><br>collaborate in composing a story addressing the selected and identified pertinent and contemporary issue in society.<br><br>use a digital device to compose a story addressing at least one pertinent and contemporary issue in the society.<br><br>present their composed story in | How can you compose a story addressing a pertinent and contemporary issue in the society? | Digital devices.<br>Internet.<br>Magazines | Assessment rubric.<br>Checklists.<br>Observation schedule. |  |

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|  |   |                          |                             |                                                                                                                                                                                                                                                                                      | class for peer assessment.                                                                                                                                                                                                                                                                                                                     |                                                                              |                                                                                                                                   |                                                                                                              |  |
|  | 3 | Creating and Performing. | Storytelling and Animation. | By the end of the lesson, the learner should be able to; <ul style="list-style-type: none"> <li>a) Identify the qualities of a good flipbook.</li> <li>b) Search the internet for qualities of a good flipbook.</li> <li>c) Acknowledge the qualities of a good flipbook.</li> </ul> | <p>In groups, pairs, learners are guided to;</p> <p>search the internet for the meaning of flipbook and qualities of a good flipbook.</p> <p>observe pictures of flipbooks and real flipbooks.</p> <p>describe the qualities of good flipbook and present in class.</p> <p>summarize the qualities of a good flipbook in their note books.</p> | <p>What is a flipbook?</p> <p>What are the qualities of a good flipbook?</p> | <p>Digital devices.</p> <p>Internet.</p> <p>Flipbooks.</p> <p>Pictures on flip books</p> <p>Top Scholar Visual Arts pg 43-45.</p> | <p>Assessment rubric.</p> <p>Written tests.</p> <p>Oral questions.</p> <p>Checklists.</p> <p>Observation</p> |  |
|  | 4 | Creating and Performing. | Storytelling and Animation. | By the end of the lesson, the learner should be able to; <ul style="list-style-type: none"> <li>a) Identify the key elements of a compelling storyline.</li> <li>b) Develop a well structured storyline for a given scenario</li> </ul>                                              | <p>In groups, learners are guided to;</p> <p>identify the key elements of any storyline.</p> <p>develop characters for a story.</p> <p>collaborate in arranging milestones</p>                                                                                                                                                                 | <p>What are the key elements of a storyline?</p>                             | <p>Digital devices.</p> <p>Internet.</p>                                                                                          | <p>Assessment rubrics.</p> <p>Checklists.</p> <p>Practical work.</p> <p>Portfolios.</p>                      |  |

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|   |   |                          |                             | <p>incorporating all the elements.</p> <p>c) Demonstrate increased confidence in their ability to craft a compelling and meaningful storyline.</p>                                                                                          | <p>in a sequential order (beginning, middle and end) to create a short story.</p> <p>compose a short story.</p>                                                                                                              |                                                                                                                         |                                                                                                                                                 |                                                                                            |  |
|   | 5 | Creating and Performing. | Storytelling and Animation. | <p>By the end of the lesson,the learner should be able to;</p> <p>a) Describe the meaning of a short story.</p> <p>b) Perform their short story to an audience.</p> <p>c) Appreciate each other's effort in performing the short story.</p> | <p>In groups,learners are guided to:</p> <p>rehearse the short story for performance.</p> <p>perform a short story to an audience.</p> <p>record the narration using digital devices and avail it on a digital platform.</p> | How can storytelling be made interesting?                                                                               | Magazines<br>Newspapers                                                                                                                         | Assessment rubric.<br>Checklists.<br>Observation.<br>Practical task.<br>Oral presentation. |  |
| 4 | 1 | Creating and Performing. | Storytelling and Animation. | <p>By the end of the lesson,the learner should be able to;</p> <p>a) Identify the techniques involved in creating flipbook animation.</p> <p>b) Create a basic flipbook animation using</p>                                                 | <p>In groups,pairs, individually,learners are guided to;</p> <p>outline the techniques used in creating flipbook animation.</p>                                                                                              | <p>Which locally available materials can you use to create a flipbook animation?</p> <p>What techniques are used in</p> | Locally available materials;Pens,marker pens, pencil.<br>Papers.<br>Scissors.<br>Stapler and pins.<br>Top Scholar Visual Arts pg 44 & pg 46-49. | Assessment rubric.<br>Project.<br>Practical Task.<br>Observation<br>Checklist.             |  |

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|  |   |                          |           | <p>the traditional pen and paper methods.</p> <p>c) Demonstrate a sense of creativity and innovation in designing unique and visually appealing flipbook animations.</p> | <p>watch a clip on making of a flipbook.</p> <p>draw a sequence of a moving character to create a flipbook animation focusing on sequencing images, positioning of objects on subsequent pages and storyline.</p> <p>finish and present the flipbook with focus on craftsmanship in use of materials and tools, collating the papers and binding of papers.</p> <p>riffle the flipbook by emphasising on frequency of images, speed of flick per second to animate the story.</p> | creating flipbook animation?       |                                                                                                                    |                                                                      |  |
|  | 2 | Creating and Performing. | Football. | <p>By the end of the lesson,the learner should be able to;</p> <p>a) Identify the skills used in football.</p>                                                           | <p>In groups,pairs,learners are guided to:</p> <p>identify the skills used in football.</p>                                                                                                                                                                                                                                                                                                                                                                                       | Which football skills do you know? | Digital devices.<br>Internet.<br>Video clips on skills used in football.<br>Spotlight PE and Sports Grade 7 pg 39. | Assessment rubrics.<br>Written tests.<br>Observation.<br>Checklists. |  |

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|  |   |                          |           | b) Describe the skills used in football.<br>c) Search the internet for the football skills.<br>d) Appreciate the skills used in football.                                                                                                                                                                                    | describe how to perform the skills used in football.<br><br>use digital devices to search the internet for clips on the identified football skills.                                                                                                                                                     |                                                                                                   |                                                                                        |                                                                                          |  |
|  | 3 | Creating and Performing. | Football. | By the end of the lesson, the learner should be able to;<br>a) Define the term Trapping as used in football.<br>b) Outline the procedure of performing trapping skill in football.<br>c) Search the internet for clips on how to perform trapping skill in football.<br>d) Appreciate the use of trapping skill in football. | In groups, pairs, learners are guided to;<br><br>state the meaning of trapping in football.<br><br>outline the procedure of performing the trapping skill in football.<br><br>watch video clips on the foot, thigh and chest trapping skill in football.<br><br>discuss the trapping skill in football. | What is trapping in football?<br><br>How do you perform the foot, thigh and chest trapping skill? | Digital devices.<br>Internet.<br>Video clips on foot, thigh and chest trapping skills. | Assessment rubrics.<br>Observation.<br>Written tests.<br>Oral questions and discussions. |  |
|  | 4 | Creating and Performing. | Football. | By the end of the lesson, the learner should be able to;<br>a) Describe the trapping skill in football.                                                                                                                                                                                                                      | In pairs, groups and individually learners are guided to;<br><br>warm up before performing the trapping skill.                                                                                                                                                                                          | How do you perform the chest, thigh and foot trapping skill?                                      | School field.<br>Digital devices.<br>Soccer balls.                                     | Checklists.<br>Assessment rubrics.<br>Observation schedule.                              |  |



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|  |   |                          |           | b) Execute the trapping skill in football on the school field.<br>c) Appreciate each other's effort as they perform the trapping skill in football.                                                                                                                                                                                                     | collaborate in performing the chest, thigh and foot trapping skill in football.<br><br>record using digital devices as they perform the trapping skill.                                                                                                                                                                                                                                                              |                                                                                                                        |                                                                                                                                    |                                                                          |  |
|  | 5 | Creating and Performing. | Football. | By the end of the lesson, the learner should be able to; <ul style="list-style-type: none"> <li>a) Define the term dribbling as used in football.</li> <li>b) Identify the types of dribble in football.</li> <li>c) Describe how to perform the dribbling skill in football.</li> <li>d) Appreciate the use of dribbling skill in football.</li> </ul> | In groups, pairs, learners are guided to: <ul style="list-style-type: none"> <li>state the meaning of dribbling as used in football.</li> <li>identify the types of dribble in football.</li> <li>search and watch clips showing how dribbling skill are done (inside and outside of the foot, double and single dribbling)</li> <li>describe how to perform the single and double dribbling in football.</li> </ul> | What is dribbling in football?<br><br>What is the difference between a double and single dribble techniques in soccer? | Spotlight PE and Sports pg 45-47.<br>Pictures on dribbling in football<br>Digital devices.<br>Video clips on dribbling in football | Assessment rubrics.<br>Written tests.<br>Observation.<br>Oral questions. |  |

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| 5 | 1 | Creating and Performing. | Football. | <p>By the end of the lesson,the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) Search and watch clips showing famous football executing the dribbling skills.</li> <li>b) Perform the dribbling skill in football.</li> <li>c) Appreciate each other's effort in executing the dribbling skill.</li> </ul> | <p>Individually, in pairs or groups,learners are guided to;</p> <p>use digital devices to search and watch clips of famous footballers performing dribbling skill.</p> <p>perform the dribbling skill in the school field and record themselves using digital devices.</p>                    | How do you perform the dribbling skill in. football?                                                                                               | School field.<br>Soccer balls.<br>Digital devices.<br>Internet.<br>Video clips of famous footballers dribbling. | Assessment rubrics.<br>Checklists.<br>Observation schedule.<br>Practical task. |  |
|   | 2 | Creating and Performing. | Football. | <p>By the end of the lesson,the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) Identify the techniques of shooting in football .</li> <li>b) Describe the shooting techniques used in football.</li> <li>c) Desire to perform the shooting techniques in a football game.</li> </ul>                       | <p>In groups,pairs,learners are guided to;</p> <p>brainstorm and present on some of the shooting techniques used in football.</p> <p>identify the shooting techniques used in football.</p> <p>search the internet for information on the techniques used in shooting and types of shots.</p> | <p>What is shooting in football?</p> <p>What types of shots do you know in football?</p> <p>Which techniques are used in shooting in football?</p> | Digital devices.<br>Spotlight PE and Sports Grade 8 pg 39-41.<br>Internet.                                      | Assessment rubric.<br>Checklists.<br>Written tests.<br>Oral questions.         |  |

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|  |   |                          |           |                                                                                                                                                                                                                                                                                                                              | discuss the different techniques of shooting and types of shots in football.                                                                                                                                                                               |                                                                                         |                                                                                           |                                                                                |  |
|  | 3 | Creating and Performing. | Football. | By the end of the lesson,the learner should be able to; <ul style="list-style-type: none"> <li>a) Search the internet for clips on shooting techniques used in football.</li> <li>b) Execute shooting skill in football.</li> <li>c) Appreciate each other's effort in performing the shooting skill in football.</li> </ul> | <p>In groups,pairs, individually,learners are guided to:</p> <p>use digital devices to watch clips of shooting skill in football.</p> <p>individually learner to demonstrate confidence as he or she perform the shooting skill in football.</p>           | How do you shoot in a football game?                                                    | Digital devices.<br>Video clips on shooting in football<br>School Field.<br>Soccer balls. | Assessment rubrics.<br>Checklists.<br>Observation schedule.<br>Practical work. |  |
|  | 4 | Creating and Performing. | Football. | By the end of the lesson,the learner should be able to; <ul style="list-style-type: none"> <li>a) Identify locally available materials that can be used to improvise crayons for drawing.</li> <li>b) Collect the identified locally available materials for</li> </ul>                                                      | <p>In groups,pairs,learners are guided to;</p> <p>collaborate in identifying the locally available materials that can be used to improvise crayons for drawing.</p> <p>search the internet for the appropriate locally available materials that can be</p> | Which locally available materials can be used in making improvised crayons for drawing? | Flowers<br>Candle wax<br>Charcoal<br>Digital devices.                                     | Practical work.<br>Checklists.                                                 |  |

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|   |   |                          |           | <p>improvisation of drawing crayons.</p> <p>c) Appreciate the locally available materials by improvising crayons.</p>                                                                                                                                           | <p>used to improvise crayons for drawing.</p> <p>collect the identified locally available materials for improvisation of drawing crayons.</p>                                                                                                                                                 |                                                                                   |                                                                                                                   |                                                                                                                          |  |
|   | 5 | Creating and Performing. | Football. | <p>By the end of the lesson, the learner should be able to;</p> <p>a) Outline the procedure for making improvised crayons for drawing.</p> <p>b) Make improvised crayons for drawing.</p> <p>c) Value team effort in making improvised crayons for drawing.</p> | <p>In groups, pairs, learners are guided to;</p> <p>outline the procedure for making improvised crayons for drawing.</p> <p>watch a clip on making improvised crayons.</p> <p>collaborate in making improvised crayons for drawing.</p> <p>display their prepared crayons for assessment.</p> | How do you make improvised crayons for drawing using locally available materials? | Candle wax, colour pigment, source of heat)                                                                       | <p>Assessment rubric.</p> <p>Checklists.</p> <p>Observation schedule.</p> <p>Peer assessment.</p> <p>Practical work.</p> |  |
| 6 | 1 | Creating and Performing. | Football. | <p>By the end of the lesson, the learner should be able to;</p> <p>a) State the meaning of Crayon etching.</p>                                                                                                                                                  | <p>In groups, pairs, learners are guided to;</p> <p>explain the meaning of crayon etching.</p>                                                                                                                                                                                                | <p>What is crayon etching?</p> <p>How is crayon etching done?</p>                 | <p>Digital devices.</p> <p>Print materials.</p> <p>Video clips on how crayon etching is done</p> <p>Internet.</p> | <p>Assessment rubric.</p> <p>Oral questions.</p> <p>Oral discussion.</p>                                                 |  |

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|  |   |                          |           | b) Describe the procedure of crayon etching .<br>c) Search the internet for clips on crayon etching art technique.<br>d) Appreciate the use of crayon etching art technique in expressing one's ideas.                                                            | search the internet and outline the procedure of crayon etching.<br><br>discuss the process of creating a crayon etching.<br><br>watch clips showing the crayon etching art techniques.                                                                                                                                                                 |                                                                  |                                                                                              |                                                                                      |  |
|  | 2 | Creating and Performing. | Football. | By the end of the lesson,the learner should be able to;<br>a) State the steps used in creating a crayon etching pictorial.<br>b) Create a pictorial composition using crayon etching inspired by football game.<br>c) Value team effort in crayon etched drawing. | In groups,pairs, individually,learners are guided to;<br><br>outline the steps for creating a crayon etching inspired by football game.<br><br>source to cut out images inspired by the football skills.<br><br>apply crayon to fill the paper in varied shapes.<br><br>coat the surface with black media and trace the images to create a composition. | How can you create a pictorial composition using crayon etching? | Crayons.<br>Wax paper.<br>Printing papers.<br>Black ink.<br>Working area in the environment. | Assessment rubrics.<br>Checklists.<br>Observation.<br>Practical work.<br>Portfolios. |  |

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|  |   |                          |                       |                                                                                                                                                                                                                                                                                                                                                                                                      | <p>scratch creatively within the outline on the black media.</p> <p>display their work for assessment.</p>                                                                                                                                                                  |                                                                                  |                                                                                                                                                  |                                                                                                                                        |  |
|  | 3 | Creating and Performing. | Drawing and Painting. | <p>By the end of the lesson,the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) Define the term balance of forms in drawing.</li> <li>b) Identify the key aspects of balance of forms in drawing.</li> <li>c) Use digital devices to search for information on the key aspects of balance of forms.</li> <li>d) Acknowledge the key aspects of balance of forms.</li> </ul> | <p>In groups, pairs or individually,learners are guided to;</p> <p>search the internet for the meaning of balance of forms in pictures.</p> <p>search and identify the key aspects of balance of forms in pictures.</p> <p>discuss the key aspects of balance of forms.</p> | What is balance in drawing?                                                      | Digital devices Internet.                                                                                                                        | <p>Assessment rubrics.</p> <p>Written tests.</p> <p>Oral questions.</p> <p>Oral discussion.</p> <p>observation.</p> <p>Checklists.</p> |  |
|  | 4 | Creating and Performing. | Drawing and Painting. | <p>By the end of the lesson,the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) Define the terms asymmetrical and symmetrical balance in pictures.</li> </ul>                                                                                                                                                                                                               | <p>In groups,pairs,learners are guided to;</p> <p>use digital devices to search the internet for information on symmetrical and</p>                                                                                                                                         | What is the difference between asymmetrical and symmetrical balance in drawings? | Digital devices. Photographs on symmetrical and asymmetrical balance in pictures Video clips on symmetrical and asymmetrical balance in pictures | <p>Assessment rubric.</p> <p>Oral questions.</p> <p>Checklists.</p> <p>Written tests.</p>                                              |  |

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|  |   |                          |                       | b) Analyze pictures or images to identify the symmetrical and asymmetrical balance<br>c) Create drawings that demonstrate the two types of balance.<br>d) Acknowledge the symmetrical and asymmetrical balance in drawings.     | asymmetrical balance.<br>watch clips on asymmetrical and symmetrical balance.<br><br>analyze different pictures and images to identify the symmetrical and asymmetrical balance.<br><br>create drawings that demonstrate the symmetrical and asymmetrical balance. |                                     |                                                                           |                                                                                                            |  |
|  | 5 | Creating and Performing. | Drawing and Painting. | By the end of the lesson, the learner should be able to;<br>a) Define radial balance in drawing.<br>b) Use digital devices to search for information on radial balance in drawings .<br>c) Create artwork using radial balance. | Individually or in pairs, groups, learners are guided to;<br><br>search the internet for the meaning of radial balance in drawings.<br><br>watch clips on radial balance.<br><br>discuss radial balance in drawings.                                               | What is radial balance in drawing?. | Digital devices.<br>Internet.<br>Video clips on radial balance in drawing | Assessment rubrics.<br>Checklists.<br>Peer Assessment.<br>Written test.<br>Practical work.<br>Observation. |  |

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|   |   |                          |                       | d) Acknowledge radial balance in drawings.                                                                                                                                                                                                                                                                                                                          | creatively create artworks or drawings using radial balance and display in class.                                                                                                                                                                                                                                |                                           |                               |                                                                      |  |
| 7 | 1 | Creating and Performing. | Drawing and Painting. | By the end of the lesson,the learner should be able to;<br>a) Identify the techniques for achieving balance in drawing.<br>b) Discuss the techniques for achieving balance in drawing.<br>c) Use digital resources to search for information on techniques for achieving balance in drawing.<br>d) Appreciate the techniques used in achieving balance in drawings. | In groups,pairs,learners are guided to;<br><br>search the internet for the techniques used to ensure balance is achieved in drawings.<br><br>discuss the techniques used in ensuring balance is achieved in drawings.<br><br>observe the teacher as he/she demonstrates how balance can be achieved in drawings. | How can balance be achieved in drawing?   | Digital devices.<br>Internet. | Assessment rubrics.<br>Oral questions.<br>Checklists.                |  |
|   | 2 | Creating and Performing. | Drawing and Painting. | By the end of the lesson,the learner should be able to;                                                                                                                                                                                                                                                                                                             | Individually or in pairs or groups,learners are guided to;                                                                                                                                                                                                                                                       | How can you ensure you achieve balance of | Dry media.<br>Drawing books.  | Assessment rubrics.<br>Portfolios.<br>Practical task.<br>Checklists. |  |



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|  |   |                          |                       | a) Identify a themed picture he/she will draw.<br>b) Draw pictures to apply balance.<br>c) Appreciate own and other's pictures.                                                                                                                                                                            | learners to select a picture on which he/she intends to draw.(sport)<br><br>creatively draw a themed picture of a sports activity using any dry media focusing on balance of forms in a space.                                                    | forms in your drawings?                   |                            | Observation schedule.                                          |  |
|  | 3 | Creating and Performing. | Drawing and Painting. | By the end of the lesson the learner should be able to:<br>a) Identify the different types of lines used in drawing.<br>b) Discuss the different types of lines used in drawing.<br>c) Draw the different types of lines used in drawing.<br>d) .Acknowledge the different types of lines used in drawing. | In groups,pairs, or individually,learners are guided to;<br><br>identify the different lines used in drawing.<br><br>discuss the uses of the different types lines used in drawing.<br><br>draw the different types of lines in books and charts. | Which types of lines are used in drawing? | Digital devices. Internet. | Oral questions. Written tests. Checklists. Assessment rubrics. |  |

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|  | 4 | Creating and Performing. | Drawing and Painting. | <p>By the end of the lesson,the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) Define tone in drawing.</li> <li>b) Discuss the key aspects of tone in drawing</li> <li>c) Use digital devices to search for information on aspects of tone in drawing.</li> <li>d) Appreciate the role of tone in drawing.</li> </ul> | <p>In groups,pairs or individually,learners are guided to;</p> <p>Search the internet and State the meaning of tone in drawing.</p> <p>use digital devices to search for information on aspects of tone in drawing.</p> <p>identify and discuss the aspects of tone in drawing.</p> | <p>What is tone as an element of art?</p>                                            | <p>Sample drawing depicting tone</p> <p>Digital devices.</p> <p>Internet.</p>                                                                                | <p>Assessment rubrics.</p> <p>Checklists.</p> <p>Oral questions.</p> <p>Observation.</p>                    |  |
|  | 5 | Creating and Performing. | Drawing and Painting. | <p>By the end of the lesson,the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) Define the smudging technique in drawing.</li> <li>b) Discuss the key aspects of smudging technique in drawing.</li> <li>c) Create tone on pictures using</li> </ul>                                                                   | <p>In groups,pairs,learners are guided to;</p> <p>watch a clip on the smudging technique in drawing.</p> <p>brainstorm and present the meaning of smudging technique.</p> <p>search the internet for the aspects of</p>                                                             | <p>What is smudging technique in drawing?</p> <p>How is smudging technique done?</p> | <p>Artwork and drawings samples.</p> <p>Video clips on smudging technique</p> <p>Pictures on smudging technique</p> <p>Digital devices.</p> <p>Internet.</p> | <p>Assessment rubrics.</p> <p>Observation.</p> <p>Checklists.</p> <p>Oral questions.</p> <p>Checklists.</p> |  |

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|                            |   |                          |                       | the smudging technique.<br>d) Appreciate own and other's pictorial composition.                                                                                                                                                                                                                                            | smudging technique and discuss them.<br><br>creatively create tone on pictures using the smudging technique.                                                                                                                                         |                                                                                |                                                                                                                        |                                                                                         |  |
| <b>8</b>                   |   |                          |                       |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                      |                                                                                |                                                                                                                        |                                                                                         |  |
| <b>MID TERM ASSESMENT.</b> |   |                          |                       |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                      |                                                                                |                                                                                                                        |                                                                                         |  |
| <b>9</b>                   |   |                          |                       |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                      |                                                                                |                                                                                                                        |                                                                                         |  |
| <b>MID TERM BREAK</b>      |   |                          |                       |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                      |                                                                                |                                                                                                                        |                                                                                         |  |
| 10                         | 1 | Creating and Performing. | Drawing and Painting. | By the end of the lesson, the learner should be able to;<br>a) Identify cool and warm colours on the colour wheel.<br>b) Discuss the characteristics and visual effects of cool and warm colours<br>c) Categorize cool and warm colours in the colour wheel.<br>d) Appreciate the use of warm and cool colours in artwork. | In groups, pairs, learners are guided to;<br><br>Study the colour wheels presented and identify the cool and warm colours.<br><br>Discuss the characteristics of warm and cool colours.<br><br>Analyse artworks that show the cool and warm colours. | What is painting?<br><br>What is the difference between warm and cool colours? | Internet.<br>Colour wheels.<br>Pictures of paintings.<br>Digital devices.<br>Top scholar visual arts grade 8 pg 25-28. | Assessment rubrics.<br>Oral questions.<br>Written tests.<br>Checklists.<br>Observation. |  |
|                            | 2 | Creating and Performing. | Drawing and Painting. | By the end of the lesson, the learner should be able to;<br>a) Identify cool colours to be used in painting.<br>b) Paint a scenery for expression                                                                                                                                                                          | In groups, pairs, learners are guided to;<br><br>collaborate in painting a scenery using the cool colours (recession)                                                                                                                                | What effects are created by the colours in the artworks created?               | Drawing books.<br>Paint.<br>Paint brush.<br>Water and palette.<br>Top Scholar Visual Arts grade 8 pg 28-31.            | Assessment rubrics.<br>Checklists.<br>Observation schedule.<br>Practical task.          |  |

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|  |   |                          |                   | <p>using the cool and warm colours.</p> <p>c) Appreciate own and other's pictorial composition.</p>                                                                                                                                                                                                                         | <p>and warm colours.(progression)</p> <p>mat mount the pictures considering contrast.</p> <p>Display their artworks for peer assessment.</p>                                                                                                            |                                                                                                                      |                                                                                 |                                                                                              |  |
|  | 3 | Creating and Performing. | Descant Recorder  | <p>By the end of the lesson,the learner should be able to;</p> <p>a) Outline factors to consider in interpreting melodies on staff notation.</p> <p>b) Describe the factors considered in interpreting melodies on staff notation.</p> <p>c) Acknowledge factors considered in interpreting melodies on staff notation.</p> | <p>In groups,pairs,learners are guided to;</p> <p>Use digital devices to search the internet for factors considered in interpreting melodies on staff notation.</p> <p>Discuss the factors considered when interpreting melodies on staff notation.</p> | <p>Which factors are considered when interpreting melodies on staff notation?</p> <p>What is a descant recorder?</p> | Digital devices.<br>Internet.                                                   | <p>Assessment rubric.</p> <p>Checklists.</p> <p>Oral discussions.</p> <p>Oral questions.</p> |  |
|  | 4 | Creating and Performing. | Descant Recorder. | <p>By the end of the lesson,the learner should be able to;</p> <p>a) Outline the steps for sight reading</p>                                                                                                                                                                                                                | <p>In groups,pairs,learners are guided to;</p>                                                                                                                                                                                                          | <p>What is the value of sight reading music?</p>                                                                     | <p>MTP Performing Arts pg 112-113.</p> <p>Digital devices.</p> <p>Internet.</p> | <p>Assessment rubric.</p> <p>Observation.</p> <p>Checklists.</p> <p>Oral questions.</p>      |  |

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|    |   |                          |                   | <p>simple melodies on a descant recorder from staff notation.</p> <p>b) Describe the steps for sight reading simple melodies on a descant recorder from staff notation.</p> <p>c) Acknowledge the steps for sight reading simple melodies on descant recorder.</p>                    | <p>Search the internet for steps for sight reading simple melodies on a descant recorder.</p> <p>Discuss the steps for sight reading simple melodies on a descant recorder from staff notation.</p> <p>Practice sight reading melodies in the key of C major.</p> |                                           |                                                                                 |                                                              |  |
|    | 5 | Creating and Performing. | Descant Recorder. | <p>By the end of the lesson,the learner should be able to;</p> <p>a) Identify simple melodies that can be played on a descant recorder.</p> <p>b) Sight read simple melodies on descant recorder from staff notation.</p> <p>c) Enjoy sight reading melodies on descant recorder.</p> | <p>In groups,pairs,learners are guided to;</p> <p>Identify the starting note,note values and rhythms of the melody.</p> <p>Sight read melodies by playing them once without stopping to correct mistakes.</p>                                                     | What is the value of sight reading music? | Sheet music for simple melodies. MTP Performing Arts pg 112. Descant recorders. | Practical task. Observation. Checklists. Assessment rubrics. |  |
| 11 | 1 | Creating and Performing. | Descant Recorder. | By the end of the lesson,the learner should be able to;                                                                                                                                                                                                                               | In groups,pairs,learners are guided tio;                                                                                                                                                                                                                          | Which techniques are used in playing      | MTP Performing Arts pg 113-114. Picture.                                        | Assessment rubrics. Checklists.                              |  |

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|  |   |                          |                   | a) Identify the techniques of playing the descant recorder.<br>b) Search the internet for clips on the technique of playing descant recorder.<br>c) Desire to practice the technique of playing descant recorder.                                                         | Watch video clips on the techniques of playing the descant recorder.<br><br>Identify the techniques used in playing descant recorder.<br><br>Practice the techniques of playing the descant recorder for perfection.                                                                                                                    | descant recorder?                                          | Descant recorder.<br>Digital devices on techniques of playing the descant recorder<br>Video clips on techniques of playing the descant recorder | Practical work.<br>Observation.                                               |  |
|  | 2 | Creating and Performing. | Descant Recorder. | By the end of the lesson, the learner should be able to;<br>a) Identify the notes in the C major scale on the descant recorder.<br>b) Practice basic exercises to develop familiarity with the C major scale.<br>c) Desire to play the C major scale on descant recorder. | In groups, pairs, individually, learners are guided to;<br><br>observe keenly as teacher demonstrates the fingering for the C major scale on the descant recorder.<br><br>watch clips showing how to play the C major scale on descant recorder.<br><br>Practice playing the C major scale slowly and accurately using a simple melody. | How do you finger the C major scale on a descant recorder? | Descant recorders.<br>MTP Performing Arts pg 108-111.<br>Video clips on C major on the descant recorder                                         | Assessment rubrics.<br>Practical work.<br>Checklists<br>Observation schedule. |  |

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|  | 3 | Creating and Performing. | Descant Recorder. | <p>By the end of the lesson,the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) Identify a C major that is suitable for playing on a descant recorder.</li> <li>b) Perform a piece in C major on a descant recorder with accuracy and expression.</li> <li>c) Appreciate playing music on the descant recorder.</li> </ul> | <p>In groups,pairs, individually,learners are guided to;</p> <p>choose a suitable piece of C major .</p> <p>perform a solo descant recorder piece in C major and in 2/4 time and record using digital devices.</p> <p>demonstrate proper breath control,tone quality and dynamics while playing.</p> <p>give feedback and make improvements in playing technique.</p> | How do you perform a C major on a descant recorder?                                                        | <p>Descant recorders.</p> <p>Digital devices.</p> <p>MTP Performing Arts pg 109-111.</p> <p>Melodies.</p>                                                                            | <p>Practical work.</p> <p>Portfolios.</p> <p>Assessment rubrics.</p> <p>Observation.</p> <p>Checklists.</p>                           |  |
|  | 4 | Creating and Performing. | Descant Recorder. | <p>By the end of the lesson,the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) State the meaning of Performance directions.</li> <li>b) Identify performance directions provided on the sheets of music.</li> </ul>                                                                                                       | <p>In groups,pairs or individually,learners are guided to;</p> <p>identify and discuss the performance directions techniques used in descant recorder.</p> <p>identify performance directions provided on sheets of music.</p>                                                                                                                                        | <p>Why are performance directions important in music?</p> <p>what are performance directions in music?</p> | <p>MTP Performing Arts pg 114-117.</p> <p>Digital devices.</p> <p>Descant recorders.</p> <p>Simple pieces or melodies.</p> <p>Video clips on how to perform the descant recorder</p> | <p>Assessment rubrics.</p> <p>Checklists</p> <p>Portfolios.</p> <p>Checklists</p> <p>Oral questions.</p> <p>Observation schedule.</p> |  |

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|  |   |                          |                    | <ul style="list-style-type: none"> <li>c) Discuss the different directions techniques used in descant recorders.</li> <li>d) Perform simple melodies on descant recorder observing performance directions.</li> <li>e) Appreciate playing music on the descant recorder.</li> </ul>                                                                           | <p>observe performance directions on Solo piece in C major.</p> <p>perform familiar melodies and new pieces of music on descant recorder observing performance directions learnt.</p>                                                                                       |                                                                           |                                                                                                   |                                                                 |  |
|  | 5 | Creating and Performing. | Kenyan Folk Songs. | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Define the term Folk songs.</li> <li>b) Identify the ways in which folk songs are classified.</li> <li>c) Discuss community of origin as one way of classifying the folk songs in the society.</li> <li>d) Use digital devices to search</li> </ul> | <p>In groups, learners are guided to:</p> <p>watch a recorded performances of African folk songs and present the meaning of folk songs.</p> <p>study the pictures in learner's book and answer the questions provided.</p> <p>identify the ways in which Folk songs are</p> | <p>How are African folk songs classified?</p> <p>What are folk songs?</p> | MTP Performing Arts Grade 7 pg 87-88.<br>Pictures on folksongs<br>Folk songs.<br>Digital devices. | <p>Oral questions.</p> <p>Written tests</p> <p>Observation.</p> |  |



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|    |   |                          |                    | <p>for folk songs based on the community of origin.</p> <p>e) Appreciate the folk songs classified according to community of origin.</p>                                                                                                                                                                                                   | <p>classified in the society.</p> <p>discuss the community of origin as a way of classifying Kenyan folk songs.</p> <p>use digital devices to search and watch folk songs based on the community of origin.</p>                                                                                                                                                   |                                                                                                                             |                                                                          |                                                               |  |
| 12 | 1 | Creating and Performing. | Kenyan Folk Songs. | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the occasions in which folk songs are sang in the community.</p> <p>b) Discuss occasion as a way of classifying Kenyan folk songs in the society.</p> <p>c) Use digital devices to search for folk songs based on different occasions in the community.</p> | <p>In groups, learners are guided to:</p> <p>list the different occasions in which folk songs are sang in the community.</p> <p>search information on occasion as a way of classifying folk songs from the internet or textbook.</p> <p>discuss occasion as way of classifying folk songs.</p> <p>use digital devices to search and watch folk songs based on</p> | <p>How are African folk songs classified?</p> <p>Which occasions were/are folk songs sang in the different communities?</p> | MTP Performing Arts<br>Grade 7 pg 88.<br>Digital devices.<br>Folk songs. | Oral questions.<br>Written tests.<br>Project.<br>Observation. |  |

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|  |   |                          |                    | d) Appreciate the different occasions in which folk songs are sang in the community.                                                                                                                                                                                                                                                            | the occasions of different communities.                                                                                                                                                                                                                                                                                                                                      |                                                                                                          |                                                       |                                                                 |  |
|  | 2 | Creating and Performing. | Kenyan Folk Songs. | By the end of the lesson, the learner should be able to; <ul style="list-style-type: none"> <li>a) Discuss gender as way of classifying folk songs in the community.</li> <li>b) Use digital devices to search for folksongs based on gender in the community.</li> <li>c) Appreciate the folk songs classified according to gender.</li> </ul> | In groups,learners are guided to: <ul style="list-style-type: none"> <li>define the term gender.</li> <li>discuss gender as a way of classifying folk songs in the community.</li> <li>search and watch folk songs classified according to gender.</li> <li>classify the different folks in Kenyan communities based on gender, occasion and community of origin.</li> </ul> | How are folk songs classified in the community?<br><br>What is the role of folk songs in Kenyan society? | Digital devices.<br>Recorded Folk songs.<br>Internet. | Oral questions.<br>Written tests.<br>Checklists.                |  |
|  | 3 | Creating and Performing. | Kenyan Folk Songs. | By the end of the lesson, the learner should be able to; <ul style="list-style-type: none"> <li>a) Identify the techniques used in performing folk songs in the</li> </ul>                                                                                                                                                                      | In groups,learners are guided to: <ul style="list-style-type: none"> <li>list the techniques used in performing of folk songs.</li> </ul>                                                                                                                                                                                                                                    | Which techniques are used in performing of folk songs?                                                   | Digital devices<br>Internet.<br>Folk songs.           | Oral questions.<br>Observation<br>Checklists.<br>Written tests. |  |

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|  |   |                         |                    | <p>different communities.</p> <p>b) Discuss voice projection and balance, phrasing and tempo as techniques in performing of folk songs.</p> <p>c) Use digital devices to search for information on the tempo, phrasing, voice projection and balance as techniques of performing folk songs</p> <p>d) Acknowledge the techniques used in performing of folk songs.</p> | <p>search for information on phrasing,tempo,voice projection and balance as techniques of performing folk songs.</p> <p>discuss tempo, phrasing, voice projection and balance as techniques of performing folk songs</p> <p>listen to folk songs to identify the techniques in performing folk songs (tempo, phrasing, voice projection and balance)</p> |                                                        |                                        |                                                                |  |
|  | 4 | Creating and Performing | Kenyan Folk Songs. | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Discuss tone, dynamics, expression and interpretation as techniques of performing folk songs.</p>                                                                                                                                                                                                | <p>In groups,learners are guided to:</p> <p>use digital devices or print resources to search for information on tone,dynamics, expression and interpretation as</p>                                                                                                                                                                                      | Which techniques are used in performing of folk songs? | Digital devices. Internet. Folk songs. | Assessment rubrics. Checklists. Oral questions. Written tests. |  |

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|  |   |                          |                    | <p>b) Use digital resources to search for information on tone, dynamics, expression and interpretation as techniques of performing folk songs .</p> <p>c) Acknowledge the techniques used in performing of folk songs.</p>                                                                              | <p>techniques used in performing folk songs.</p> <p>discuss tone, dynamics, expression and interpretation as techniques used in performing folk songs.</p> <p>listen and watch folk songs to identify the discussed techniques in performing folk songs.</p>              |                                                               |                                             |                                                        |  |
|  | 5 | Creating and Performing. | Kenyan Folk Songs. | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Discuss gestures and movement, intensity,mood and authenticity as techniques in performing folk songs.</p> <p>b) Use digital devices to search for information on the mood, intensity, authenticity, gestures and movement as</p> | <p>In groups,learners are guided to:</p> <p>search the internet or print resources for information on mood, intensity, authenticity and gestures and movement as techniques of performing folk songs.</p> <p>discuss the techniques as used in performing folk songs.</p> | How can performance of Kenyan folk songs be made interesting? | Folk songs.<br>Digital devices.<br>Internet | Oral/aural questions.<br>Checklists.<br>Written tests. |  |

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|    |                                            |  |  | techniques of performing folk songs.<br>c) Acknowledge the techniques used in performing folk songs. | listen and watch selected folk songs to identify the discussed techniques in performing folk songs. |  |  |  |  |
| 13 | <b>REVISION AND END OF TERM ASSESSMENT</b> |  |  |                                                                                                      |                                                                                                     |  |  |  |  |
| 14 | <b>CLOSURE OF SCHOOL</b>                   |  |  |                                                                                                      |                                                                                                     |  |  |  |  |