

RATIONALISED CBE LESSON PLANS

GRADE : TWO

TERM : THREE

YEAR :2025

LEARNING AREA: CREATIVE ACTIVITIES

TEACHERS NAME:

SCHOOL :.....

WEEK 1: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Playing musical instrument (wind)

Specific Learning Outcomes:

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

1. Identify various wind instruments for cultural expression.
2. Draw a musical wind instrument and decorate using mosaic technique.
3. Enjoy playing an improvised wind instrument.

Key Inquiry Question(s):

The learner is guided to:

- Identify various wind instruments.
- Draw a musical wind instrument (flute).
- Decorate the wind instrument using mosaic technique.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment

- Self- efficacy

- Parental engagement and empowerment
- Ethnic and racial relations

Learning Resources:

- Grade 2 creative Art curriculum design
- Beginning Music Grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce different wind instruments (clarinet, trumpet, flute).

Step 2: Demonstrate how to draw a flute using simple shapes.

Step 3: Teach students how to decorate their drawing with mosaic technique using colorful paper squares.

Step 4: Engage students in an improvised wind instrument play activity.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.

- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to listen to wind instruments music and identify the different sounds produced by each instrument.
- Have students design their own wind instrument using recycled materials at home.

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Playing musical instrument(wind)

Specific Learning Outcomes:

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

1. Identify various wind instruments for cultural expression.
2. Draw a musical wind instrument and decorate using mosaic technique.
3. Enjoy playing an improvised wind instrument.

Key Inquiry Question(s):

- Identify various wind instruments.
- Draw a musical wind instrument (flute).
- Decorate the wind instrument using mosaic technique.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art curriculum design
- Beginning Music Grade 2

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):**Step 1: Name Wind Instruments**

- Discuss different wind instruments with the students such as flute, clarinet, trumpet, and saxophone.
- Show images or real examples of each wind instrument to help students visualize and identify them.

Step 2: Drawing a Musical Wind Instrument

- Provide the students with paper and crayons/markers.
- Instruct them to draw a flute, focusing on its shape, keys, and other defining features.
- Encourage creativity and attention to detail in their drawings.

Step 3: Decorating with Mosaic Technique

- Explain the mosaic technique to the students, emphasizing the use of small, colorful pieces to create patterns or images.
- Provide them with colored paper or small craft materials to create a mosaic design on their drawn flute.
- Assist students in cutting and arranging the materials to form their mosaic decoration.

Step 4: Enjoy Playing an Improvised Wind Instrument

- Allow students to experiment with creating their own improvised wind instruments using everyday materials like straws, plastic bottles, or paper rolls.
- Encourage them to make sounds and play around with different ways of producing music with their improvised instruments.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students can share their drawings and decorations.
- Preview upcoming topics or questions for the next session.

Extended Activities:

- Encourage students to explore different wind instruments and their sounds online or through music resources.
- Have students compose a short piece of music using their improvised wind instruments and perform it for the class in the next session.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Playing Musical Instrument (Wind)

Specific Learning Outcomes:

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

1. Identify various wind instruments for cultural expression.
2. Draw a musical wind instrument and decorate it using mosaic technique.
3. Enjoy playing an improvised wind instrument.

Key Inquiry Question(s):

- Can you identify various wind instruments?
- How can you draw and decorate a musical wind instrument (flute) using mosaic technique?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art curriculum design
- Beginning Music Grade 2

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):**Step 1: Introduction to Wind Instruments (10 minutes)**

- Introduce various wind instruments to the students through visuals and short descriptions.
- Encourage students to listen to the sounds of different wind instruments.

Step 2: Drawing a Musical Wind Instrument (Flute) (10 minutes)

- Provide students with materials to draw a flute.
- Guide them in adding details and decorations using the mosaic technique.

Step 3: Playing an Improvised Wind Instrument (10 minutes)

- Allow students to create their own improvised wind instruments using simple materials.
- Encourage them to experiment with different sounds and melodies.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students can share their own wind instruments or perform a short piece.
- Provide a preview of upcoming topics or questions to consider for the next session.

Extended Activities:

- Encourage students to research and learn more about different wind instruments from various cultures.
- Organize a mini-concert where students can showcase their improvised wind instruments to their classmates or families.

Teacher Self-Evaluation:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Playing musical instrument (wind)

Specific Learning Outcomes:

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

1. Identify various wind instruments for cultural expression.
2. Draw a musical wind instrument and decorate it using the mosaic technique.
3. Enjoy playing an improvised wind instrument.

Key Inquiry Question(s):

- Can you identify various wind instruments?
- Can you draw a musical wind instrument (flute) and decorate it using mosaic technique?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art curriculum design
- Beginning music grade 2

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (20 minutes):**Step 1: Introduction to Wind Instruments**

- Discuss various wind instruments with visuals and examples.
- Show pictures and play sounds of different wind instruments for identification.

Step 2: Drawing a Musical Wind Instrument

- Introduce the flute as a musical wind instrument.
- Guide students in drawing a flute on paper.
- Encourage creativity in their artwork.

Step 3: Decorating the Wind Instrument with Mosaic Technique

- Teach students the basic concept of mosaic art.
- Provide materials for students to decorate their drawn flutes using the mosaic technique.

Step 4: Enjoy Playing an Improvised Wind Instrument

- Allow students to experiment with making simple wind instruments using household items.
- Encourage them to enjoy playing their creations.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Practice playing simple wind instruments at home using straws or bottles as flutes.
- Research and present a brief report on a specific wind instrument and its cultural significance.

Teacher Self-Evaluation:

WEEK 1: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Playing musical instrument(wind)

Specific Learning Outcomes:

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

- Improvise a wind instrument for skill acquisition.
- Play an improvised wind instrument for skill acquisition.
- Enjoy playing an improvised wind instrument.

Key Inquiry Question(s):

- In groups, collect locally available materials that can be used to make a wind instrument.
- Make a simple wind instrument.
- Play the improvised wind instrument applying the skills of holding and blowing.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art curriculum design
- Beginning music grade 2

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts.

Lesson Development (20 minutes):

Step 1: Discuss wind instruments and how they are played, emphasizing holding and blowing techniques.

Step 2: Demonstrate how to create a simple wind instrument using locally available materials.

Step 3: Guide students to create their own improvised wind instruments.

Step 4: Practice playing the improvised wind instruments focusing on skill acquisition.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Invite students to experiment with different materials and designs to create unique wind instruments.
- Encourage students to perform a simple musical piece using their improvised wind instruments.

Teacher Self-Evaluation:

WEEK 1: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Playing musical instrument(wind)

Specific Learning Outcomes:

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

- 1.Improvise a wind instrument for skill acquisition.
2. Play an improvised wind instrument for skill acquisition.
3. Enjoy playing an improvised wind instrument.

Key Inquiry Question(s):

- In groups, collect locally available materials that can be used to make a wind instrument.
- Make a simple wind instrument.
- Play the improvised wind instrument, applying the skills of holding and blowing.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Arts curriculum design: Beginning music grade 2

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):**Step 1: Gathering Materials**

- Explain the concept of wind instruments to the students.
- In groups, have students collect materials that can be used to make a wind instrument, emphasizing creativity and resourcefulness.

Step 2: Making the Wind Instrument

- Provide guidance on how to make a simple wind instrument using the collected materials.
- Encourage students to work collaboratively and problem-solve any challenges they encounter.

Step 3: Playing the Improvised Wind Instrument

- Teach students how to hold and blow into the improvised wind instrument.
- Give students time to practice and enjoy playing their instruments, focusing on skill acquisition and enjoyment.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a group performance using the improvised wind instruments.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Suggest that students explore different ways to modify their wind instruments to create different sounds.
- Encourage students to compose a simple tune to play on their improvised instruments.

Teacher Self-Evaluation:

WEEK 1: LESSON 7

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Playing musical instrument (wind)

Specific Learning Outcomes:

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

- 1.Improvise a wind instrument for skill acquisition.
- 2.Play an improvised wind instrument for skill acquisition.
- 3.Enjoy playing an improvised wind instrument.

Key Inquiry Question(s):

- In groups, collect locally available materials that can be used to make a wind instrument.
- Make a simple wind instrument.
- Play the improvised wind instrument applying the skills of holding and blowing.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Arts curriculum design
- Beginning Music Grade 2

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the concept of wind instruments and discuss different types.

Step 2: Explore how wind instruments produce sound through blowing air.

Step 3: Demonstrate proper techniques for holding and playing a wind instrument.

Step 4: Engage students in a hands-on activity to create and play their improvised wind instrument.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create a simple tune or song using their improvised wind instruments.
- Organize a mini-concert where students can showcase their musical creations to their peers or other classes.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Playing musical instrument (wind)

Specific Learning Outcomes:

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

1. Improvise a wind instrument for skill acquisition.
2. Play an improvised wind instrument for skill acquisition.
3. Enjoy playing an improvised wind instrument.

Key Inquiry Question(s):

- In groups, collect locally available materials that can be used to make a wind instrument.
- Make a simple wind instrument.
- Play the improvised wind instrument applying the skills of holding and blowing.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art Curriculum Design
- Beginning Music Grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

Lesson Development (20 minutes):

Step 1: Introduce different types of wind instruments to the students and discuss how they are played.

Step 2: Demonstrate how to create a simple wind instrument using locally available materials.

Step 3: Guide students in making their own improvised wind instruments.

Step 4: Have students practice holding and blowing their improvised wind instruments.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to experiment with different materials and designs to create unique wind instruments.
- Have students perform a short musical piece using their improvised wind instruments.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Playing musical instrument(wind)

Specific Learning Outcomes:

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

- 1.Improvise a wind instrument for skill acquisition.
2. Play an improvised wind instrument for skill acquisition.
3. Enjoy playing an improvised wind instrument.

Key Inquiry Question(s):

- In groups, collect locally available materials that can be used to make a wind instrument.
- Make a simple wind instrument.
- Play the improvised wind instrument, applying the skills of holding and blowing.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment

- Self- efficacy

- Parental engagement and empowerment
- Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art curriculum design
- Beginning Music Grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Discuss the concept of wind instruments and how they produce sound.

Step 2: Demonstrate how to make a simple wind instrument using locally available materials.

Step 3: Practice holding and blowing the improvised wind instrument.

Step 4: Play the improvised wind instrument in a group, focusing on enjoying the process.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create their own unique wind instruments at home and share with the class in the next session.
- Explore different types of wind instruments from around the world and discuss their cultural significance.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Playing musical instrument (wind)

Specific Learning Outcomes:

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

1. Identify various wind instruments
2. Demonstrate different body movements while playing wind instruments
3. Enjoy playing an improvised wind instrument

Key Inquiry Question(s):

- Can you name different wind instruments?
- How can you use body movements while playing an improvised wind instrument?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Arts Curriculum Design
- Beginning Music Grade 2

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on musical instruments.
- Engage students in reading and discussing relevant content from the learning resources to enhance understanding of wind instruments.

Lesson Development (20 minutes):

Step 1: Introduce various wind instruments and their sounds.

Step 2: Demonstrate different body movements that can enhance playing wind instruments.

Step 3: Allow students to practice using body movements while playing an improvised wind instrument.

Step 4: Encourage students to enjoy the process of playing the improvised wind instrument.

Conclusion (5 minutes):

- Recap the key points learned about wind instruments and body movements.
- Conduct a brief interactive activity for students to demonstrate their understanding.
- Provide a preview of upcoming topics or questions to consider in the next session.

Extended Activities:

- Have students create their own wind instruments using recycled materials.
- Organize a mini concert where students can showcase their improvised wind instrument performances to their classmates.

Teacher Self-Evaluation:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Playing musical instrument (wind)

Specific Learning Outcomes:

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

1. Mention various wind instruments
2. Make different body movements while playing wind instruments
3. Enjoy playing an improvised wind instrument

Key Inquiry Question(s):

- Name various wind instruments
- In groups, make different body movements while playing the improvised wind instrument

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art Curriculum Design
- Beginning Music Grade 2

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):**Step 1: Introduction to Wind Instruments**

- Discuss and name various wind instruments such as flute, clarinet, and saxophone.
- Show visuals or pictures of these instruments to help students understand.

Step 2: Importance of Body Movements

- Explain the significance of making body movements while playing wind instruments.
- Demonstrate how body movements can influence the sound produced and enhance the overall performance.

Step 3: Group Activity

- Divide students into groups and provide them with an improvised wind instrument (such as a paper tube or straw).
- Instruct each group to create different body movements while playing the improvised instrument.
- Encourage creativity and collaboration among group members.

Step 4: Enjoyment Through Performance

- Allow each group to showcase their performance with the improvised wind instrument.
- Emphasize the fun and enjoyment that can be derived from playing music and making body movements together.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a quick quiz or discussion.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create their wind instruments using recyclable materials at home and practice making body movements while playing.
- Organize a mini-concert where students can showcase their improvised wind instruments and body movements to their classmates and teachers.

Teacher Self-Evaluation:

WEEK 2: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Playing musical instrument (wind)

Specific Learning Outcomes:

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

1. Mention various wind instruments
2. Make different body movements while playing wind instruments
3. Enjoy playing an improvised wind instrument

Key Inquiry Question(s):

- Name various wind instruments
- In groups, make different body movements while playing the improvised wind instrument

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art curriculum design

- Beginning Music Grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduction to Wind Instruments

- Discuss and name various wind instruments such as flute, clarinet, and trumpet.
- Show pictures or videos to help students visually identify these instruments.

Step 2: Importance of Body Movements

- Explain why body movements are important while playing wind instruments (e.g., posture affects sound quality).
- Demonstrate how body movements can enhance playing performance.

Step 3: Practicing Body Movements

- Engage students in a group activity where they can make different body movements while pretending to play wind instruments.
- Encourage creativity and exploration of movements that can enhance their "playing."

Step 4: Enjoying Improvised Wind Instrument

- Provide students with simple improvised wind instruments (e.g., paper towel rolls or straws) and allow them to experiment and enjoy playing music with these makeshift instruments.
- Emphasize the importance of having fun and being creative in music-making.

Conclusion (5 minutes):

- Summarize key points about wind instruments, body movements, and improvisation.
- Conduct a brief interactive activity where students can share their favorite body movements or sounds they created.
- Preview upcoming topics or questions to consider in the next session.

Extended Activities:

- Students can create their own wind instruments using recycled materials and showcase them in a mini "instrument show."
- Encourage students to research more about wind instruments and present their findings to the class.

Teacher Self-Evaluation:

WEEK 2: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Rolls and Balances

Specific Learning Outcomes:

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

1. Identify different directions the body moves and faces when performing egg roll and swan balance
2. Improvise markers for use during egg roll and swan balance performance
3. Enjoy performing egg roll and swan balance in different directions

Key Inquiry Question(s):

- In groups, discuss the different directions the body moves
- Improvise markers for use during egg roll and swan balance performance
- Mark the field using improvised markers and perform egg roll and swan balance

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art Curriculum Design
- Know More Movement Activities Grade 2

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding the key concepts.

Lesson Development (20 minutes):

Step 1: Discuss which body parts are used in performing egg roll and swan balance.

Step 2: Practice identifying different directions the body moves and faces during egg roll and swan balance.

Step 3: Create and improvise markers for use during egg roll and swan balance performance.

Step 4: Mark the field with improvised markers and perform egg roll and swan balance.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create their own rolls and balances routine incorporating different directions and markers.
- Students can work in pairs to teach each other their routines and provide feedback for improvement.

Teacher Self-Evaluation:

WEEK 2: LESSON 7

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Rolls and balances

Specific Learning Outcomes:

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

1. Identify different directions the body moves and faces when performing egg roll and swan balance
2. Improvise markers for use during egg roll and swan balance performance
3. Enjoy performing egg roll and swan balance in different directions

Key Inquiry Question(s):

- In groups, discuss the different directions the body moves
- Improvise markers for use during egg roll and swan balance performance
- Mark the field using improvised markers and perform egg roll and swan balance

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art curriculum design
- Know More Movement Activities Grade 2

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Discuss different directions the body moves and faces during egg roll and swan balance.

Step 2: Demonstrate and practice improvising markers for use during the performances.

Step 3: Mark the field using improvised markers and practice performing egg roll and swan balance.

Step 4: Provide opportunities for students to enjoy performing egg roll and swan balance in different directions.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create their own sequences using egg roll and swan balance movements and markers.
- Provide opportunities for peer feedback and collaboration in performing the sequences.

Teacher Self-Evaluation:

WEEK 3: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Rolls and balances

Specific Learning Outcomes:

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

1. Identify different directions the body moves and faces when performing egg roll and swan balance
2. Improvise markers for use during egg roll and swan balance performance
3. Enjoy performing egg roll and swan balance in different directions

Key Inquiry Question(s):

- In groups, discuss the different directions the body moves
- Improvise markers for use during egg roll and swan balance performance
- Mark the field using improvised markers and perform egg roll and swan balance

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art curriculum design
- Know More Movement Activities Grade 2

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Discuss different directions the body moves and faces during egg roll and swan balance.

Step 2: Demonstrate and practice improvising markers for use during the performances.

Step 3: Mark the field using improvised markers and practice performing egg roll and swan balance.

Step 4: Provide opportunities for students to enjoy performing egg roll and swan balance in different directions.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create their own sequences using egg roll and swan balance movements and markers.
- Provide opportunities for peer feedback and collaboration in performing the sequences.

Teacher Self-Evaluation:

WEEK 3: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Rolls and Balances

Specific Learning Outcomes:

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

1. Identify different directions the body moves and faces when performing egg roll and swan balance.
2. Improvise markers for use during egg roll and swan balance performance.
3. Enjoy performing egg roll and swan balance in different directions.

Key Inquiry Question(s):

- In groups, discuss the different directions the body moves.
- Improvise markers for use during egg roll and swan balance performance.
- Mark the field using improvised markers and perform egg roll and swan balance.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art curriculum design
- Know More movement Activities grade 2

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Discuss and identify the different directions the body moves during egg roll and swan balance.

Step 2: Guide students to improvise markers for use during egg roll and swan balance performance.

Step 3: Mark the field with improvised markers and practice performing egg roll and swan balance in different directions.

Step 4: Encourage students to enjoy and have fun while performing egg roll and swan balance.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Suggest engaging in a group performance where students take turns directing each other in performing egg roll and swan balance.

Teacher Self-Evaluation:

WEEK 3: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Rolls and Balances

Specific Learning Outcomes:

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

1. Identify different directions the body moves and faces when performing egg roll and swan balance.
2. Improvise markers for use during egg roll and swan balance performance.
3. Enjoy performing egg roll and swan balance in different directions.

Key Inquiry Question(s):

- In groups, discuss different directions the body moves.
- Improvise markers for use during egg roll and swan balance performance.
- Mark the field using improvised markers and perform egg roll and swan balance.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- None specified

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Discuss different directions the body moves in during egg roll and swan balance.

Step 2: Create and improvise markers for use during the performances.

Step 3: Mark the field using improvised markers and practice egg roll and swan balance in different directions.

Step 4: Perform egg roll and swan balance routines incorporating the markers and different directions.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create their own routines incorporating rolls and balances with markers in different directions.
- Have students work in pairs to coach each other on improving their egg roll and swan balance techniques.

Teacher Self-Evaluation:

WEEK 3: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Rolls and Balances

Specific Learning Outcomes:

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

1. Identify different directions the body moves and faces when performing egg roll and swan balance
2. Improvise markers for use during egg roll and swan balance performance
3. Enjoy performing egg roll and swan balance in different directions

Key Inquiry Question(s):

- In groups, discuss different directions the body moves.
- Improvise markers for use during egg roll and swan balance performance.
- Mark the field using improvised markers and perform egg roll and swan balance.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Arts Curriculum Design
- Know More Movement Activities Grade 2

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Discuss which body parts are used in performing egg roll and swan balance.

Step 2: Identify different directions the body moves and faces during the performance.

Step 3: Create and improvise markers for use during egg roll and swan balance performance.

Step 4: Perform egg roll and swan balance in different directions using the markers.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to practice their egg roll and swan balance independently and demonstrate to their families.
- Create a mini performance showcase where students can present their moves to classmates.

Teacher Self-Evaluation:

WEEK 3: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Rolls and Balances

Sub Strand: Rolls and balances

Specific Learning Objective:

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

1. Identify different directions the body moves and faces when performing egg roll and swan balance.
2. Improvise markers for use during egg roll and swan balance performance.
3. Enjoy performing egg roll and swan balance in different directions.

Key Inquiry Questions:

- In groups, discuss different directions the body moves.
- Improvise markers for use during egg roll and swan balance performance.
- Mark the field using improvised markers and perform egg roll and swan balance.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art Curriculum Design
- Know More Movement Activities Grade 2

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Discuss the different directions the body moves in egg roll and swan balance.

Step 2: Create improvised markers for use during the performance.

Step 3: Mark the field with improvised markers and practice egg roll and swan balance.

Step 4: Perform egg roll and swan balance in different directions using the markers.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create their own rolls and balances routine using different body parts and directions.
- Have students perform their routines to the class using improvised markers.

Teacher Self-Evaluation:

WEEK 3: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Rolls and balances

Specific Learning Outcomes:

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

1. Identify different directions the body moves and faces when performing egg roll and swan balance
2. Improvise markers for use during egg roll and swan balance performance
3. Enjoy performing egg roll and swan balance in different directions

Key Inquiry Question(s):

- In groups, discuss different directions the body moves
- Improvise markers for use during egg roll and swan balance performance
- Mark the field using improvised markers and perform egg roll and swan balance

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art curriculum design
- Know More movement Activities for grade 2

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Brainstorm and discuss the different directions the body can move during the egg roll and swan balance.

Step 2: Demonstrate how to improvise markers for use during the performances.

Step 3: Practice marking the field with improvised markers and performing the egg roll and swan balance.

Step 4: Reflect on the experience and share what was enjoyable about performing in different directions.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- As an extended activity, students can create their own choreographed routines incorporating the egg roll and swan balance movements in various directions. They can perform these routines for the class in small groups, encouraging creativity and teamwork.

Teacher Self-Evaluation:

WEEK 3: LESSON 7

[SCHOOL]	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Rolls and balances

Specific Learning Outcomes:

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

1. Perform egg roll and swan balance in different directions.
2. Sing action songs while performing egg roll and swan balance in different directions.
3. Enjoy performing egg roll and swan balance in different directions.

Key Inquiry Question(s):

- How can you perform egg roll and swan balance in different directions?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Arts curriculum design

- Know More Movement Activities for Grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Demonstrate the egg roll and swan balance movements to the students.

Step 2: Practice the movements together as a class, ensuring students understand how to perform them in different directions.

Step 3: Sing action songs while performing the egg roll and swan balance in different directions.

Step 4: Engage in a fun activity where students can enjoy performing the movements independently or in pairs, encouraging creativity and exploration.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create their own unique rolls and balances and perform them for the class.
- Explore incorporating different types of music or rhythms while performing the movements to enhance the experience.

Teacher Self-Evaluation:

WEEK 4: LESSON 1

[SCHOOL]	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Rolls and balances

Specific Learning Outcomes:

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

- 1.Perform egg roll and swan balance in different directions
- 2.Sing action songs while performing egg roll and swan balance in different directions
- 3.Enjoy performing egg roll and swan balance in different directions

Key Inquiry Question(s):

- How can you perform egg roll and swan balance in different directions?
- How can action songs enhance your performance of egg roll and swan balance in different directions?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art curriculum design
- Movement Activities for grade 2

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Demonstrate the egg roll and swan balance movements in various directions.

Step 2: Practice performing the egg roll and swan balance in small groups, encouraging students to experiment with different directions.

Step 3: Integrate singing action songs while performing the movements to enhance coordination and rhythm.

Step 4: Provide opportunities for students to showcase their egg roll and swan balance performances to the class.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as identifying different directions.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create their own variations of the egg roll and swan balance movements and perform them for their classmates.
- Explore incorporating different types of music or rhythms into the performances to enhance creativity and expression.

Teacher Self-Evaluation:

WEEK 4: LESSON 2

[SCHOOL]	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Rolls and Balances

Specific Learning Outcomes:

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

- 1.Perform egg roll and swan balance in different directions.
- 2.Sing action songs while performing egg roll and swan balance to different directions.
- 3.Enjoy performing egg roll and swan balance in different directions.

Key Inquiry Question(s):

- What directions can you perform egg roll and swan balance?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art Curriculum Design

- Movement Activities for Grade 2

Organisation of Learning:

Introduction (5 minutes):

- Recap the previous lesson.
- Engage learners in reading and discussing relevant content from the learning resources, focusing on key concepts understanding.

Lesson Development (20 minutes):

Step 1: Demonstrate and practice egg roll and swan balance in different directions.

Step 2: Encourage students to perform the movements individually while singing action songs.

Step 3: Provide opportunities for group practice, allowing students to explore various directions

Step 4: Guide students in reflecting on their experiences and sharing what they enjoyed about performing egg roll and swan balance.

Conclusion (5 minutes):

- Summarize the key learning points and objectives achieved.
- Conduct a brief interactive activity to reinforce the main topics learned.
- Preview the upcoming topics or questions to consider in the next session.

Extended Activities:

- Design a mini-performance incorporating egg roll and swan balance movements.
- Create a simple routine with the actions songs learned during the lesson.

Teacher Self-Evaluation:

WEEK 4: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Rolls and balances

Specific Learning Outcomes:

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

1. Perform egg roll and swan balance in different directions.
2. Sing action songs while performing egg roll and swan balance to different directions.
3. Enjoy performing egg roll and swan balance in different directions.

Key Inquiry Question(s):

- How can you perform egg roll and swan balance in different directions?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art curriculum design
- Know More Movement Activities grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the concept of egg roll and swan balance.

Step 2: Demonstrate how to perform egg roll and swan balance in various directions.

Step 3: Practice egg roll and swan balance with the students, encouraging them to try different directions.

Step 4: Sing action songs while performing egg roll and swan balance in different directions.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Create a short choreography incorporating egg roll and swan balance movements.
- Play a game where students have to mimic different directions of egg roll and swan balance based on verbal cues.

Teacher Self-Evaluation:

WEEK 4: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Rolls and Balances

Specific Learning Outcomes:

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

1. Perform egg roll and swan balance in different directions.
2. Sing action songs while performing egg roll and swan balance to different directions.
3. Enjoy performing egg roll and swan balance in different directions.

Key Inquiry Question(s):

- How can we perform egg roll and swan balance in different directions?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on rolls and balances.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Demonstrate how to perform an egg roll and swan balance in different directions.

Step 2: Practice performing the egg roll and swan balance in pairs or small groups.

Step 3: Integrate singing action songs while performing the egg roll and swan balance.

Step 4: Reflect on the enjoyment of performing the egg roll and swan balance in different directions.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session by previewing upcoming topics or questions to consider.

Extended Activities:

- Have students choreograph a short dance routine incorporating the egg roll and swan balance movements.
- Create a mini-performance showcasing the egg roll and swan balance for fellow classmates or parents.

Teacher Self-Evaluation:

WEEK 4: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Rolls and balances

Specific Learning Outcomes:

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

- 1.Perform egg roll and swan balance in different directions.
- 2.Sing action songs while performing egg roll and swan balance to different directions.
3. Enjoy performing egg roll and swan balance in different directions.

Key Inquiry Question(s):

- How can you perform egg roll and swan balance in different directions?
- How can you incorporate action songs while performing these movements?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art Curriculum Design
- "Movement Activities Grade 2" resource

Organization of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

Step 1: Introduce egg roll and swan balance movements.

Step 2: Practice performing these movements in different directions.

Step 3: Incorporate action songs while performing the movements.

Step 4: Provide opportunities for learners to enjoy and experiment with the movements.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create their own short routines incorporating egg roll and swan balance movements.
- Have students perform their routines for each other and provide positive feedback.

Teacher Self-Evaluation:

WEEK 4: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Rolls and balances

Specific Learning Outcomes:

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

1. Perform egg roll and swan balance in different directions.
2. Sing action songs while performing egg roll and swan balance to different directions.
3. Enjoy performing egg roll and swan balance in different directions.

Key Inquiry Question(s):

- How can we perform egg roll and swan balance in different directions?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art curriculum design

- Know More movement Activities for Grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

Step 1: Introduce the concept of egg roll and swan balance.

Step 2: Demonstrate how to perform egg roll and swan balance in different directions.

Step 3: Practice performing egg roll and swan balance with guidance.

Step 4: Encourage learners to perform egg roll and swan balance independently.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Create a short performance or dance routine incorporating egg roll and swan balance.
- Draw a picture or write a short story inspired by the movements of egg roll and swan balance.

Teacher Self-Evaluation:

WEEK 4: LESSON 7

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Rolls and balances

Specific Learning Outcomes:

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

- 1.Perform egg roll and swan balance in different directions
- 2.Sing action songs while performing egg roll and swan balance to different directions
- 3.Enjoy performing egg roll and swan balance in different directions

Key Inquiry Question(s):

- How can you perform egg roll and swan balance in different directions while singing action songs?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art curriculum design

- Movement Activities grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Demonstrate and practice egg roll and swan balance in different directions.

Step 2: Sing action songs while performing egg roll and swan balance.

Step 3: Discuss the enjoyment of performing these movements.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create their own egg roll and swan balance routines and perform them for the class.
- Encourage students to explore other movements that incorporate rolls and balances in different directions.

Teacher Self-Evaluation:

WEEK 5: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Water safety

Specific Learning Outcomes:

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

1. Identify games that can be played in water for fun.
2. Improvise floaters for use in water safety.
3. Appreciate playing water games for recreation and fitness.

Key Inquiry Question(s):

- In groups, talk about games that can be played in water for enjoyment.
- Collect locally available materials that can be used to make floaters (tubes, plastic jerricans).
- Make simple floaters.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art Curriculum Design.
- Movement Activities Grade 2.

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Discuss and list games that can be played in water such as Marco Polo, Shark Attack, or Water Balloon Toss.

Step 2: In groups, collect materials for making floaters and discuss their potential use in water safety.

Step 3: Demonstrate how to make simple floaters using the collected materials.

Step 4: Discuss the importance of water safety and the role of floaters in prevention.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a water safety quiz or game.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Suggest grade-relevant extended activities such as creating water safety posters, role-playing water rescue scenarios, or participating in a water sports day to deepen understanding and apply the concepts discussed.

Teacher Self-Evaluation:

WEEK 5: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Water safety

Specific Learning Outcomes:

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

1. Identify games that can be played in water for fun.
2. Improvise floaters for use in water safety.
3. Appreciate playing water games for recreation and fitness.

Key Inquiry Question(s):

- In groups, talk about games that can be played in water for enjoyment.
- Collect locally available materials that can be used to make floaters (tubes, plastic jerricans).
- Make simple floaters.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art curriculum design.
- Know More movement Activities for Grade 2.

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Discuss with students different water games they know or have played.

Step 2: Introduce the concept of water safety and the importance of using floaters.

Step 3: Demonstrate how to improvise floaters using locally available materials.

Step 4: Have students create their own simple floaters and test them in water.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to research and share additional water games played in different cultures around the world.
- Have students create a water safety poster highlighting the importance of using floaters and safe practices while in water.

Teacher Self-Evaluation:

WEEK 5: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Water Safety

Specific Learning Outcomes:

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

1. Identify games that can be played in water for fun.
2. Improvise floaters for use in water safety.
3. Appreciate playing water games for recreation and fitness.

Key Inquiry Question(s):

- In groups, talk about games that can be played in water for enjoyment.
- Collect locally available materials that can be used to make floaters (tubes, plastic jerricans).
- Make simple floaters.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art Curriculum Design
- Know More Movement Activities Grade 2

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Discuss and brainstorm games that can be played in water for enjoyment.

Step 2: Explore locally available materials that can be used to make floaters.

Step 3: Engage students in a hands-on activity to create simple floaters.

Step 4: Discuss the importance of water safety while playing water games.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create a water safety poster.
- Organize a mini-water games festival where students can apply what they have learned about water safety.

Teacher Self-Evaluation:

WEEK 5: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Water Safety

Specific Learning Outcomes:

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

1. Identify simple songs for water play activities
2. Float in water using mushroom technique
3. Appreciate playing water games for recreation and fitness

Key Inquiry Question(s):

- How can we use digital devices to find and sing songs for water play activities?
- How do we float in water using the mushroom technique?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art curriculum design
- Know More Movement Activities for Grade 2

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide students to read and discuss relevant content from the learning resources to understand key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the concept of floating in water and demonstrate the mushroom technique.

Step 2: Practice floating in water using the mushroom technique with students in a supervised setting.

Step 3: Integrate the use of simple songs during water play activities to make the experience enjoyable for students.

Step 4: Discuss the importance of water safety and recreation in fitness activities.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Preview upcoming topics or questions for the next session.

Extended Activities:

- Encourage students to create their own water safety songs or dances.
- Have students research different water games and present their favorites to the class.

Teacher Self-Evaluation:

WEEK 5: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Water safety

Specific Learning Outcomes:

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

1. Identify simple songs that can be sung during water play activities.
2. Float in water using the mushroom technique.
3. Appreciate playing water games for recreation and fitness.

Key Inquiry Question:

- How can we use digital devices to search and sing simple songs for water play activities?
- How do we float in water using the mushroom technique?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art Curriculum Design
- Movement Activities for Grade 2

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the concept of the mushroom technique and its importance for water safety.

Step 2: Demonstrate the proper body position and movements required to float using the mushroom technique.

Step 3: Practice floating in water with the guidance and support of the teacher.

Step 4: Reinforce the learning by discussing the benefits of mastering the mushroom technique for water safety.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as role-playing a water safety scenario.
- Prepare learners for the next session by previewing upcoming topics or asking questions to consider.

Extended Activities:

- Grade-relevant extended activities can include creating a poster on water safety tips, designing a water game for classmates to play, or writing a short song about water safety to share with the class.

Teacher Self-Evaluation:

WEEK 5: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Water safety

Specific Learning Outcomes:

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

1. Play water games with peers for water confidence
2. Make geometric shapes and lines patterns as they play water games
3. Appreciate playing water games for recreation and fitness

Key Inquiry Question(s):

- In groups, play water games for enjoyment
- In groups, make geometric shapes and lines patterns as they play water games

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art curriculum design
- Know More movement Activities grade 2
- Beginning Art and Craft grade 2

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce different geometric shapes through visuals and examples.

Step 2: Engage students in a water game where they have to create shapes using their bodies in the water.

Step 3: Guide students to incorporate lines patterns while playing water games.

Step 4: Reflect on the importance of water safety while enjoying recreational water games.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as asking students to identify shapes or create patterns.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create their own water safety posters incorporating geometric shapes and patterns.
- Collaborate on a group mural using geometric shapes and lines to depict the importance of water safety.

Teacher Self-Evaluation:

WEEK 5: LESSON 7

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Water Safety

Specific Learning Outcomes:

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

1. Play water games with peers for water confidence.
2. Make geometric shapes and lines patterns as they play water games.
3. Appreciate playing water games for recreation and fitness.

Key Inquiry Question(s):

- In groups, play water games for enjoyment.
- In groups, make geometric shapes and lines patterns as they play water games.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art curriculum design
- Know More movement Activities grade 2
- Beginning Art and Craft grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce geometric shapes to students and engage them in identifying shapes commonly found in their environment.

Step 2: Demonstrate how to create geometric shapes and lines patterns using art materials.

Step 3: Connect the concept of geometric shapes to water safety by discussing how to stay safe while playing water games.

Step 4: Engage students in group activities where they play water games, create geometric shapes, and practice water safety.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create their own geometric shapes and patterns using different art materials.
- Invite students to design water safety posters incorporating geometric shapes and patterns.
- Organize a water safety day where students can apply their knowledge while having fun in a safe environment.

Teacher Self-Evaluation:

WEEK 6: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Water Safety

Specific Learning Outcomes:

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

1. Play water games with peers for water confidence
2. Make geometric shapes and lines patterns as they play water games
3. Appreciate playing water games for recreation and fitness

Key Inquiry Question(s):

- In groups play water games for enjoyment
- In groups make geometric shapes and lines patterns as they play water games

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Imagination and creativity • Critical thinking and Problem solving • Self- efficacy	• Unity • Respect • Patriotism • Responsibility • Peace • Love	• Safety • Self-awareness • Self esteem • Environmental conservation • Inclusivity • Health promotion issues • Life skills • Health education • Economic empowerment • Parental engagement and empowerment • Ethnic and racial relations

Learning Resources:

- Grade 2 Creative Art curriculum design
- Know More movement Activities grade 2
- Beginning Art and Craft grade 2

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce geometric shapes and discuss their characteristics using visuals and examples.

Step 2: Engage students in a water game activity where they identify and create geometric shapes in the water.

Step 3: Encourage students to collaborate in groups to form patterns and lines with the shapes in the water.

Step 4: Discuss the importance of water safety while enjoying water activities and the benefits of recreation and fitness.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as asking students to share their favorite geometric shape.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create their own water safety posters featuring geometric shapes and patterns.
- Organize a water safety relay race where students have to navigate through different geometric shapes on the ground.
- Set up a water-themed obstacle course where students have to identify and interact with geometric shapes to complete tasks.

Teacher Self-Evaluation:

WEEK 6: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: African Style Singing Game

Specific Learning Outcomes:

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

1. Identify songs used in the African style singing game
2. Identify roles of the performers in the African style singing game
3. Appreciate performances of African style singing games

Key Inquiry Question(s):

- Watch videos of African singing games and identify songs in the performance
- Discuss roles of the performers in the African style singing game

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Integrity • Responsibility	• Safety • Social cohesion • Disaster risk reduction

Learning Resources:

- Grade 2 Creative Art Curriculum Design - Beginning Music Grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1:

- Show videos of African style singing games and ask students to identify the songs being sung.

Step 2:

- Discuss the roles of the performers in the African style singing game, such as lead singer, chorus, and accompanists.

Step 3:

- Explore what makes African singing games interesting by focusing on the use of call-and-response, movement, and storytelling elements.

Step 4:

- Facilitate a group discussion on the importance of traditional music and games in various cultures, encouraging students to share their own experiences.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity, such as a sing-along or rhythmic clapping, to reinforce the main topics.
- Preview upcoming topics or questions for the next session.

Extended Activities:

- Encourage students to create their own African-style singing game using simple call-and-response patterns.
- Invite students to research and present a traditional song or game from a different culture to promote cultural appreciation.

Teacher Self-Evaluation:

WEEK 6: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: African style singing game

Specific Learning Outcomes:

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

1. Identify songs used in the African style singing game.
2. Identify roles of the performers in the African style singing game.
3. Appreciate performances of African style singing games.

Key Inquiry Question(s):

- Watch videos of African singing games and identify songs in the performance.
- Discuss roles of the performers in the African style singing game.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Integrity • Responsibility	• Safety • Social cohesion • Disaster risk reduction

Learning Resources:

- Grade 2 Creative Arts curriculum design - Beginning music grade 2.

Organisation of Learning:

Introduction (5 minutes):

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

the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the concept of African style singing games and discuss the cultural significance.

Step 2: Watch videos of African singing games and identify the songs being performed. Discuss the rhythms and melodies.

Step 3: Identify the roles of the performers in the African style singing game. Discuss the different responsibilities of singers, dancers, and musicians.

Step 4: Appreciate performances of African style singing games by discussing what aspects of the performance were engaging and enjoyable.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as singing a simple African style game song together.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Extend the learning by having students create their own African style singing game with roles for performers.
- Have students research and present on a specific African singing game from a particular country.

Teacher Self-Evaluation:

WEEK 6: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: African style singing game

Specific Learning Outcomes:

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

1. Identify songs used in the African style singing game
2. Identify roles of the performers in the African style singing game
3. Appreciate performances of African style singing games

Key Inquiry Question(s):

- Watch videos of African singing games and identify songs in the performance
- Discuss roles of the performers in the African style singing game

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Integrity • Responsibility	• Safety • Social cohesion • Disaster risk reduction

Learning Resources:

- Grade 2 Creative Arts curriculum design Beginning music Grade 2

Organisation of Learning:

Introduction (5 minutes):

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

the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1:

- Show learners a video of an African singing game performance.
- Guide them to identify the songs used in the performance.

Step 2:

- Discuss the roles of the performers in the African style singing game.
- Encourage students to share their observations and understanding.

Step 3:

- Ask students to reflect on what aspects of the performance they appreciated the most.
- Facilitate a discussion on the unique elements of African singing games that make them interesting.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create their own African style singing game performance.
- Research and share information about different African cultures and their traditional singing games.

Teacher Self-Evaluation:

WEEK 6: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: African Style Singing Game

Specific Learning Outcomes:

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

1. Identify costumes used in the African style singing game performances.
2. Identify props used in the African style singing game.
3. Develop a desire to use props in the African style singing game.

Key Inquiry Question(s):

- Discuss costumes used in the African style singing game performances.
- Discuss props used in the African style singing game.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Integrity • Responsibility	• Safety • Social cohesion • Disaster risk reduction

Learning Resources:

- Grade 2 Creative Art Curriculum Design - Beginning music Grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.

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

Lesson Development (20 minutes):

Step 1: Introduce the concept of props and their role in performances.

Step 2: Explore specific props traditionally used in African style singing games.

Step 3: Discuss the significance of props in enhancing the storytelling and cultural elements of the games.

Step 4: Encourage learners to express their desire to use props in their own performances.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a role-playing exercise using props.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Grade-relevant extended activities could include:
- Designing and creating props for a mini singing game performance.
- Researching and presenting on different traditional African singing games and their associated costumes and props.
- Integrating props into a group performance of an African style singing game.

Teacher Self-Evaluation:

WEEK 6: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: African style singing game

Specific Learning Outcomes:

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

1. Identify costumes used in the African style singing game performances.
2. Identify props used in the African style singing game.
3. Develop a desire to use props in the African style singing game.

Key Inquiry Question(s):

- Discuss costumes used in the African style singing game performances.
- Discuss props used in the African style singing game.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Integrity • Responsibility	• Safety • Social cohesion • Disaster risk reduction

Learning Resources:

- Grade 2 Creative Art Curriculum Design - Beginning Music Grade 2

Organisation of Learning:

Introduction (5 minutes):

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

the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduction to African Style Singing Games

- Discuss the concept of African style singing games with learners.
- Introduce the use of costumes and props in these performances.

Step 2: Costumes and their Significance

- Show pictures or samples of costumes used in African style singing games.
- Discuss the significance of costumes in performances.

Step 3: Props and their Role

- Introduce various props used in African style singing games.
- Discuss how props enhance the performances.

Step 4: Engaging with Props

- Encourage learners to express their desire to use props in their own singing games.
- Provide time for learners to interact with props in a guided activity.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Create a mini-performance using costumes and props for a brief showcase.
- Explore different African cultures and their unique music and dance styles.

Teacher Self-Evaluation:

WEEK 6: LESSON 7

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: African style singing game

Specific Learning Outcomes:

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

1. Identify costumes used in the African style singing game performances
2. Identify props used in the African style singing game
3. Develop a desire to use props in the African style singing game

Key Inquiry Question(s):

- Discuss the costumes used in African style singing game performances
- Discuss the props used in the African style singing game

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Integrity • Responsibility	• Safety • Social cohesion • Disaster risk reduction

Learning Resources:

- Grade 2 Creative Art Curriculum Design Beginning Music Grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on creative arts.
- Guide learners to read and discuss relevant content from the provided learning resources,

focusing on understanding the key concepts related to African style singing games.

Lesson Development (20 minutes):

Step 1: Introduction to African Style Singing Games

- Briefly introduce African style singing games to the students, highlighting their significance in African culture.

Step 2: Costumes in African Style Singing Games

- Discuss and identify the costumes traditionally used in African style singing game performances. Show visual examples if available.

Step 3: Props in African Style Singing Games

- Explore and identify the props commonly used in African style singing games. Encourage students to share their thoughts on the role of props in performances.

Step 4: Desire to Use Props

- Foster students' curiosity and desire to use props in their own creative arts projects by discussing the impact of props on storytelling and expression.

Conclusion (5 minutes):

- Summarize the key points covered in the lesson regarding costumes and props in African style singing games.
- Conduct a brief interactive activity, such as a group discussion or a short role-playing game involving props, to reinforce learning.
- Preview the upcoming topics or questions that students can consider for the next session.

Extended Activities:

- Encourage students to create their own African style singing game using costumes and props discussed in the lesson.
- Invite students to research and present on a specific African culture and their unique singing game traditions.

Teacher Self-Evaluation:

WEEK 7: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: African style singing game

Specific Learning Outcomes:

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

1. Identify costumes used in the African style singing game performances.
2. Identify props used in the African style singing game.
3. Develop a desire to use props in the African style singing game.

Key Inquiry Question(s):

- Discuss costumes used in the African style singing game performances.
- Discuss props used in the African style singing game.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Integrity • Responsibility	• Safety • Social cohesion • Disaster risk reduction

Learning Resources:

- Grade 2 Creative Art curriculum design Beginning music grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the concept of props used in the African style singing game and discuss their importance in performances.

Step 2: Identify specific props commonly used in the African style singing game and the role they play.

Step 3: Explore the significance of costumes in the performances and how they contribute to the overall experience.

Step 4: Engage students in a discussion about their own ideas for props that could be used in the singing games.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a mini role-play of an African style singing game.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Grade-relevant extended activities could include:
- Designing and creating their own props and costumes for a mini-performance.
- Researching and presenting on the cultural significance of costumes and props in African singing games.

Teacher Self-Evaluation:

WEEK 7: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: African style singing game

Specific Learning Outcomes:

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

1. Imitate activities involved in the African style singing game.
2. Identify basic shapes and pattern formation used in African style singing games.
3. Appreciate performances of African style singing game.

Key Inquiry Question(s):

- How can we imitate activities involved in the African style singing game?
- Can we discuss basic shapes and pattern formation used in African style singing games?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Integrity • Responsibility	• Safety • Social cohesion • Disaster risk reduction

Learning Resources:

- Grade 2 Creative Art Curriculum Design "Beginning Music Grade 2"

Organisation of Learning:

Introduction (5 minutes):

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

the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the concept of African style singing games and discuss the cultural significance.

Step 2: Demonstrate basic activities involved in an African style singing game, such as clapping rhythms or call-and-response.

Step 3: Identify and analyze the use of basic shapes and patterns in African style singing games.

Step 4: Appreciate a performance of an African style singing game and discuss what was observed.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Create a group singing game inspired by African style singing games.
- Draw and color shapes and patterns seen in African style singing game performances.

Teacher Self-Evaluation:

WEEK 7: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: African style singing game

Specific Learning Outcomes:

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

- 1.Imitate activities involved in the African style singing game.
- 2.Identify basic shapes and pattern formation used in African style singing games.
- 3.Appreciate performances of African style singing game.

Key Inquiry Question(s):

- How can we imitate activities involved in the African style singing game?
- What basic shapes and pattern formations are used in African style singing games?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Integrity • Responsibility	• Safety • Social cohesion • Disaster risk reduction

Learning Resources:

- Grade 2 Creative Art curriculum design
- Beginning music grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.

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

Lesson Development (30 minutes):

Step 1: Introduce the concept of African style singing games and discuss the key features that make them unique.

Step 2: Demonstrate some activities involved in African style singing games and encourage students to imitate.

Step 3: Explore basic shapes and patterns commonly used in African style singing games.

Step 4: Appreciate performances of African style singing games through a group activity or video.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create their own African style singing games incorporating the basic shapes and patterns discussed in class.
- Explore traditional African music and dance styles to deepen understanding of the cultural context of the singing games.

Teacher Self-Evaluation:

WEEK 7: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: African Style Singing Game

Specific Learning Outcomes:

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

1. Imitate activities involved in the African style singing game.
2. Identify basic shapes and pattern formation used in African style singing games.
3. Appreciate performances of African style singing games.

Key Inquiry Questions:

- How can we imitate activities involved in the African style singing game?
- What basic shapes and patterns are used in African style singing games?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Integrity • Responsibility	• Safety • Social cohesion • Disaster risk reduction

Learning Resources:

- Grade 2 Creative Arts Curriculum Design
- Beginning Music Grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.

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

Lesson Development (20 minutes):

Step 1: Introduce the concept of African style singing games.

Step 2: Demonstrate and practice imitating activities involved in the game.

Step 3: Discuss and identify basic shapes and patterns used in African style singing games.

Step 4: Appreciate performances through a group activity or mini-performance.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved.
- Conduct a brief interactive activity to reinforce main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions.

Extended Activities:

- Create your own African style singing game using basic shapes and patterns.
- Research and learn about different African cultures and their traditional music and games.

Teacher Self-Evaluation:

WEEK 7: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: African style singing game

Specific Learning Outcomes:

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

1. Imitate activities involved in the African style singing game
2. Identify basic shapes and pattern formation used in African style singing games
3. Appreciate performances of African style singing game

Key Inquiry Question(s):

- How can we imitate activities involved in the African style singing game?
- What basic shapes and patterns are used in African style singing games?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Integrity • Responsibility	• Safety • Social cohesion • Disaster risk reduction

Learning Resources:

- Grade 2 Creative Art curriculum design
- Beginning music grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.

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

Lesson Development (20 minutes):

Step 1: Discuss the origins of African singing games

Step 2: Demonstrate basic shapes and patterns used in African style singing games

Step 3: Engage students in interactive activities imitating African singing games

Step 4: Discuss and analyze performances of African style singing games

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Create your own African style singing game using basic shapes and patterns.
- Research and share information about different African cultures and their traditional singing games.

Teacher Self-Evaluation:

WEEK 7: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: African style singing game

Specific Learning Outcomes:

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

1. Imitate activities involved in the African style singing game.
2. Identify basic shapes and pattern formations used in African style singing games.
3. Appreciate performances of African style singing games.

Key Inquiry Question(s):

- How can we imitate activities involved in the African style singing game?
- What basic shapes and pattern formations are used in African style singing games?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Integrity • Responsibility	• Safety • Social cohesion • Disaster risk reduction

Learning Resources:

- Grade 2 Creative Art Curriculum Design
- Beginning Music Grade 2

Organisation of Learning:

Introduction (5 minutes):

1. Review the previous lesson.

2. Guide learners to read and discuss relevant content from the learning resources, emphasizing key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the concept of African style singing games and discuss their cultural significance.

Step 2: Demonstrate basic activities involved in an African style singing game.

Step 3: Identify and discuss basic shapes and patterns found in African style singing games.

Step 4: Engage learners in experiencing and appreciating performances of African style singing games.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create their own African style singing games incorporating basic shapes and patterns.
- Invite students to share their creations with the class and explain the shapes and patterns they used.

Teacher Self-Evaluation:

WEEK 7: LESSON 7

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 2	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: African Style Singing Game

Specific Learning Outcomes:

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

1. Imitate activities involved in the African style singing game.
2. Identify basic shapes and pattern formation used in African style singing games.
3. Appreciate performances of African style singing games.

Key Inquiry Question(s):

- How can we imitate activities involved in the African style singing game?
- What basic shapes and patterns are used in African style singing games?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Self- efficacy	• Unity • Respect • Integrity • Responsibility	• Safety • Social cohesion • Disaster risk reduction

Learning Resources:

- Grade 2 Creative Art Curriculum Design
- Beginning Music Grade 2

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.

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

Lesson Development (20 minutes):

Step 1: Introduce the concept of African style singing games and discuss the key characteristics that make them unique.

Step 2: Demonstrate and practice imitating activities involved in the African style singing game.

Step 3: Explore basic shapes and patterns commonly used in African style singing games.

Step 4: Appreciate performances of African style singing games through listening and participating.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create their own African style singing games using basic shapes and patterns.
- Incorporate rhythm and movement into the singing games for a more interactive experience.

Teacher Self-Evaluation: