

RATIONALISED CBE LESSON PLANS

GRADE : 6

TERM : THREE

YEAR : 2025

LEARNING AREA: CREATIVE ACTIVITIES

TEACHERS NAME:

SCHOOL:.....

WEEK 1: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Indigenous Kenyan Instrumental Ensembles

Specific Learning Outcomes:

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

1. Identify categories of indigenous Kenyan instrumental ensembles.
2. Outline factors to consider when playing in an instrumental ensemble.
3. Appreciate the role of Kenyan indigenous musical instruments in performance.

Key Inquiry Question(s):

- What are the categories of indigenous Kenyan instrumental ensembles?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Communication and collaboration • Citizenship	• Integrity • Responsibility • Unity • Respect • Peace	• Safety • Peer education and mentorship • Social cohesion • Cultural awareness • Ethnic and racial relations • Life skills • Health and fitness

- What factors should musicians consider when playing in an instrumental ensemble?

Learning Resources:

- Creative Arts curriculum design grade 6
- Spotlight music grade 6

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

- Begin with a review of the previous lesson on Kenyan music and instruments.
- Ask students to share one thing they learned about Kenyan music to engage them.
- Guide them to read and discuss relevant excerpts from the learning resources that introduce indigenous Kenyan instrumental ensembles.

Lesson Development (25 minutes):**Step 1: Identifying Categories of Ensembles**

- Introduce the three main categories of indigenous Kenyan instrumental ensembles: percussion, wind, and string ensembles.
- Provide examples of instruments for each category (e.g., drums for percussion, flutes for wind, and the nyatiti for string).
- Students work in small groups to match instruments to their respective categories and create a chart.

Step 2: Discussion on Playing Techniques

- Explain important factors to consider when playing in an instrumental ensemble: tuning, playing technique, and melody.
- Discuss why each factor is crucial in a group performance.
- Conduct a mini demonstration where students try tuning a simple instrument (like a xylophone) as a group.

Step 3: Role of Instruments in Performance

- Guide learners to appreciate the role of indigenous instruments in creating rhythm, melody, and harmony.
- Show videos or audio recordings of performances featuring various ensembles to illustrate how these instruments interact in a live setting.
- Encourage students to reflect on how different instruments contribute to the overall sound.

Step 4: Group Performance

- Have students form small ensembles using available classroom instruments.
- Assign each group an ensemble type (percussion, wind, or string) and instruct them to prepare a simple piece based on what they learned.
- Allow groups to perform for each other briefly.

Conclusion (5 minutes):

- Summarize the key points on indigenous Kenyan instrumental ensembles and their importance.
- Have an interactive quiz or game (like Kahoot) to reinforce main topics discussed.
- Prepare students for the next session by introducing the idea of composing their own piece using elements from indigenous ensembles.

Extended Activities:

- Students can research a specific indigenous Kenyan instrument and create a poster that includes its history, how it is played, and its role in performances.
- Arrange a field trip to a local community music event or workshop showcasing indigenous Kenyan music.
- Encourage students to learn a simple song using an indigenous Kenyan instrument and present it in class next week.

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Indigenous Kenyan Instrumental Ensembles

Specific Learning Outcomes:

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

1. Identify categories of indigenous Kenyan instrumental ensembles.
2. Outline factors to consider when playing in an instrumental ensemble.
3. Appreciate the role of Kenyan indigenous musical instruments in performance.

Key Inquiry Questions:

- What are the categories of indigenous Kenyan instrumental ensembles (percussion, wind, string)?
- What factors should we consider when playing in an instrumental ensemble (tuning, playing technique, melody)?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and	• Integrity • Responsibility • Unity • Respect • Patriotism • Love	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

problem solving • Communication and collaboration	• Peace	
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Learning Resources:

- Creative Arts Curriculum Design Grade 6
- Spotlight Music Grade 6

Organisation of Learning:

Introduction (5 minutes):

- Briefly review the previous lesson on music concepts.
- Ask students to share what they remember about indigenous music.
- Guide learners to read and discuss relevant content from the learning resources, focusing on the key concepts.

Lesson Development (25 minutes):

Step 1: Categorizing Indigenous Kenyan Instrumental Ensembles

- Introduce the three main categories of instrumental ensembles: percussion, wind, and string.
- Ask students to provide examples of instruments from each category.
- Discuss the unique characteristics of each category (e.g., rhythm for percussion, melody for wind, harmony for strings).

Step 2: Understanding Ensemble Dynamics

- Introduce the concept of playing in an ensemble and why teamwork is essential.
- Discuss factors to consider when playing in an instrumental ensemble:
 - Tuning: How instruments must be tuned for harmonization.
 - Playing Technique: Adopting the right techniques for each instrument.
 - Melody: The role of melody in ensemble performance.
- Use group activities or demonstrations to illustrate these factors.

Step 3: Practice and Role Play

- Organize a brief role-play where students are assigned different instruments and simulate an instrumental ensemble.

- Encourage them to focus on how to maintain rhythm, melody, and harmony while playing together.

Step 4: Discussion and Reflection

- Facilitate a discussion on their experiences playing in ensembles.
- Ask reflective questions: How did it feel to play with others? What was challenging?
- Highlight the importance of each member's role in achieving a great performance.

Conclusion (5 minutes):

- Summarize the key points about the categories of indigenous Kenyan instrumental ensembles and the factors to consider when playing.
- Engage students in a brief interactive activity, like a clapping rhythm exercise, to reinforce teamwork and dynamics of ensemble play.
- Prepare learners for the next session by previewing the upcoming topics, such as exploring specific Kenyan musical instruments in more detail.

Extended Activities:

- Instrument Research Project: Have students select an indigenous Kenyan instrument, research its history and cultural significance, and present their findings to the class.
- Music Composition: Encourage students to compose a short musical piece using the techniques discussed in class. They can work in groups and showcase their pieces during the next lesson.
- Field Trip or Virtual Tour: Organize a visit to a local music event or provide a virtual tour of a Kenyan music performance to experience indigenous music culture firsthand.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Indigenous Kenyan Instrumental Ensembles

Specific Learning Outcomes:

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

1. Identify categories of indigenous Kenyan instrumental ensembles.
2. Outline factors to consider when playing in an instrumental ensemble.
3. Appreciate the role of Kenyan indigenous musical instruments in performance.

Key Inquiry Questions:

- What are the categories of indigenous Kenyan instrumental ensembles (e.g., percussion, wind, string)?
- What factors should we consider when playing in an instrumental ensemble (e.g., tuning, playing technique, melody)?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and problem solving • Communication and	• Integrity • Responsibility • Unity • Respect • Patriotism • Love • Peace	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

collaboration		
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Learning Resources:

- Creative Arts Curriculum Design Grade 6
- Spotlight Music Grade 6

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

1. Review what was learned in the previous lesson about music and instruments.
2. Introduce today's topic: indigenous Kenyan instrumental ensembles. Read excerpts from the learning resources to familiarize students with key concepts and terms.

Lesson Development (30 minutes):**Step 1:** Exploring Categories of Indigenous Kenyan Instrumental Ensembles

- Discuss the three main categories:
- Percussion: Instruments like drums and shakers.
- Wind: Instruments such as flutes and horns.
- String: Instruments including the lyre and guitar.
- Activity: In small groups, students will choose one category and list examples of instruments within it.

Step 2: Understanding Factors in Playing in an Ensemble

- Introduce important factors for ensemble playing:
- Tuning: Ensuring instruments are in harmony.
- Playing Technique: How to play instruments properly.
- Melody: Key role in creating songs together.
- Interactive discussion: Ask students how these factors can affect their performance as a group.

Step 3: Role of Indigenous Instruments in Performance

- Discuss how each category contributes to music and performance.
- Share stories or examples of traditional songs that utilize these ensembles.

Step 4: Showcase Indigenous Instruments

- If available, bring in traditional instruments for students to see and touch.
- Discuss how instruments are made and their significance in Kenyans' daily lives and cultural expressions.

Conclusion (5 minutes):

- Recap the main points: the categories of instruments, factors for ensemble playing, and the role of indigenous instruments.
- Conduct a brief quiz or interactive game to reinforce understanding.
- Prepare students for the next lesson: "How do diverse cultures influence music?" Discuss any questions they might have about this topic.

Extended Activities:

- Research Project: Have students research a specific indigenous instrument and prepare a short presentation on its history, how it's played, and its cultural significance.
- Group Performance: Assign students into groups to create a simple composition using any indigenous instruments they have at hand, focusing on tuning and melody.
- Instrument Art: Create a 3D model of an indigenous instrument using recyclable materials, then present it to the class.

Teacher Self-Evaluation:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Indigenous Kenyan Instrumental Ensembles

Specific Learning Outcomes:

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

1. Identify categories of indigenous Kenyan instrumental ensembles.
2. Outline factors to consider when playing in an instrumental ensemble.
3. Appreciate the role of Kenyan indigenous musical instruments in performance.

Key Inquiry Questions:

- What are the categories of indigenous Kenyan instrumental ensembles?
- What factors should we consider when playing in an instrumental ensemble?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and problem solving • Communication and collaboration	• Integrity • Responsibility • Unity • Respect • Patriotism • Love • Peace	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

Learning Resources:

- Creative Arts Curriculum Design Grade 6
- Spotlight Music Grade 6

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

- Begin by reviewing the previous lesson on Kenyan music and instruments.
- Ask students to recall some of the instruments discussed.
- Introduce today's focus on indigenous Kenyan instrumental ensembles and their importance in music.

Lesson Development (25 minutes):**Step 1: Introduction to Indigenous Kenyan Instrumental Ensembles**

- Define what an instrumental ensemble is.
- Introduce the three main categories of indigenous Kenyan instrumental ensembles: percussion, wind, and string ensembles.
- Discuss examples of instruments in each category (e.g., drums for percussion, flutes for wind, and lyres for string).

Step 2: Exploring Each Category

- Divide the class into three groups, each assigned one category of instrumental ensemble.
- Provide each group with information from the learning resources about their assigned category.
- Ask groups to prepare a brief presentation (2 minutes each) on what they learned, focusing on the instruments within their category.

Step 3: Factors to Consider in Instrumental Ensembles

- Discuss important factors when playing in an ensemble including tuning, playing techniques, and melody.
- Prompt students to think about how these factors can affect the overall sound of the ensemble.

Step 4: The Role of Indigenous Instruments in Performance

- Facilitate a discussion about the role of these instruments in cultural ceremonies, celebrations, and everyday life.
- Encourage students to appreciate diversity in music and the significance of these instruments.

Conclusion (5 minutes):

- Summarize key points: the types of ensembles, important playing factors, and the cultural significance of Kenyan instruments.
- Conduct a brief interactive activity, such as a quick quiz or a round of "Instrument Charades" to reinforce the main topics.
- Provide a preview of the next session, hinting at exploring the history of one specific indigenous instrument.

Extended Activities:

- Instrument Creation: Students can create a simple musical instrument using everyday materials (e.g., shakers using bottles and beads) and demonstrate its sound in class.
- Research Project: Assign students to research a specific indigenous instrument and prepare a short presentation on its significance and how it's used in cultural contexts.
- Performance Day: Encourage students to form small ensembles to perform a simple piece of music using found objects as instruments, promoting creativity and teamwork.

Teacher Self-Evaluation:

WEEK 1: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Indigenous Kenyan Instrumental Ensembles

Specific Learning Outcomes:

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

1. Identify categories of indigenous Kenyan instrumental ensembles.
2. Outline factors to consider when playing in an instrumental ensemble.
3. Appreciate the role of Kenyan indigenous musical instruments in performance.

Key Inquiry Questions:

- What are the different categories of indigenous Kenyan instrumental ensembles (percussion, wind, string)?
- What factors should musicians consider when performing in an instrumental ensemble (tuning, playing technique, melody)?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and problem solving • Communication and col-	• Integrity • Responsibility • Unity • Respect • Patriotism • Love • Peace	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

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Learning Resources:

- Creative Arts Curriculum Design Grade 6
- Spotlight Music Grade 6

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

- Review the previous lesson by asking students to share what they learned about Kenyan music.
- Guide learners to read and discuss relevant content from the provided learning resources, focusing on understanding the key concepts of instrumental ensembles.

Lesson Development (30 minutes):**Step 1:** Introduction to Indigenous Kenyan Instrumental Ensembles

- Begin with a brief presentation or discussion about the three main categories of indigenous Kenyan instrumental ensembles: percussion, wind, and string.
- Show images or play recordings of instruments from each category (e.g., drums, flutes, and the nyatiti).

Step 2: Exploring Factors for Playing in Ensembles

- Discuss important factors to consider when playing in an ensemble, such as tuning, playing technique, and melody.
- Engage students in a conversation about how these factors affect the overall sound and harmony of the performance. Reference specific examples from Kenyan music.

Step 3: Group Activity - Identifying Instruments

- Have students break into small groups and provide them with images or actual instruments.
- Ask each group to identify the instruments, categorize them into percussion, wind, and string, and present their findings to the class.

Step 4: Listening and Appreciation

- Play a short piece of music featuring indigenous Kenyan instruments.
- Guide students in discussing what they heard, focusing on the role of each instrument in the ensemble and their feelings about the performance.

Conclusion (5 minutes):

- Summarize the key points discussed during the lesson, reinforcing the learning objectives.
- Conduct a brief interactive activity where students can express which category of instruments they found most interesting and why.
- Prepare learners for the next session by giving them a preview of upcoming topics, such as learning specific playing techniques for individual instruments.

Extended Activities:

- Research Project: Have students choose one indigenous Kenyan instrument to research further and create a poster presentation detailing its history, how it is played, and its significance in Kenyan culture.
- Group Performance: Encourage students to form small groups to create a simple arrangement using available instruments, focusing on tuning and melody, and perform it for the class.
- Musical Journal: Students can maintain a journal where they reflect on each lesson about indigenous musical concepts and write about their favorite instruments and performances.

Teacher Self-Evaluation:

WEEK 1: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Indigenous Kenyan Instrumental Ensembles

Specific Learning Outcomes:

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

1. Select an instrument to perform in a Kenyan Indigenous instrumental ensemble.
2. Play a selected instrument in an ensemble using appropriate techniques.
3. Appreciate the role of Kenyan indigenous musical instruments in performance.

Key Inquiry Questions:

- How can one play an instrument as part of an instrumental ensemble?
- How do you tune the selected instrument using appropriate techniques?
- What practices are useful for playing an instrument in a Kenyan indigenous instrumental ensemble?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and problem solving • Communication and collab-	• Integrity • Responsibility • Unity • Respect • Patriotism • Love • Peace	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

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Learning Resources:

- Creative Arts curriculum design, Grade 6
- Spotlight music, Grade 6

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

- Begin the lesson with a brief review of the previous session, recalling any instruments discussed.
- Introduce the topic of Kenyan indigenous music, highlighting its cultural significance. Encourage learners to share any prior knowledge about Kenyan instruments.

Lesson Development (25 minutes):**Step 1: Instrument Selection**

- Discuss the various instruments used in Kenyan indigenous music (e.g., nyatiti, orutu, drum).
- Have each student choose an instrument they would like to learn more about. Provide a brief overview of each chosen instrument's sound and role in an ensemble.

Step 2: Tuning the Instrument

- Introduce techniques for tuning the selected instruments (use visuals or audio examples for clarity).
- Demonstrate the tuning process for one or two instruments.
- Allow students time to practice tuning their chosen instruments, circulating and providing feedback.

Step 3: Playing Together

- Divide students into small groups based on the instrument they selected.
- In their groups, have students discuss how to play together while keeping rhythm and coordinating their instruments.
- Encourage each group to practice playing their instruments together in a simple rhythm.

Step 4: Performance Preparation

- Discuss the importance of listening to one another while playing in an ensemble.
- Provide time for each group to rehearse their ensemble piece, encouraging collaboration and communication.

Conclusion (5 minutes):

- Summarize the key points of the lesson, stressing the importance of teamwork in an instrumental ensemble and appreciation for Kenyan musical culture.
- Conduct a brief interactive activity: Have groups present a short performance of what they have practiced.
- Preview the next session by asking students to think about the origins of the instruments they chose and how they are used in traditional ceremonies.

Extended Activities:

- Research Assignment: Ask students to find out more about the cultural significance of their selected instrument in Kenyan traditions and present their findings in the next class.
- Create a Djembe Drum: Provide materials for students to create their simple version of a traditional drum using recycled items. This could tie into discussions of rhythm and sound production in ensembles.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Indigenous Kenyan Instrumental Ensembles

Specific Learning Outcomes:

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

1. Select an instrument to perform in a Kenyan Indigenous instrumental ensemble.
2. Play a selected instrument in an ensemble using appropriate techniques.
3. Appreciate the role of Kenyan indigenous musical instruments in performance.

Key Inquiry Questions:

- How can one play an instrument as part of an instrumental ensemble?
- What techniques are necessary to tune and play these instruments?
- How do these instruments contribute to the overall musical experience?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and problem solving • Communication and collaboration	• Integrity • Responsibility • Unity • Respect • Patriotism • Love • Peace	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

Learning Resources:

- Creative Arts Curriculum Design for Grade 6
- Spotlight Music Grade 6

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

- Begin the lesson by briefly reviewing the previous lesson focused on Kenyan music.
- Ask students to discuss their thoughts about indigenous instruments and their importance in Kenyan culture.
- Introduce the objective of today's lesson, emphasizing the importance of Kenyan Indigenous instrumental ensembles.

Lesson Development (25 minutes):**Step 1: Instrument Selection**

- Present a variety of indigenous Kenyan instruments (e.g., nyatiti, orutu, drumming instruments).
- Discuss the characteristics, sounds, and roles of each instrument in a performance.
- Allow students to select an instrument they are most interested in playing, encouraging them to share their reasons for their choice.

Step 2: Tuning Instruments

- Introduce the concept of tuning instruments.
- Demonstrate how to properly tune the selected instruments, explaining the importance of tuning for ensemble play.
- Allow students time to practice tuning their instruments, offering assistance as needed.

Step 3: Playing Techniques

- Teach basic playing techniques for the selected instruments.
- Encourage students to practice the techniques while emphasizing rhythm and timing for ensemble play.

Step 4: Ensemble Practice

- Organize students into groups based on their selected instruments to form mini-ensembles.
- Allow them to practice playing together, focusing on listening to each other and maintaining rhythm.

Conclusion (5 minutes):

- Summarize key points: the importance of instrument selection, tuning, and group playing.
- Conduct a quick interactive activity such as a call-and-response exercise using a rhythm pattern to reinforce what they learned.
- Briefly prepare students for the next session by mentioning they will learn about famous Kenyan musicians and different musical styles.

Extended Activities:

- Research Project: Have students research a famous Kenyan indigenous instrument, focusing on its history and significance in Kenyan culture, and present their findings to the class.
- Creating a Performance: Encourage students to arrange a short performance piece using their selected instruments, either in class or for a school event.
- Cultural Exploration: Ask students to explore and bring in a piece of music that features Kenyan indigenous instruments for discussion.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Indigenous Kenyan Instrumental Ensembles

Specific Learning Outcomes:

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

1. Select an instrument to perform in a Kenyan Indigenous instrumental ensemble.
2. Play a selected instrument in an ensemble using appropriate techniques.
3. Appreciate the role of Kenyan indigenous musical instruments in performance.

Key Inquiry Questions:

- How can one play an instrument as part of an instrumental ensemble?
- How do we tune our selected instrument using appropriate techniques?
- How do we practice playing our selected instrument in a Kenyan indigenous instrumental ensemble?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and problem solving • Communication and collaboration	• Integrity • Responsibility • Unity • Respect • Patriotism • Love • Peace	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

Learning Resources:

- Creative Arts Curriculum Design Grade 6
- Spotlight Music Grade 6

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

- Review the previous lesson on the importance of music in different cultures.
- Ask students to share what they remember about Kenyan indigenous instruments, focusing on any they might know or have seen.

Lesson Development (25 minutes):**Step 1: Instrument Selection**

- Introduce various Kenyan indigenous instruments (like the Nyatiti, Adungu, or Orutu) using visuals or recordings.
- Invite each student to select an instrument they are interested in playing.
- Facilitate a brief discussion about why they chose their particular instrument and its cultural significance.

Step 2: Tuning Techniques

- Demonstrate how to properly tune the selected instruments, explaining the importance of tuning for ensemble playing.
- Provide students with a guide or checklist for tuning their chosen instrument.
- Allow students time to practice tuning their instruments, encouraging peer-to-peer assistance.

Step 3: Ensemble Playing Techniques

- Teach the basic techniques for playing their selected instruments, focusing on rhythm, timing, and coordination with others in an ensemble.
- Organize students into small groups based on their chosen instruments and have them practice playing together.
- Circulate among groups to provide support and feedback.

Step 4: Reflective Discussion

- Gather students to share their experiences playing in their small groups.
- Discuss what they found easy, challenging, and enjoyable about ensemble playing.

Conclusion (5 minutes):

- Summarize the key points of the lesson: the importance of instrument selection, tuning, and collaborative play in enhancing performance.
- Engage the students in a quick interactive activity, such as a rhythm clapping exercise, to reinforce teamwork and timing in music.
- Preview the next lesson on exploring different musical styles or techniques in Kenyan music.

Extended Activities:

- Instrument Research Project: Students can choose an indigenous Kenyan instrument to research and prepare a presentation that includes its history, cultural significance, and how it is played.
- Music and Art Integration: Encourage students to create artwork inspired by the music they learn or the instruments they play. They could create a poster showcasing their chosen instrument and its uses in traditional ceremonies.
- Record and Perform: Have students form small groups to create a short performance piece using their instruments. They can record their performances and discuss their experiences with playing in an ensemble.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Indigenous Kenyan Instrumental Ensembles

Specific Learning Outcomes:

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

1. Select an instrument to perform in a Kenyan Indigenous instrumental ensemble.
2. Play a selected instrument in an ensemble using appropriate techniques.
3. Appreciate the role of Kenyan indigenous musical instruments in performance.

Key Inquiry Question(s):

- How can one play an instrument as part of an instrumental ensemble?
- How do we tune the selected instrument using appropriate techniques?
- How can we practice playing a selected instrument in a Kenyan indigenous instrumental ensemble?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and problem solving • Communication and	• Integrity • Responsibility • Unity • Respect • Patriotism • Love • Peace	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

collaboration		
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Learning Resources:

- Creative Arts curriculum design Grade 6
- Spotlight Music Grade 6
- Indigenous musical instruments (e.g., Nyatiti, Orutu, or Kora)

Organisation of Learning:

Introduction (5 minutes):

- Review: Remind students of the previous lesson's key points focusing on Kenyan musical traditions.
- Discussion: Read and discuss relevant content from learning resources. Emphasize the significance of indigenous instruments in Kenyan culture.

Lesson Development (30 minutes):**Step 1: Introduction to Instruments**

- Activity: Show images or videos of various Kenyan indigenous instruments. Discuss their sounds, characteristics, and how they are played.
- Task: Have students choose an instrument they would like to learn more about.

Step 2: Tuning the Instrument

- Demonstration: Teach students how to tune their chosen instrument using appropriate techniques.
- Practice: Divide the class into smaller groups and allow time for students to practice tuning their instruments with guidance.

Step 3: Playing in an Ensemble

- Instruction: Explain the concept of playing in an ensemble and the importance of listening and coordinating with others.
- Practice: Have each student play their instrument in a mock ensemble setting, where they play simple melodies in unison.

Step 4: Reflection and Appreciation

- Discussion: Encourage students to reflect on how the experience of playing an instrument together made them feel.

- Sharing: Invite students to share what they learned about the role of their chosen instrument in Kenyan culture.

Conclusion (5 minutes):

- Summary: Recap the key points of the lesson and the learning objectives achieved.
- Interactive Activity: Conduct a game where students must match instruments to their origins or roles in an ensemble.
- Preview: Prepare students for the next session, hinting at exploring more complex rhythms and ensemble pieces.

Extended Activities:

- Instrument Research Project: Individually or in small groups, students can research another Kenyan indigenous instrument not covered in class and prepare a short presentation.
- Create a Rhythm: Students can compose a simple piece of music for their instrument and present it to the class in the next lesson.
- Cultural Exploration: Organize a field trip or invite a guest speaker to discuss the practical use of indigenous instruments in modern Kenyan music.

Teacher Self-Evaluation:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Indigenous Kenyan Instrumental Ensembles

Specific Learning Outcomes:

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

1. Select an instrument to perform in a Kenyan Indigenous instrumental ensemble.
2. Play a selected instrument in an ensemble using appropriate techniques.
3. Appreciate the role of Kenyan indigenous musical instruments in performance.

Key Inquiry Questions:

- How does one select an instrument for an ensemble?
- How do we tune our selected instruments?
- How can we practice playing together as an ensemble?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and problem solving • Communication and collaboration	• Integrity • Responsibility • Unity • Respect • Patriotism • Love • Peace	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

Learning Resources:

- Creative Arts Curriculum Design for Grade 6
- Spotlight Music Grade 6

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

- Review the previous lesson by asking students to share what they learned about Kenyan musical traditions.
- Guide learners to read and discuss relevant content from the learning resources, focusing on Kenyan indigenous instruments and their roles in ensembles.

Lesson Development (25 minutes):**Step 1: Instrument Selection**

- Introduce various indigenous Kenyan instruments (e.g., nyatiti, orutu, thumb piano).
- Engage students in a discussion about the sounds and characteristics of each instrument.
- Have students choose an instrument they would like to play, explaining their choice to the class.

Step 2: Tuning the Instrument

- Demonstrate how to properly tune the selected instruments using appropriate techniques.
- Allow students to practice tuning their chosen instruments with teacher support.
- Discuss why tuning is important for ensemble performance.

Step 3: Ensemble Practice

- Organize students into small groups based on the instruments they have chosen.
- Guide each group as they practice a simple piece of music together, focusing on playing in sync.
- Provide feedback on technique and teamwork during practice.

Step 4: Performance Reflection (optional for time)

- Have each group perform a short segment of their piece for the class.
- Encourage students to share what they learned about playing in an ensemble and the roles of their instruments.

Conclusion (5 minutes):

- Summarize key points: selecting instruments, tuning techniques, and playing together.
- Conduct a brief interactive activity, such as a quick quiz or group discussion to reinforce the topics.
- Prepare learners for the next session by introducing the concept of rhythm and dynamics in music and asking them to think about how these elements affect ensemble performance.

Extended Activities:

- Research Project: Have students choose one Kenyan indigenous instrument to research and prepare a short presentation about its history and significance in Kenyan culture.
- Create a Group Composition: In groups, students can create an original piece of music using their chosen instruments to perform for the class.
- Field Trip: Consider organizing a class visit to a local performance or workshop featuring indigenous Kenyan music.

Teacher Self-Evaluation:

WEEK 2: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Indigenous Kenyan Craft – Pottery

Specific Learning Outcomes:

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

1. Identify pottery items made using the slab technique.
2. Draw items made using the slab technique.
3. Appreciate pottery as an indigenous craft of Kenya.

Key Inquiry Questions:

- What types of pottery items can be made using the slab technique?
- How can we create artwork inspired by these pottery items?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and problem solving • Communication and collaboration	• Integrity • Responsibility • Unity • Respect • Patriotism • Love • Peace	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

Learning Resources:

- Creative Arts curriculum design grade 6
- Spotlight Art and Craft Grade 6

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

- Reviewing the Previous Lesson: Ask students what they remember about previous lessons on art forms. This will help activate prior knowledge related to crafts.
- Discussion: Introduce pottery as a key part of Kenyan culture. Encourage learners to share what they know about Kenyan pottery, leading into a discussion about the slab technique.

Lesson Development (25 minutes):**Step 1: Introduction to the Slab Technique**

- Show actual/virtual samples of pottery made using the slab technique (e.g., bowls, plates, decorative tiles).
- Explain how the slab technique involves rolling out clay into flat sheets, which are then shaped and joined to create items.

Step 2: Identifying Pottery Items

- Guide students in an interactive group activity where they identify different pottery items shown in the samples.
- Ask students to focus on the characteristics of each pottery piece, discussing their shapes, sizes, and uses.

Step 3: Drawing Pottery Items

- Provide students with paper and pencils.
- Instruct them to choose one of the clay items observed and try to draw it, paying special attention to the details and form of the item.

Step 4: Appreciation through Discussion

- Encourage a classroom discussion on the importance of pottery in Kenyan culture.
- Prompt questions like: "What stories do you think these pottery items tell?" and "Why is it

important to appreciate indigenous crafts?"

Conclusion (5 minutes):

- Summarization: Recap the key points covered in the lesson about the slab technique and its importance in Kenyan pottery.
- Interactive Activity: Conduct a quick quiz or a game where students match pottery items to their names or uses to reinforce learning.
- Preview of Next Session: Share what the next lesson will cover, such as hands-on pottery-making or exploring other indigenous crafts, and suggest they think about their favorite pottery piece.

Extended Activities:

- Pottery Exploration Project: Have students research a specific type of indigenous pottery not covered in class, then create a visual presentation or a simple poster to share with the class in future sessions.
- Hands-on Pottery Experience: Organize a field trip to a local pottery studio or invite a guest potter to demonstrate the slab technique allowing students to try it themselves.

Teacher Self-Evaluation:

WEEK 2: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Indigenous Kenyan Craft – Pottery

Specific Learning Outcomes:

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

1. Identify pottery items made using the slab technique.
2. Draw items made using the slab technique.
3. Appreciate pottery as an indigenous craft of Kenya.

Key Inquiry Question(s):

- What items can be made using the slab technique?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and problem solving • Communication and collaboration	• Integrity • Responsibility • Unity • Respect • Patriotism • Love • Peace	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

Learning Resources:

- Creative Arts Curriculum Design Grade 6
- Spotlight Art and Craft Grade 6
- Virtual samples of indigenous Kenyan pottery (videos/images)

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

- Begin the lesson by reviewing the previous lesson on traditional crafts in Kenya.
- Allow students to share what they have learned about the importance of craftsmanship in indigenous cultures.
- Guide learners to read and discuss the relevant pages from the learning resources, focusing on the concept of the slab technique in pottery.

Lesson Development (25 minutes):**Step 1: Introduction to the Slab Technique**

- Explain what the slab technique is and how it differs from other pottery techniques.
- Show students actual or virtual samples of indigenous Kenyan pottery items made with this technique.
- Ask students to look closely and note key characteristics of these items.

Step 2: Identification Activity

- In pairs, provide students with images of various pottery items, some made with the slab technique and others made with different methods.
- Have students work together to identify which items are made using the slab technique.
- Allow pairs to present their findings to the class, encouraging discussion and feedback.

Step 3: Drawing Activity

- Students will choose one pottery item identified in the previous step and draw it, focusing on the shapes and patterns.
- Encourage them to think about how they might create this item if they were to make it themselves.

Step 4: Reflection

- Conclude the activity by discussing the importance of pottery in Kenyan culture.

- Ask students to share their drawings and insights about the role of pottery in everyday life and rituals.

Conclusion (5 minutes):

- Summarize the key points from the lesson: the slab technique, identification of items, and the significance of pottery in Kenyan culture.
- Conduct a brief interactive quiz where students can shout out answers or raise hands to reinforce the main topics discussed.
- Preview the next session, which will involve creating a simple slab pottery project based on what they learned.

Extended Activities:

1. Pottery Project: Encourage students to try making a small piece of pottery using the slab technique at home or in the next art class, using clay or modeling dough.
2. Research Assignment: Students can choose an indigenous Kenyan pottery artisan to research and present to the class, focusing on techniques, history, and cultural significance.

Teacher Self-Evaluation:

WEEK 3: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Indigenous Kenyan Craft - Pottery

Specific Learning Outcomes:

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

1. Identify pottery items made using the slab technique.
2. Draw items made using the slab technique.
3. Appreciate pottery as an indigenous craft of Kenya.

Key Inquiry Question(s):

- What pottery items can be made using the slab technique?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and problem solving • Communication and collaboration	• Integrity • Responsibility • Unity • Respect • Patriotism • Love • Peace	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

Learning Resources:

- Creative Arts Curriculum Design for Grade 6
- Spotlight: Art and Craft Grade 6

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

- Review the previous lesson on the importance of indigenous crafts in Kenya.
- Guide learners to read sections of the learning resources that discuss the slab technique in pottery. Encourage students to share what they already know about pottery techniques.

Lesson Development (25 minutes):**Step 1: Observation**

- Show actual or virtual samples of indigenous Kenyan pottery.
- Discuss as a class the characteristics of items made using the slab technique. Ask students to point out differences compared to other pottery techniques.

Step 2: Identification

- Hand out a worksheet with images of different pottery items.
- In pairs, have students identify which items were made using the slab technique and explain their reasoning.

Step 3: Drawing

- Provide students with drawing paper and coloring materials.
- Instruct them to choose one pottery item observed and create a detailed drawing, focusing on the shapes and designs used in the slab technique.

Step 4: Class Sharing

- Invite students to share their drawings with the class.
- Facilitate a discussion on the different artistic choices made by students in their drawings.

Conclusion (5 minutes):

- Summarize key points discussed in the lesson related to the slab technique.
- Reinforce the appreciation of indigenous Kenyan craft by discussing its cultural significance.

- Conduct a brief interactive activity where students share one new thing they learned, encouraging participation.
- Preview the next session, which will cover the firing process of pottery and its importance.

Extended Activities:

- Pottery Exhibit Project: Students can work in groups to create sample pottery items using the slab technique with modeling clay. They can hold an exhibition to showcase their work and explain the techniques used.
- Research Assignment: Ask students to pick a specific type of indigenous Kenyan pottery and research its history and cultural significance, presenting their findings in a creative format (e.g., poster, presentation).

Teacher Self-Evaluation:

WEEK 3: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Indigenous Kenyan Craft – Pottery

Specific Learning Outcomes:

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

1. Identify pottery items made using the slab technique.
2. Draw items made using the slab technique.
3. Appreciate pottery as an indigenous craft in Kenya.

Key Inquiry Question(s):

- What items can be made using the slab technique in pottery?
- How do we recognize and appreciate indigenous Kenyan pottery?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagina- tion • Critical thinking and problem solving • Communication and col- laboration	• Integrity • Responsibility • Unity • Respect • Patriotism • Love • Peace	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

Learning Resources:

- Creative Arts curriculum design grade 6
- Spotlight Art and Craft Grade 6
- Actual/virtual images or samples of indigenous Kenyan pottery

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

- Begin the class by reviewing what students learned in the previous lesson about indigenous crafts in Kenya.
- Ask students a couple of questions to engage them, such as “What types of crafts have we discussed before?” and “Can anyone name a pottery item they’ve seen?”
- Guide learners to read and discuss relevant content from the learning resources, focusing on the slab technique in pottery.

Lesson Development (25 minutes):**Step 1: Introduction to Slab Technique**

- Explain what the slab technique is and how it is used in pottery.
- Show visual examples (either actual pottery items or pictures) of objects made using this technique.

Step 2: Identifying Pottery Items

- Divide students into small groups and provide them with images of different pottery items.
- Guide them to identify which items were made using the slab technique and discuss their observations within their groups.

Step 3: Drawing Activity

- Provide students with drawing materials (paper, pencils, colored pens).
- Instruct them to choose one pottery item identified in the previous step and draw it using the slab technique.
- Encourage them to label their drawings with the name of the item and a short description.

Step 4: Class Discussion and Appreciation

- Call on volunteers to present their drawings to the class, explaining why they chose that item and what they learned about it.

- Facilitate a discussion on the importance of pottery in Kenyan culture and how it reflects identity and tradition.

Conclusion (5 minutes):

- Summarize key points covered during the lesson, including the characteristics of pottery items made using the slab technique and their significance in indigenous culture.
- Conduct a brief interactive quiz or discussion where students share one new thing they learned today.
- Prepare learners for the next session by introducing the topic of other indigenous crafts and asking them to think about what they might want to explore.

Extended Activities:

- Research Project: Assign students to research different types of indigenous crafts from various cultures in Kenya and create a small poster displaying their findings.
- Craft Day: Plan a pottery day where students can experiment with making simple pottery items using the slab technique, if resources allow.
- Field Trip: Arrange a visit to a local pottery studio or artisan shop to observe pottery being made and possibly participate in a workshop.

Teacher Self-Evaluation:

WEEK 3: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Indigenous Kenyan Craft - Pottery

Specific Learning Outcomes:

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

1. Model a vase using the slab technique.
2. Decorate a modeled item for aesthetic enhancement.
3. Appreciate pottery as an indigenous Kenyan craft.

Key Inquiry Question(s):

- How do we prepare clay for crafting?
- Why are clay items dried in the shade?
- How do we shape and join clay slabs to create a vase?
- What techniques can be applied to finish our pottery pieces?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and problem solving • Communication and	• Integrity • Responsibility • Unity • Respect • Patriotism • Love • Peace	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

collaboration		
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Learning Resources:

- Textbook on Indigenous Kenyan Crafts
- Images of traditional Kenyan pottery
- Examples of tools used in pottery-making

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

1. Begin the lesson by reviewing the previous lesson on the importance of clay in Kenyan culture.
2. Discuss the significance of pottery in indigenous communities and have learners read excerpts from the learning resources, focusing on key concepts related to pottery.

Lesson Development (25 minutes):**Step 1: Preparation of Clay**

- Demonstrate how to knead and wedge the clay to remove air bubbles.
- Allow students to practice kneading their own clay.
- Discuss why it is important to prepare the clay before modeling (e.g., to ensure strength and durability).

Step 2: Rolling and Cutting Slabs

- Guide students on how to roll the clay into even slabs. Explain the importance of uniform thickness for stability.
- Have students cut their slabs into rectangular and circular shapes using template tools.
- Discuss the dimensions and considerations for the vase design.

Step 3: Joining Slabs to Form a Vase

- Show students how to join the cut pieces by scoring and using slip (a clay-water mixture) for adhesion.
- Emphasize the importance of neat joining to create a sturdy structure.

Step 4: Finishing Techniques

- Introduce techniques for burnishing and stamping on the vase surface for decoration.
- Allow students some time to decorate their vases, encouraging creativity and self-expression.

Conclusion (5 minutes):

- Summarize the key points covered during the lesson, including clay preparation, shaping, and decoration.
- Conduct a quick interactive activity: Ask students to share their favorite design ideas from the decorative techniques learned.
- Preview the next lesson on firing pottery and its role in making the final product durable.

Extended Activities:

- Research Assignment: Have students explore contemporary uses of pottery in Kenyan culture and present findings to the class.
- Craft Project: Encourage students to create a mini-exhibit featuring a story behind their vase designs, integrating language arts with art.
- Cultural Exchange: Organize a session where students can share pottery from other cultures, comparing techniques and purposes with indigenous Kenyan pottery.

Teacher Self-Evaluation:

WEEK 3: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub strand: Indigenous Kenyan Craft – Pottery

Specific Learning Outcomes:

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

1. Model a vase using slab technique.
2. Decorate a modeled item for aesthetic enhancement.
3. Appreciate pottery as a Kenyan indigenous craft.

Key Inquiry Questions:

- How do we prepare clay for pottery?
- What techniques can we use to shape and decorate our clay vases?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and problem solving • Communication and collaboration	• Integrity • Responsibility • Unity • Respect • Patriotism • Love • Peace	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

Learning Resources:

- Articles and videos on pottery as an indigenous Kenyan craft.
- Clay, tools for modeling (rolling pin, cutting tools, etc.), decorating tools (stamps, brushes).

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

- Begin by reviewing the previous lesson on types of clay and their properties.
- Engage students by asking them to share what they already know about pottery in Kenya.
- Introduce the importance of pottery in Kenyan culture and history using the learning resources.

Lesson Development (25 minutes):**Step 1: Preparing the Clay**

- Activity: In groups, have students knead and wedge their clay to remove air bubbles and create a workable texture.
- Discussion: Why is kneading important? How does it affect the final product?

Step 2: Rolling the Clay

- Activity: Each group rolls out their clay into slabs of equal thickness (about ½ inch thick). Provide a rolling pin and guide them on techniques to ensure uniformity.
- Tip: Use dowels as guides on either side of the clay to ensure even thickness.

Step 3: Cutting and Joining

- Activity: Students will cut their slabs into rectangular and circular shapes to create the basic form of a vase.
- Demonstration: Show how to join the clay edges using the slip-and-score method for a strong bond.

Step 4: Finishing Touches

- Activity: Introduce techniques for burnishing and stamping to decorate the vase. Allow students to add personal designs and patterns to enhance their creations.

- Discussion: Ask students why decoration is important in pottery.

Conclusion (5 minutes):

- Summarize key points: clay preparation, slab techniques, and the importance of decoration in pottery.
- Interactive Activity: Have each student share one thing they learned today and one technique they enjoyed.
- Preview: Tell the students that in the next lesson, they will learn about glazing and firing pottery items, and how different cultures use pottery.

Extended Activities:

- Home Project: Ask students to research a specific type of Indigenous Kenyan pottery and create a poster or digital presentation on its history and significance.
- Field Trip: Plan a visit to a local pottery studio or invite a potter to demonstrate pottery-making techniques.

Teacher Self-Evaluation:

WEEK 3: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Indigenous Kenyan Craft - Pottery

Specific Learning Outcomes:

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

1. Model a vase using the slab technique.
2. Decorate a modeled item for aesthetic enhancement.
3. Appreciate pottery as an indigenous craft of Kenya.

Key Inquiry Questions:

- Why do clay items need to be dried under the shade?
- How can different techniques enhance the aesthetics of pottery?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and problem solving • Communication and collaboration	• Integrity • Responsibility • Unity • Respect • Patriotism • Love - Peace	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

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

- Begin by reviewing the previous lesson on traditional crafting techniques.
- Ask students to share what they remember about the types of materials used in pottery and its cultural significance in Kenya.
- Guide learners to read and discuss a brief overview about Kenyan pottery, focusing on its history and importance in indigenous cultures.

Lesson Development (25 minutes):**Step 1: Preparing the Clay**

- Demonstrate how to knead and wedge clay. Explain the importance of this process for removing air bubbles and making the clay workable.
- Have students work in pairs to practice kneading and wedging their clay.

Step 2: Rolling Out the Clay

- Teach students how to roll their clay into uniform slabs. Discuss why uniform thickness is important for their projects.
- Monitor students as they roll their clay, ensuring everyone achieves even thickness.

Step 3: Cutting the Slabs

- Instruct students on how to cut their rolled clay into rectangular and circular shapes using templates.
- Allow students to cut their shapes, demonstrating the importance of precision in the design process.

Step 4: Assembling and Finishing the Vase

- Guide the students in joining their clay pieces to form a vase. Show them how to score and slip the edges to ensure a strong bond.
- Introduce them to the finishing techniques of burnishing and stamping to enhance their vase's aesthetics.

Conclusion (5 minutes):

- Summarize the key points covered: the steps in pottery-making, the importance of texture and design, and the cultural significance of pottery in Kenya.
- Conduct a brief interactive activity asking students to share one new fact they learned about

Kenyan pottery or discuss why it is important to preserve such crafts.

- Preview the next lesson's topic: exploring different decoration techniques in pottery and their meanings in various cultures.

Extended Activities:

- Research Project: Assign students to explore different types of indigenous pottery from various cultures around the world and present their findings to the class.
- Artistic Reflection: Encourage students to create a sketch of their ideal vase before they begin modeling it, focusing on the design and patterns they would incorporate.
- Pottery Gallery Walk: After the vases are dried and fired, organize a classroom gallery where students can display their finished pieces and explain the techniques used and their sourced inspirations.

Teacher Self-Evaluation:

WEEK 3: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Indigenous Kenyan Craft - Pottery

Specific Learning Outcomes:

1. Model a vase using the slab technique.
2. Decorate the modeled item for aesthetic enhancement.
3. Appreciate pottery as an indigenous craft of Kenya.

Key Inquiry Questions:

- In groups, prepare the clay by kneading and wedging.
- Roll clay into slabs of equal uniform thickness.
- Cut the slabs of clay (rectangular and circular) and join to form a vase.
- Finish the vase by burnishing and stamping.

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and problem solving	• Integrity • Responsibility • Unity • Respect • Patriotism • Love	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

- Communication and collaboration

- Peace

Learning Resources:

- Relevant materials on the significance of pottery as an indigenous craft in Kenya.

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

- Begin with a brief review of the previous lesson on the significance of Kenyan crafts.
- Ask students to read a short passage from the learning resources about pottery and discuss its cultural importance in small groups.

Lesson Development (25 minutes):**Step 1: Prepare the Clay**

- In groups, students will learn to knead and wedge the clay to remove air bubbles and create a smooth texture.
- Discuss why this step is crucial for making pottery, highlighting how it affects the final product.

Step 2: Rolling the Slabs

- Demonstrate rolling the clay into uniform slabs of equal thickness.
- Have each group roll their clay, ensuring they maintain the thickness. Discuss the importance of uniformity when crafting a vase.

Step 3: Cutting and Joining

- Guide students in cutting their rolled slabs into rectangular and circular shapes.
- Instruct them on how to join these shapes together to mold their vase, emphasizing the techniques that will hold their pieces together securely.

Step 4: Finishing Touches

- Teach the process of burnishing and stamping to enhance the aesthetics of the vase.
- Encourage students to think of their unique designs that reflect their personal styles or Kenyan culture.

Conclusion (5 minutes):

- Recap the main points of the lesson: the steps taken to create the vase and the cultural significance of pottery in Kenya.
- Conduct a short interactive quiz where students can answer questions based on what they learned, perhaps using a thumbs-up/thumbs-down method for responses.
- Preview the next session, discussing how they will learn about firing clay pottery and its next stages.

Extended Activities:

- Create a home project where students research different types of pottery found in Kenya and prepare a short presentation or poster.
- Invite students to explore other forms of indigenous crafts in Kenya and how they compare to pottery, possibly organizing a school exhibition.

Teacher Self-Evaluation:

WEEK 4: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Indigenous Kenyan Craft - Pottery

Specific Learning Outcomes:

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

1. Model a vase using the slab technique.
2. Decorate a modeled item for aesthetic enhancement.
3. Appreciate pottery as an indigenous craft of Kenya.

Key Inquiry Question(s):

- In groups, how do we prepare the clay by kneading and wedging?
- How can we roll clay into slabs of equal uniform thickness and cut them into shapes to form a vase?
- How do we finish the vase through burnishing and stamping?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and problem solving	• Integrity • Responsibility • Unity • Respect • Patriotism • Love	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

- Communication and collaboration

- Peace

Learning Resources:

- Articles and visuals on Indigenous Kenyan pottery practices (pictures of traditional pots, descriptions of the slab technique).

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on different types of indigenous crafts.
- Discuss with the learners the importance of pottery in Kenyan culture by reading selected content from the provided resources. Encourage them to share any prior knowledge or experiences with pottery.

Lesson Development (25 minutes):

Step 1: Prepare the Clay

- Explain the process of kneading and wedging clay to ensure it is free of air bubbles and has a uniform texture.
- In groups, learners will practice kneading the clay, focusing on techniques that make the clay easier to work with.

Step 2: Rolling the Clay into Slabs

- Instruct students on how to roll out the clay into 1/2-inch thick slabs, ensuring uniform thickness.
- Groups will measure their slabs using rulers, checking that they are rectangular or circular as required for the vase.

Step 3: Cutting and Joining the Slabs

- Demonstrate how to cut the slabs into the desired shapes and how to join them together to form a vase.
- Allow the groups to construct their vases, emphasizing the importance of scoring and slipping for attachment.

Step 4: Finishing Techniques

- Show learners how to finish their vases through burnishing (smoothly polishing the surface) and stamping for decoration.
- Groups will share their finished vases with the class, discussing their design choices.

Conclusion (5 minutes):

- Summarize the key points of the lesson: the slab technique, finishing techniques, and the cultural significance of pottery.
- Conduct a brief interactive activity by having students share one thing they learned about Kenyan pottery.
- Prepare learners for the next session by introducing the concept of glazing and its importance in pottery.

Extended Activities:

- Research Project: Students can research a particular type of traditional pottery in Kenya and create a presentation to share their findings with the class.
- Community Art Project: Organize a field trip to a local pottery workshop or an artisan market to observe and engage with practicing potters.

Teacher Self-Evaluation:

WEEK 4: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Swimming

Specific Learning Outcomes:

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

1. Describe the body position in breaststroke.
2. Perform the breaststroke in swimming.
3. Appreciate own and others' efforts while performing breaststroke skills in swimming.

Key Inquiry Questions:

- What does a proper body position look like in the breaststroke?
- How can I practice the breaststroke skill effectively?
- How can we turn the practice of breaststroke into a fun swimming game?
- How can we provide constructive feedback to our classmates while they swim using the breaststroke?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and	• Integrity • Responsibility • Unity • Respect • Patriotism • Love	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

problem solving • Communication and collaboration	• Peace	
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Learning Resources:

- Creative Arts curriculum design (Grade 6)
- Spotlight PHE (Grade 6)
- Video clip demonstrating the breaststroke technique

Organisation of Learning:

Introduction (5 minutes):

- Begin with a quick review of the previous lesson about the basics of swimming.
- Facilitate a discussion where students share what they know or remember about the breaststroke.
- Guide learners through relevant content in their learning resources to ensure they understand the key concepts of the breaststroke technique.

Lesson Development (25 minutes):

Step 1:

- Watch a Video Clip

Show a brief video demonstrating the breaststroke. Ask the students to pay attention to the swimmer's body position, kicks, and arm movements.

Step 2:

- Discuss Body Position

After watching, engage the students in a discussion about the key aspects of body positioning in the breaststroke. Prompt them to describe what they observed including head position, body line, and leg movements.

Step 3:

Practice Skills

Have students practice the breaststroke in the pool (or designated swimming area). Divide them into pairs, so they can practice swimming the stroke while focusing on technique. Teacher

circulates to provide assistance and observe the students.

Step 4:**Observation and Feedback**

Allow each student to swim a short distance using the breaststroke. After each attempt, partners provide positive feedback and one suggestion for improvement. Discuss the importance of giving and receiving constructive feedback.

Conclusion (5 minutes):

- Summarize the key points discussed during the lesson, reinforcing the body position, technique, and the importance of feedback.
- Conduct a brief interactive activity (e.g., "What would you change?") where students discuss one part of the breaststroke they would practice more and why.
- Preview the next session by mentioning that they will be incorporating breaststroke skills into a fun game activity.

Extended Activities:

- Swimming Journals: Students can keep a swimming journal where they write down their thoughts after each swimming session, including what skills they practiced, how they felt about their performance, and any feedback they received from peers.
- Swimming Buddy System: Pair students up outside of class to practice breaststroke or review the proper techniques at a local pool or water facility.
- Research Assignment: Students can research the history of the breaststroke and famous swimmers who excel in it, presenting their findings to the class.

Teacher Self-Evaluation:

WEEK 4: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Swimming

Specific Learning Outcomes:

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

1. Describe the body position in breaststroke.
2. Perform breaststroke in swimming.
3. Appreciate own and others' efforts while performing breaststroke skills in swimming.

Key Inquiry Question(s):

- Why are swimming skills considered survival skills?
- How can we effectively perform the breaststroke?
- How can we give constructive feedback to our peers while swimming?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and problem solving • Communication and collaboration	• Integrity • Responsibility • Unity • Respect • Patriotism • Love • Peace	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

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Learning Resources:

- Creative Arts curriculum design grade 6
- Spotlight PHE grade 6
- Video clips demonstrating the breaststroke technique.

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

- Begin the lesson by reviewing the key points from the previous lesson, touching on the importance of swimming skills.
- Guide the learners to read and discuss the relevant content about breaststroke from the learning resources. Emphasize understanding proper techniques and body position.

Lesson Development (25 minutes):**Step 1: Understanding Body Position**

- Introduce the correct body position for the breaststroke. Discuss the importance of a streamlined position to reduce drag in the water.
- Show a video clip demonstrating the breaststroke technique. Encourage students to observe the body position, arm movements, and leg kicks.

Step 2: Practicing the Breaststroke

- Have students practice the breaststroke on dry land, focusing on the arm and leg movements.
- Encourage them to work with a partner, allowing them to demonstrate and correct each other's techniques as they practice.

Step 3: In-Water Practice

- Move to the pool (or a safe water area) where students will practice the breaststroke in the water.
- Students will take turns swimming the breaststroke while peers observe. Encourage learners to focus on their body position and coordination of movements.

Step 4: Feedback Session

- After swimming, have students pair up and give each other constructive feedback based on their observations.
- Prompt them with guiding questions: What did you notice? What worked well? What could be improved?

Conclusion (5 minutes):

- Summarize the key points learned today, reiterating the importance of body position, performing the breaststroke, and giving and receiving feedback.
- Conduct a brief interactive quiz or activity where students can recall aspects of the breaststroke and share one piece of feedback they received from their partner.
- Prepare learners for the next session by providing a preview: "Next time, we will explore how we can apply the breaststroke skills in a swimming game."

Extended Activities:

- Assign students to research a famous swimmer who excels in the breaststroke and prepare a short presentation about their swimming techniques and achievements.
- Encourage students to create a swimming journal where they track their improvements over time, noting their feelings about their practice sessions and any feedback they received.

Teacher Self-Evaluation:

WEEK 4: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Swimming

Specific Learning Outcomes:

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

1. Describe the body position in breaststroke.
2. Perform breaststroke in swimming.
3. Appreciate own and others' efforts while performing breaststroke skills in swimming.

Key Inquiry Question(s):

- What does it look like to perform the breaststroke skill correctly?
- How can we practice and improve our breaststroke skills during games?
- How can we give constructive feedback to our peers on their swimming technique?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and problem solving • Communication and collaboration	• Integrity • Responsibility • Unity • Respect • Patriotism • Love • Peace	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

Learning Resources:

- Creative Arts Curriculum Design for Grade 6
- Spotlight PHE Grade 6

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

- Begin with a brief review of the previous lesson's concepts related to swimming.
- Ask students questions about what they remember regarding swimming strokes and their importance.
- Guide learners to read a selected excerpt from the learning resources that relates to breaststroke and its techniques.

Lesson Development (25 minutes):**Step 1: Understanding Body Position**

- Show a video clip demonstrating the breaststroke technique.
- Pause the video at key moments to discuss the body position: head, arms, legs, and feet.
- Engage students in a discussion about why this body position is important for effective swimming.

Step 2: Practicing the Technique

- Move to the swimming area (pool or designated space) and have students practice the breaststroke movements on land.
- Focus on movements for the arms, legs, and breathing technique.
- Students can do this in pairs, taking turns to lead and support each other.

Step 3: In-Pool Practice

- Allow students to transition into the water to practice the breaststroke in pairs or small groups.
- Encourage them to try out the techniques they practiced on land.
- Provide in-water guidance and support as needed, ensuring they understand the stroke's flow.

Step 4: Peer Feedback Session

- After swimming, organize a peer feedback session where students observe each other performing the breaststroke.
- Teach them how to give constructive feedback by praising a strength and suggesting one area for improvement.
- Ensure students appreciate others' efforts and encourage team building.

Conclusion (5 minutes):

- Summarize key points from the lesson: body position, the execution of the breaststroke, and the importance of giving and receiving feedback.
- Conduct a brief interactive quiz or game using hand signals or voices to reinforce what they learned about the breaststroke.
- Introduce what will be covered in the next lesson, perhaps focusing on competition swimming techniques or another stroke.

Extended Activities:

- Encourage students to create a poster that illustrates the steps of the breaststroke and includes tips for improving their technique.
- Suggest organizing a fun swimming challenge or relay race using breaststroke to build teamwork and reinforce skills while incorporating game mechanics.
- Have students write a reflective piece on what they learned about feedback and how to apply it to improve their swimming skills.

Teacher Self-Evaluation:

WEEK 4: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Swimming

Specific Learning Outcomes:

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

1. Describe the body position in breaststroke.
2. Perform breaststroke in swimming.
3. Appreciate own and others' efforts while performing breaststroke skills in swimming.

Key Inquiry Questions:

- What does proper body position look like in breaststroke?
- How do we practice breaststroke skills efficiently?
- How can we apply breaststroke skills in a swimming game?
- What feedback can we give to our peers about their breaststroke technique?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and problem solving • Communication and	• Integrity • Responsibility • Unity • Respect • Patriotism • Love • Peace	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

collaboration		
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Learning Resources:

- Creative Arts Curriculum Design Grade 6
- Spotlight PHE Grade 6

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

- Welcome students and review the previous lesson on swimming techniques.
- Lead a brief discussion about swimming skills as survival skills, asking students why they think swimming is important.
- Introduce breaststroke as a focus for today's lesson.

Lesson Development (25 minutes):**Step 1: Video Analysis**

- Show a short video clip demonstrating proper breaststroke technique.
- Ask students to watch for specific body positions and movements.
- Discuss observations as a class.

Step 2: Body Position Demonstration

- Have students get into the water and practice the breaststroke position on dry land first, focusing on how to hold their arms and legs.
- Encourage students to verbalize what they are doing and why each position is essential (e.g., keeping the body flat, using a frog kick).

Step 3: Practicing the Stroke

- Allow students to enter the water and practice the breaststroke.
- Instruct them to focus on body position, breathing, and timing of their strokes.
- Provide guidance as needed and encourage them to help each other.

Step 4: Swimming Feedback Session

- Pair students up to observe each other while swimming.

- Students should give constructive feedback based on what they learned in the lesson about body position and stroke technique.
- Ensure everyone gets a chance to perform and receive feedback.

Conclusion (5 minutes):

- Summarize the key points: body position, stroke execution, and the importance of feedback.
- Engage students in a quick interactive activity where they share one new thing they learned today with a partner.
- Preview the next session, which will focus on applying swimming skills in a team game.

Extended Activities:

- Have students create a poster illustrating the key components of the breaststroke.
- Encourage them to pair up and create a swimming routine or challenge incorporating breaststroke that they can present in the next lesson.
- Suggest students watch their favorite swimmers in competitions and analyze their techniques, preparing to discuss what they observed in class.

Teacher Self-Evaluation:

WEEK 4: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Indigenous Kenyan Games (Indigenous Floor Games)

Specific Learning Outcomes:

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

1. Identify types of indigenous floor games played in Kenya.
2. Perform different indigenous floor games for skill acquisition.
3. Appreciate the role played by indigenous floor games for fitness and health.

Key Inquiry Question(s):

- What types of indigenous floor games are there?
- How do we perform different indigenous floor games for skill acquisition?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and problem solving • Communication and collaboration	• Integrity • Responsibility • Unity • Respect • Patriotism • Love • Peace	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

Learning Resources:

- Spotlight PHE Grade 6 Creative Arts Curriculum Design Grade 6

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

- Begin by reviewing the key concepts discussed in the previous lesson, perhaps through a quick question-and-answer session.
- Guide learners to read from the learning resources related to indigenous floor games and discuss their findings. Highlight the importance of understanding these games in the context of fitness and culture.

Lesson Development (25 minutes):**Step 1:** Introduction to Indigenous Floor Games

- Present a brief history of indigenous floor games in Kenya. Discuss their significance in various communities and how they have been passed down through generations.
- Show images or videos of different games and encourage students to share what they know or have heard about these games.

Step 2: Exploring Types of Indigenous Floor Games

- Divide the class into small groups and assign each group one or two types of indigenous floor games (e.g. *Bao*, *Ajua*, *Luhya Hide and Seek*).
- Each group will research and discuss their assigned games, focusing on rules, equipment needed, and the cultural significance of the game. They can also include any variations of the games they may know.

Step 3: Skill Acquisition through Performance

- As a class, select one or two indigenous games to practice. Provide a short demonstration of the rules and procedures for playing these games.
- Have students organize themselves into groups and practice the games, focusing on developing their skills while having fun.

Step 4: Discussing Fitness and Health Benefits

- Engage students in a discussion about how these games contribute to physical fitness and mental well-being. Ask questions such as:
- "How do these games improve your agility and coordination?"
- "In what ways do they foster teamwork?"
- Encourage students to think critically about the importance of maintaining physical health through play.

Conclusion (5 minutes):

- Summarize the key points discussed during the lesson, focusing on the types of games and their health benefits.
- Conduct an interactive activity where students share one new thing they learned about indigenous floor games.
- Provide a preview of the next session, hinting at other forms of indigenous sports or cultural games that promote fitness.

Extended Activities:

- Homework Assignment: Ask students to find a family member or community elder who can share a traditional game they played in their childhood. Students will write a short report on the game and present it in the next class.
- Creative Project: Students can create a simple board game or floor game inspired by an indigenous game they learned in class. They will develop rules and share how their game impacts physical fitness.

Teacher Self-Evaluation:

WEEK 5: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Indigenous Kenyan Games (Indigenous Floor Games)

Specific Learning Outcomes:

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

1. Identify types of indigenous floor games played in Kenya.
2. Perform different indigenous floor games for skill acquisition.
3. Appreciate the role played by indigenous floor games for fitness and health.

Key Inquiry Question(s):

- What types of indigenous floor games are played in Kenya?
- How do indigenous floor games help us to acquire skills and stay fit?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and problem solving • Communication and collaboration	• Integrity • Responsibility • Unity • Respect • Patriotism • Love • Peace	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

Learning Resources:

- Spotlight PHE Grade 6 Creative Art curriculum design grade 6.

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

- Begin the lesson by reviewing the previous session about games and their significance.
- Guide students in a brief discussion about what they learned, reinforcing the importance of physical activities.
- Introduce the topic of indigenous floor games, asking students if they know any games played in their culture.

Lesson Development (30 minutes):**Step 1:** Introduction to Indigenous Floor Games

- Define what indigenous floor games are and discuss their historical significance in Kenyan culture.
- Share examples of specific games such as "Ajua," "Ludo," and "Amarok."
- Engage students in a short brainstorming session to recall any personal experiences with these games.

Step 2: Skill Performance

- Divide students into small groups and assign each group a specific indigenous floor game to learn about.
- Provide them with guidelines on how to play the game, focusing on the rules and skills needed.
- Allow groups to practice for a few minutes, encouraging them to focus on teamwork and fair play.

Step 3: Group Presentations

- Each group will present their assigned game to the class, demonstrating how it is played.
- Encourage peers to ask questions and share their thoughts on what they've learned about each game.

Step 4: Discussion on Fitness and Health

- Facilitate a discussion with the whole class about how these games contribute to physical health and fitness.
- Ask questions like, “What skills do these games develop?” and “Why is playing together important for our health?”

Conclusion (5 minutes):

- Summarize the key points covered: types of indigenous floor games, their significance, and their role in maintaining fitness.
- Conduct a brief interactive quiz where students can answer questions about what they learned, reinforcing the lesson’s main topics.
- Prepare learners for the next session by introducing upcoming games they will explore and encouraging them to think about games from other cultures.

Extended Activities:

- Research Project: Ask students to choose an indigenous game from another culture and create a poster that includes its rules, history, and benefits to health.
- Game Day: Organize a day where students can bring in indigenous floor games they know and have a friendly competition. This would allow them to apply their learning in a fun setting.
- Creative Writing: Have students write a short story or dialogue featuring the indigenous floor games, focusing on teamwork and the spirit of play.

Teacher Self-Evaluation:

WEEK 5: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Indigenous Kenyan Games (Indigenous Floor Games)

Specific Learning Outcomes:

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

1. Identify types of indigenous floor games played in Kenya
2. Perform different indigenous floor games for skill acquisition
3. Appreciate the role played by indigenous floor games for fitness and health

Key Inquiry Questions:

- What are the types of indigenous floor games?
- How do we perform different indigenous floor games for skill acquisition?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and problem solving • Communication and collaboration	• Integrity • Responsibility • Unity • Respect • Patriotism • Love • Peace	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

Learning Resources:

- Spotlight PHE Grade 6 Creative Art Curriculum Design

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

- Begin with a quick review of the previous lesson, encouraging students to share what they remember.
- Introduce the topic for this lesson by asking students what they know about indigenous games.
- Guide learners to read and discuss relevant content from the learning resources focusing on indigenous floor games in Kenya.

Lesson Development (25 minutes):**Step 1: Introduction to Indigenous Floor Games**

- Provide a brief overview of several indigenous floor games played in Kenya, such as "Awali" or "Chorba."
- Discuss the history and cultural significance of these games in Kenyan society.
- Encourage students to describe the games and what makes each unique.

Step 2: Demonstration of Games

- Select a few of the indigenous games to demonstrate.
- Invite students to actively observe and ask questions about the rules and strategies involved.
- Discuss how these games promote teamwork and skill development.

Step 3: Group Activity

- Divide the class into small groups, assigning each group a different indigenous game.
- Instruct groups to practice and perform their assigned game.
- Circulate around the classroom to provide guidance and support as they practice.

Step 4: Reflection on Fitness and Health

- Gather students back as a whole class.
- Engage them in a discussion about how playing these games can contribute to physical fitness and overall health.

- Ask them to share their experiences and feelings during the game performances.

Conclusion (5 minutes):

- Summarize the key points covered: types of indigenous floor games, their cultural significance, and their impact on fitness.
- Conduct a brief interactive activity; for example, a quick quiz or game-related question round to reinforce main topics.
- Preview the next lesson, highlighting what students can look forward to exploring further regarding the importance of play in physical education.

Extended Activities:

- Encourage students to research and create a report or presentation about another indigenous game from a different culture.
- Organize a game day where students can teach these indigenous games to other classes or younger students, promoting cultural awareness and physical activity.
- Have students create a poster showcasing one of the indigenous games and its health benefits.

Teacher Self-Evaluation:

WEEK 5: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Indigenous Kenyan Games (Indigenous Floor Games)

Specific Learning Outcomes:

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

1. Identify types of indigenous floor games played in Kenya.
2. Perform different indigenous floor games for skill acquisition.
3. Appreciate the role played by indigenous floor games for fitness and health.

Key Inquiry Questions:

- What types of indigenous floor games are played in Kenya?
- How do we perform different indigenous floor games to acquire skills?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and problem solving • Communication and collaboration	• Integrity • Responsibility • Unity • Respect • Patriotism • Love • Peace	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

Learning Resources:

- Spotlight PHE grade 6 Creative Art curriculum design grade 6.

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

- Begin by reviewing the previous lesson on games and sports.
- Ask students to share any games they play at home or in their communities, relating them to physical activity and enjoyment.
- Introduce the concept of indigenous floor games and their significance in Kenyan culture.

Lesson Development (25 minutes):**Step 1: Introduction to Indigenous Floor Games**

- Discuss various indigenous floor games played in Kenya, such as "Mchongoo" and "Dari."
- Show images or short clips of these games to enhance understanding.
- Explain the rules and objectives of each game, encouraging students to ask questions.

Step 2: Skill Acquisition through Performance

- Divide students into small groups and assign each group a specific game (e.g., "Dari" or "Mchongoo").
- Allow students 5 minutes to practice the game within their groups.
- Monitor their performances, providing guidance and support where needed.

Step 3: Fitness and Health Discussion

- Regroup and discuss how playing these games contributes to fitness and health.
- Ask students how such games can improve coordination, teamwork, and overall physical well-being.

Step 4: Game Showcase

- Each group presents a short demonstration of their assigned game to the class.
- Encourage audience participation by inviting classmates to join in or ask questions.

Conclusion (5 minutes):

- Summarize the key points about indigenous floor games, their types, and benefits to health and fitness.
- Conduct a brief quiz or interactive activity where students shout out facts they learned about

the games.

- Preview the next lesson by asking students what games they might want to explore further and suggesting a discussion on the significance of traditional games in modern society.

Extended Activities

- Research Project: Students can research a specific indigenous floor game not covered in class and create a presentation or poster about it.
- Cultural Exchange: Encourage students to invite family members who may have played these games to share their experiences or demonstrate the games at school.
- Fitness Diary: Start a fitness diary where students track their participation in indigenous floor games and other physical activities throughout the week.

Teacher Self-Evaluation:

WEEK 5: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Indigenous Kenyan Games (Indigenous Floor Games)

Specific Learning Outcomes:

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

1. Perform indigenous floor games to a musical rhythm.
2. Identify the importance of safety while playing indigenous floor games.
3. Appreciate the role played by indigenous floor games for fitness and health.

Key Inquiry Questions:

- How can we perform indigenous floor games to a musical rhythm?
- Why is safety important while playing indigenous floor games?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagination • Critical thinking and problem solving • Communication and collaboration	• Integrity • Responsibility • Unity • Respect • Patriotism • Love • Peace	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

Learning Resources:

- Spotlight PHE Grade 6 Creative Art Curriculum Design

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

- Review Previous Lesson: Begin with a quick recap of the previous lesson related to indigenous Kenyan games. Ask students what they remember about the games discussed.
- Guided Reading: Direct students to read relevant content in the learning resources. Facilitate a discussion to ensure understanding of the key concepts, such as the significance of indigenous floor games in Kenyan culture and their health benefits.

Lesson Development (25 minutes):**Step 1:** Understanding Indigenous Floor Games

- Discuss what indigenous floor games are and their cultural significance. Invite students to share any experiences they have had with such games.

Step 2: Safety Practices

- Engage students in a discussion about safety while playing these games. Ask questions like:
- What safety measures should we take before starting a game?
- Why is it important to ensure we have a safe playing area?
- Highlight key points about wearing appropriate clothing and footwear and being aware of the surroundings.

Step 3: Performing to Musical Rhythm

- Introduce a simple indigenous floor game, explaining the rules and demonstrating how to play while keeping a rhythmic beat.
- Divide students into small groups and practice performing the game with music.

Step 4: Appreciate the Fitness Aspect

- Discuss how playing indigenous floor games contributes to physical fitness. Ask students what muscles or skills are required to play these games and how they can help maintain a healthy lifestyle.

Conclusion (5 minutes):

- Summarize Key Points: Recap the importance of safety, understanding the games, and health benefits.
- Interactive Activity: Conduct a quick quiz or a physical demonstration to reinforce the lessons learned. This could involve a fun team challenge where groups showcase what they practiced.
- Preview Next Session: Briefly inform students about the upcoming lesson, focusing on a different aspect of indigenous games or sports to keep them engaged and excited.

Extended Activities:

- Game Creation: Have students design their own indigenous floor game, including rules and objectives, and present it to the class.
- Research Assignment: Assign students to research one indigenous game from a different culture and be prepared to share its rules and cultural significance in the next class.
- Fitness Log: Encourage students to keep a fitness log for a week and track their activities, including any indigenous games they play, and reflect on how these contribute to their overall health.

Teacher Self-Evaluation:

WEEK 5: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Performing and Displaying

Sub Strand: Indigenous Kenyan Games (Indigenous Floor Games)

Specific Learning Outcomes:

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

1. Perform indigenous floor games to a musical rhythm.
2. Identify the importance of safety while playing indigenous floor games.
3. Appreciate the role played by indigenous floor games for fitness and health.

Key Inquiry Questions:

- How can we perform indigenous floor games to a musical rhythm?
- Why is safety important while playing indigenous floor games?

Core competencies	Values	PCIs
• Learning to learn • Digital literacy • Self- efficacy • Creativity and Imagina- tion • Critical thinking and problem solving • Communication and col- laboration	• Integrity • Responsibility • Unity • Respect • Patriotism • Love • Peace	• Safety and security • Learner support programmes • Environmental education • Social cohesion • Life skills education

Learning Resources:

- Spotlight PHE Grade 6 Creative Art curriculum design for Grade 6

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

- Review the previous lesson by asking students to share what they remember about indigenous games.
- Guide learners through relevant content in the learning resources, emphasizing key concepts about indigenous floor games and their cultural significance.

Lesson Development (25 minutes):**Step 1:** Introduction to Indigenous Floor Games

- Explain what indigenous floor games are and highlight a few examples.
- Show a short video or demonstrate one indigenous floor game to provide a visual reference.

Step 2: Discussing Safety Measures

- Engage students in a discussion about safety. Ask them why safety is important in games.
- List out safety precautions (e.g., appropriate footwear, warm-ups, awareness of surroundings) and why each is essential while playing.

Step 3: Learning the Game

- Teach students a specific indigenous floor game, ensuring they understand the rules and objectives.
- Practice the game in small groups, encouraging them to adapt their performance to a nearby musical rhythm.

Step 4: Reflection and Sharing

- Allow each group to share their experience with the game, what they learned about safety, and how it contributed to their fitness and health.
- Discuss how playing games can be fun and beneficial not just physically, but also socially.

Conclusion (5 minutes):

- Summarize the key points: the importance of indigenous games, safety measures, and their benefits for health.
- Conduct a quick interactive quiz or a game where students can answer questions based on what they learned.
- Preview the next lesson by introducing another aspect of indigenous games or a related physical activity.

Extended Activities:

- Research Project: Assign students to research a specific indigenous game from Kenya and prepare a short presentation or poster to share with the class.
- Safety Poster: Students create a safety poster highlighting the important safety measures to take when playing games. These can be displayed in the classroom.
- Cultural Exchange: If possible, invite a guest who has experience with indigenous games to demonstrate or share stories, enhancing cultural understanding.

Teacher Self-Evaluation:

WEEK 5: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Appreciation in Creative Arts

Sub Strand: Indigenous Kenyan Games (Indigenous Floor Games)

Specific Learning Outcomes:

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

1. Perform indigenous floor games to a musical rhythm.
2. Identify the importance of safety while playing indigenous floor games.
3. Appreciate the role of indigenous floor games for fitness and health.

Key Inquiry Questions:

- How can we perform indigenous floor games to a musical rhythm?
- Why is safety important while playing indigenous floor games?

Core competencies	Values	PCIs
• Citizenship • Digital literacy • Critical thinking and problem solving	• Integrity • Social justice • Love • Respect	• Self- esteem and self- awareness • Confidence • Analytical and creative thinking

Learning Resources:

- Spotlight PHE Grade 6 Creative Art Curriculum Design for Grade 6

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on types of indigenous games.
- Guide learners to read and discuss relevant content from the learning resources, focusing on the importance of rhythm and safety in indigenous games.

Lesson Development (25 minutes):**Step 1:** Introduction to Indigenous Floor Games

- Discuss various indigenous floor games, such as "Ludo" or "Awale".
- Explain how these games connect to Kenyan culture and physical fitness.

Step 2: Safe Practices in Playing Games

- Introduce the concept of safety while playing games.
- Lead a discussion on common safety practices (e.g., checking the play area, using appropriate equipment).
- Have students brainstorm and list safety rules pertinent to the games discussed.

Step 3: Performing Indigenous Floor Games

- Organize students in small groups and assign them a specific indigenous floor game to practice.
- As they practice, encourage them to incorporate a musical rhythm to their play.

Step 4: Reflecting on Health and Fitness

- Facilitate a discussion on the health benefits of playing these games.
- Ask students to share how they felt while playing and what muscles or skills were engaged.

Conclusion (5 minutes):

- Summarize the key points: safety, performance, and health benefits related to indigenous games.
- Conduct a brief interactive review game where students can guess safety practices versus unsafe practices.
- Preview the next session, which will focus on a specific indigenous game and its historical significance.

Extended Activities:

- Encourage students to create a safety poster that illustrates the rules of playing indigenous floor games.
- Organize a family game day where students teach their families one of the indigenous floor games they learned.
- Have students research other traditional games from different cultures and present their findings to the class.

Teacher Self-Evaluation:

WEEK 6: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Appreciation in Creative Arts

Sub Strand: Analysis of Creative Art Works

Specific Learning Outcomes:

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

1. Identify the use of elements of music in a song.
2. Create a catalogue of the exhibited artworks.
3. Appreciate the elements of music.

Key Inquiry Questions:

- What are the elements of music found in a song?
- How can we create a catalogue of exhibited artworks that includes the artist's name, type of

Core competencies	Values	PCIs
• Citizenship • Digital literacy • Critical thinking and problem solving	• Integrity • Social justice • Love • Respect	• Self- esteem and self- awareness • Confidence • Analytical and creative thinking

artwork, and media/material used?

Learning Resources:

- Spotlight Art and Craft Grade 6 Creative Art curriculum design for Grade 6.

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

- Review the previous lesson by asking students to share one thing they learned about different art forms.
- Guide learners to read and discuss relevant content about the elements of music and art from the learning resources, focusing on the key concepts that will be explored during the lesson.

Lesson Development (25 minutes):**Step 1:**

- Introduction to Elements of Music: Start by discussing the basic elements of music (melody, rhythm, harmony, dynamics, timbre, and texture). Play short clips of various songs and ask students to identify these elements as they listen.

Step 2:

- Group Activity: Divide students into small groups. Each group will choose a song and analyze it to identify at least three elements of music present in the song. They will discuss their findings and prepare to share with the class.

Step 3:

- Catalogue Creation: Introduce students to the concept of cataloguing artworks. Provide them with a template to record details like the artist's name, type of artwork (painting, sculpture, etc.), and the media/material used. Students will begin creating their catalogues using examples from the exhibition or artworks discussed during the lesson.

Step 4:

- Class Presentation: Each group will present their song analysis to the class, highlighting the elements of music they identified. Encourage other students to ask questions or share their thoughts about the songs presented.

Conclusion (5 minutes):

- Summarize the key points learned regarding the elements of music and the process of cataloguing artworks.
- Conduct a brief interactive activity, such as a quick quiz or a "guess the song" game that involves the elements discussed, to reinforce the main topics.
- Preview the next session, encouraging students to think about their favorite songs and artworks for discussion.

Extended Activities:

- Element of Music Poster: Create a poster showcasing one element of music. Include definitions, examples, and illustrations to present to the class in a future lesson.
- Art and Music Connection: Choose a piece of artwork and a song to create a visual and auditory experience. Students can prepare a short presentation explaining how the music relates to the artwork.
- Classroom Art Exhibition: Organize a mini art exhibition where students can display their catalogues alongside visual art pieces they created. Invite other classes to visit and share their learning.

Teacher Self-Evaluation:

WEEK 6: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Appreciation in Creative Arts

Sub Strand: Analysis of Creative Art Works

Specific Learning Outcomes:

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

1. Identify the use of elements of music in a song.
2. Create a catalogue of the exhibited artworks.
3. Appreciate elements of music.

Key Inquiry Questions:

- What are the elements of music in a song?
- How can we create a catalogue of exhibited artworks indicating the artist's name, type of art-work, and media/material used?

Core competencies	Values	PCIs
• Citizenship • Digital literacy • Critical thinking and problem solving	• Integrity • Social justice • Love • Respect	• Self- esteem and self- awareness • Confidence • Analytical and creative thinking

Learning Resources:

- Spotlight Art and Craft Grade 6 Creative Art Curriculum Design (Grade 6)

Organisation of Learning:

Introduction (5 minutes):

- Begin the lesson by reviewing what was covered in the previous lesson related to creative arts and music.
- Ask students to share what they remember about the elements of music and any artworks they encountered.
- Introduce the learning objectives for today's lesson, emphasizing the importance of understanding music and art.

Lesson Development (25 minutes):**Step 1: Introduction to Elements of Music**

- Explain the basic elements of music, including melody, rhythm, harmony, dynamics, timbre, and texture.
- Play a short song and have students listen for these elements. Discuss which elements they can identify while listening.
- Encourage students to take notes.

Step 2: Identifying Elements of Music in a Song

- In pairs, have students listen to a different song and identify at least three elements of music present in that song.
- Provide a worksheet for students to fill in their observations, asking them to write down the song's name and the identified elements.
- Facilitate a brief sharing session where students can present their findings to the class.

Step 3: Creating an Art Catalogue

- Transition to the visual arts by explaining how to create a catalogue of artworks.
- Provide examples of what to include: artist's name, type of artwork (painting, sculpture, etc.), and the media/material used (acrylic, clay, etc.).
- Discuss the importance of documenting art to appreciate it fully.

Step 4: Class Activity - Art Exhibition

- Inform students that they will create a mock art exhibition in the classroom where they will showcase the artworks.
- In groups, students will prepare a simple catalogue for their exhibition with the relevant information discussed.

Conclusion (5 minutes):

- Summarize the key points covered during the lesson regarding both music and art.
- Conduct a quick interactive activity by asking each student to share one element of music they learned about and one artwork they would like to showcase.
- Preview the next lesson, which will delve deeper into how art and music influence each other.

Extended Activities:

- Music and Art Project: Have students select a song that they enjoy and create a visual artwork inspired by the song. They should explain their artistic choices based on the elements of music they identified.
- Class Art Exhibition: Allow students the opportunity to set up an art exhibition in the school where they can display their artworks along with the catalogued information they created. They can even perform a song that inspired their artwork during the exhibition.

Teacher Self-Evaluation:

WEEK 6: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Appreciation in Creative Arts

Sub Strand: Analysis of Creative Art Works

Specific Learning Outcomes:

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

1. Identify the use of elements of music in a song.
2. Create a catalogue of the exhibited artworks.
3. Appreciate elements of music.

Key Inquiry Questions:

- What are the elements of music found in a song?
- How can we create a catalogue of exhibited artworks that includes the artist's name, type of artwork, and materials used?

Core competencies	Values	PCIs
• Citizenship • Digital literacy • Critical thinking and problem solving	• Integrity • Social justice • Love • Respect	• Self- esteem and self- awareness • Confidence • Analytical and creative thinking

Learning Resources:

- Spotlight Art and Craft Grade 6 Creative Art curriculum design grade 6

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on the importance of creativity in art and music.
- Read and discuss key concepts from the learning resources, focusing on the elements of music (melody, harmony, rhythm, dynamics, timbre, and form).

Lesson Development (25 minutes):**Step 1:** Introduction to Elements of Music

- Define and explain the elements of music.
- Use examples of popular songs to illustrate each element.

Step 2: Listening Activity

- Play a selected song that incorporates various elements of music.
- Ask students to identify and discuss which elements they hear and how they contribute to the overall feel of the song.

Step 3: Create a Music Analysis Chart

- Distribute a chart with columns for the elements of music, description, and examples from the listened song.
- Guide students in filling out the chart together as they analyze the selected song.

Step 4: Discussing Artistic Expression

- Connect elements of music to the expression seen in visual art by discussing how both forms communicate emotions.
- Encourage students to think about how artists might use comparable elements in their artworks.

Conclusion (5 minutes):

- Summarize key points: the elements of music and their application in both songs and visual art.
- Conduct a brief interactive activity where students share their favorite song and identify one element of music they love about it.
- Preview the next session focusing on physical art creation related to elements of music.

Extended Activities:

- Art and Music Project: Have students choose a song they love and create an artwork inspired by its elements. They can present their artwork along with a brief explanation of how the song influenced their creation.
- Music Composition: Encourage students to compose a short piece of music or create a rhythm pattern using instruments or body percussion, focusing on one or more music elements.
- Gallery Walk: Organize a classroom gallery walk where students can display their artworks and written descriptions of how music inspired them, creating an interactive environment for appreciation.

Teacher Self-Evaluation:

WEEK 6: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Appreciation in Creative Arts

Sub Strand: Analysis of Creative Art Works

Specific Learning Outcomes:

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

1. Identify the use of elements of music in a song.
2. Create a catalog of exhibited artworks.
3. Appreciate the elements of music.

Key Inquiry Questions:

- What are the elements of music in a song?
- How can we create a catalog of exhibited artworks, including the artist's name, type of art-work, and media/material?

Core competencies	Values	PCIs
• Citizenship • Digital literacy • Critical thinking and problem solving	• Integrity • Social justice • Love • Respect	• Self- esteem and self- awareness • Confidence • Analytical and creative thinking

Learning Resources:

- Spotlight Art and Craft Grade 6 Creative Art Curriculum Design Grade 6

Organisation of Learning:

Introduction (5 minutes):

- Quickly review the previous lesson on the importance of music in creative arts.
- Guide students in reading relevant sections from the learning resources. Encourage discussion about the elements of music, focusing on rhythm, melody, harmony, dynamics, and texture.

Lesson Development (25 minutes):**Step 1:** Introduction to Elements of Music

- Discuss the five main elements of music: rhythm, melody, harmony, dynamics, and texture. Engage students in a conversation—ask them to give examples from songs they like.
- Listen to a short clip of a song (2-3 minutes) to identify these elements practically.

Step 2: Deep Dive into Each Element

- Break down each element further by explaining their significance in a song. Use examples from the song listened to in Step 1.
- Use visuals to demonstrate each element, such as how different instruments contribute to harmony or how dynamics create mood.

Step 3: Creating a Catalog of Artworks

- Introduce the concept of creating a catalog. Explain what information should be included: artist's name, type of artwork, and media/material used.
- Show examples of previous catalogs (if available) and how to format them.

Step 4: Collaborative Group Task

- Divide students into small groups and assign them to choose an artwork from the learning resources or their own experiences.
- Instruct them to draft a simple catalog entry, focusing on the elements discussed. Each group shares their entry with the class.

Conclusion (5 minutes):

- Summarize the key points from the lesson: the elements of music and how to catalog artworks.
- Conduct a short interactive activity, such as a quick quiz or a "popcorn discussion," where students share one new thing they learned about music and art.
- Preview the next session, which will focus on how to create art inspired by music.

Extended Activities:

- Encourage students to select a favorite song and write a short paragraph analyzing its elements. They can also create visual art inspired by the song's mood and energy.
- Organize a classroom 'art gallery' where students can display their catalogs and artwork inspired by music. Invite other classes to visit.

Teacher Self-Evaluation:

WEEK 6: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Appreciation in Creative Arts

Sub Strand: Analysis of Creative Art Works

Specific Learning Outcomes:

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

- Identify the use of elements of music in a song.
- Create a catalogue of exhibited artworks.
- Appreciate elements of music.

Key Inquiry Question(s):

- What are the elements of music in a song?
- How do we create a catalogue of exhibited artworks, including the artist's name, type of art-work, and materials used?

Core competencies	Values	PCIs
• Citizenship • Digital literacy • Critical thinking and problem solving	• Integrity • Social justice • Love • Respect	• Self- esteem and self- awareness • Confidence • Analytical and creative thinking

Learning Resources:

- Spotlight Art and Craft Grade 6 Creative Art curriculum design grade 6.

Organisation of Learning:

Introduction (5 minutes):

- Begin with a quick review of the previous lesson on the basics of music and its elements.
- Ask students to share what they remember about the elements of music (e.g., rhythm, melody, harmony).
- Provide an overview of today's focus on analyzing music and cataloguing artworks.

Lesson Development (25 minutes):**Step 1: Introduction to Elements of Music**

- Define the key elements of music: rhythm, melody, harmony, dynamics, timbre, and form.
- Play a short clip of a song, and ask students to listen carefully to identify at least two of the elements.

Step 2: Group Discussion

- In small groups, have students discuss the elements they identified in the song and share their thoughts.
- Invite a few groups to present their findings to the class to encourage collaboration and communication.

Step 3: Catalogue Creation

- Explain how to create a catalogue for artworks.
- Provide a template for students to fill out, which includes columns for the artist's name, type of artwork, media/material used, and a brief description of how music elements could be related to the artwork.

Step 4: Pair Work

- Pair students up and have them choose one artwork (can be from the Internet or provided resources) and fill out the catalogue template.
- Encourage them to think about the emotional or thematic connections between the artwork and music.

Conclusion (5 minutes):

- Summarize the key points discussed: the elements of music and how to catalogue artworks.
- Engage students in a quick interactive activity: "Musical Element Charades," where they act out or represent one element of music, and classmates guess what it is.
- Preview the next session by introducing the topic: "The Role of Music in Cultural Expressions."

Extended Activities:

- Art and Music Project: Students can select a piece of music and create their own artwork inspired by it. They will then write a short reflection on the connection between their art and the music's elements.
- Field Trip/Virtual Visit: Organize a field trip to a local art gallery or a virtual visit to an online art exhibition, where students can identify elements of music in pieces of art and complete their catalogues.
- Music and Art Presentation: Have students research an artist or musician who incorporates elements of music into their creative works and present their findings to the class.

Teacher Self-Evaluation:

WEEK 6: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Appreciation in Creative Arts

Sub Strand: Analysis of Creative Art Works

Specific Learning Outcomes:

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

1. Identify the use of elements of music in a song.
2. Create a catalogue of the exhibited artworks.
3. Appreciate elements of music.

Key Inquiry Question(s):

- What are the elements of music in a song?
- How can we create a catalogue of exhibited artworks indicating the artist's name, type of art-work, and the media/material used?

Core competencies	Values	PCIs
• Citizenship • Digital literacy • Critical thinking and problem solving	• Integrity • Social justice • Love • Respect	• Self- esteem and self- awareness • Confidence • Analytical and creative thinking

Learning Resources:

- Spotlight Art and Craft Grade 6 Creative Art curriculum design (Grade 6)

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

- Begin the lesson by reviewing what students learned in the previous class. Ask questions to activate prior knowledge.
- Guide learners in reading and discussing relevant sections from the Spotlight Art and Craft curriculum, focusing on the elements of music.

Lesson Development (25 minutes):**Step 1: Introduction to Elements of Music**

- Discuss what the elements of music are (e.g., rhythm, melody, harmony, dynamics, timbre, texture).
- Use a popular song that students are familiar with. Play a short clip and ask them to listen for and identify different elements.

Step 2: Group Activity - Music Element Hunt

- Divide students into small groups and assign each group to analyze another song.
- Provide guiding worksheet questions to help them identify elements of music in the chosen song, noting specific examples (e.g., "What is the main rhythm in this song?" or "How does the melody change throughout?").

Step 3: Catalogue Creation

- Transition to the art aspect by discussing how to create a catalogue. Explain the purpose of cataloguing in art appreciation.
- Show them a template for creating a catalogue that includes artist name, type of artwork, and media/material used.

Step 4: Class Showcase

- Invite students to share what they found in their music analysis and how it relates to the catalogue they will create.
- Encourage them to think about how they can visually represent what they learned through their art catalogues.

Conclusion (5 minutes):

- Summarize the key points covered: elements of music and the importance of cataloguing artworks.
- Conduct a brief interactive activity where students match elements of music with their defini-

tions or examples to reinforce learning.

- Preview the next session by introducing a project where they will create their own piece of art inspired by the song they analyzed.

Extended Activities:

- Have students create a visual artwork inspired by the song they studied, incorporating elements of music into their artwork.

- Organize a "Museum Day" where students can present their catalogues and artwork to their peers.

- Introduce a music journal where students can write reflections about songs they listen to, analyzing the elements they identify.

Teacher Self-Evaluation:

WEEK 7: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Appreciation in Creative Arts

Sub Strand: Analysis of Creative Art Works

Specific Learning Outcomes:

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

1. Identify messages in songs
2. Participate in sporting activities for enjoyment
3. Analyze creative art works drawn from various cultural backgrounds
4. Appreciate creative art works

Key Inquiry Question(s):

- What messages are conveyed in different songs?
- How do various elements of music contribute to these messages?
- What experiences can we explore in football, athletics, volleyball, rounders, gymnastics, and swimming?

Core competencies	Values	PCIs
• Citizenship • Digital literacy • Critical thinking and problem solving	• Integrity • Social justice • Love • Respect	• Self- esteem and self- awareness • Confidence • Analytical and creative thinking

Learning Resources:

- *Spotlight Art and Craft Grade 6 Creative Art Curriculum Design Grade 6*

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

- Begin by reviewing the previous lesson on different forms of creative arts.
- Guide learners to read selected passages from the learning resources that introduce the messages in songs and the various cultural backgrounds of creative art.

Lesson Development (25 minutes):**Step 1:** Listening to Songs

- Play a few select songs from different genres and cultures.
- Encourage students to listen attentively for themes and messages.

Step 2: Group Discussion

- Break the class into small groups to discuss the messages they identified in the songs.
- Each group will share their thoughts on how the music elements (melody, rhythm, lyrics) support these messages.

Step 3: Analyzing Cultural Art Works

- Introduce a few pieces of artwork or crafts from various cultures.
- Ask students to describe and analyze the works, focusing on what these pieces express about their originating culture.

Step 4: Participation in Sports

- Discuss different sporting activities (like football, gymnastics, etc.) that students can participate in.
- Organize a brief demonstration to showcase each sport and highlight how participation can be enjoyable and beneficial.

Conclusion (5 minutes):

- Summarize the key points: understanding messages in songs, elements of music, and appreciating different cultures through art.
- Conduct a brief interactive quiz or game where students match songs to their messages or artwork to its culture.
- Preview the next lesson by hinting at exploring how sports promote teamwork and creativity.

Extended Activities:

- Song Analysis Project: Students can choose a song to analyze at home and prepare a short presentation on its message and music elements.
- Cultural Art Exploration: Assign students to research a piece of art from a specific culture and present their findings to the class.
- Sporting Event Observation: Encourage students to attend a local sporting event and reflect on the enjoyment and teamwork they observe.

Teacher Self-Evaluation:

WEEK 7: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Appreciation in Creative Arts

Sub Strand: Analysis of Creative Art Works

Specific Learning Outcomes:

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

1. Identify messages in songs
2. Participate in sporting activities for enjoyment
3. Analyze creative art works drawn from various cultural backgrounds
4. Appreciate creative art works

Key Inquiry Questions:

- What messages are conveyed in the songs we listen to?
- How do different elements of music contribute to the overall message of the songs?
- How can we actively participate in sports like football, athletics, volleyball, rounders, gymnastics, and swimming?

Core competencies	Values	PCIs
• Citizenship • Digital literacy • Critical thinking and problem solving	• Integrity • Social justice • Love • Respect	• Self- esteem and self- awareness • Confidence • Analytical and creative thinking

Learning Resources:

- Spotlight Art and Craft Grade 6

- Creative Art Curriculum Design Grade 6

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson by asking students to share what they learned.
- Guide learners to read and discuss relevant content from the learning resources related to the appreciation of creative arts.

Lesson Development (25 minutes):

Step 1: Understanding Messages in Songs

- Play a selection of songs from different genres.
- Pause between songs and ask students what messages they perceive.
- Encourage group discussion about their interpretations and viewpoints.

Step 2: Elements of Music

- Discuss various elements of music (melody, rhythm, lyrics) and how they contribute to the song's message.
- Provide examples and have students identify these elements in the songs they've listened to.

Step 3: Cultural Representation in Art

- Discuss art works from diverse cultural backgrounds that may reflect the themes in the songs.
- Show visuals of different art works and facilitate a discussion on what messages they convey.

Step 4: Sports Participation

- Connect the appreciation of creativity with physical activity by discussing how sports are a different form of creative expression.
- Allow students to share their experiences in different sports and the enjoyment they have found in participating in them.

Conclusion (5 minutes):

- Summarize the key points discussed: the importance of analyzing song messages, the elements of music, and the connection between creative arts and sports participation.
- Conduct a quick interactive activity: ask students to match songs or sports activities to the messages they convey.
- Preview the next session will focus on deeper analysis of specific art works and the continuation of sports activities.

Extended Activities:

- Creative Art Project: Choose a song that speaks to you and create a visual art piece (drawing, painting, or collage) that represents its message.
- Music & Movement: Create a short dance routine inspired by a selected song. This can be presented to the class to showcase the connection between music and physical expression.
- Cultural Exploration: Research a traditional song or art form from a different culture and present its message and significance to the class.

Teacher Self-Evaluation:

WEEK 7: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Appreciation in Creative Arts

Sub Strand: Analysis of Creative Art Works

Specific Learning Outcomes:

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

1. Identify messages in songs
2. Participate in sporting activities for enjoyment
3. Analyze creative art works drawn from various cultural backgrounds
4. Appreciate creative art works

Key Inquiry Question(s):

- What messages are passed in songs?
- How are different elements of music used in the songs?
- How can we participate in sports like football, athletics, volleyball, rounders, gymnastics, and swimming?

Core competencies	Values	PCIs
• Citizenship • Digital literacy • Critical thinking and problem solving	• Integrity • Social justice • Love • Respect	• Self- esteem and self- awareness • Confidence • Analytical and creative thinking

Learning Resources:

- Spotlight Art and Craft Grade 6

- Creative Art Curriculum Design Grade 6

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on the importance of creativity in art and sports.
- Guide learners to read selected excerpts from learning resources focusing on understanding artistic expression and cultural significance.

Lesson Development (25 minutes):

Step 1: Listening to Songs

- Play a selection of songs representing various genres and cultures.
- Discuss with learners the initial feelings and thoughts about the songs.

Step 2: Identifying Messages

- Ask learners to share the messages they perceived from the songs.
- Facilitate a discussion on how lyrics convey themes such as love, friendship, social issues, etc.

Step 3: Analyzing Elements of Music

- Discuss the different elements used in the songs (melody, rhythm, lyrics, and instruments).
- Encourage learners to point out specific examples from the songs played.

Step 4: Sports Activities Participation

- Introduce different sports (football, athletics, volleyball, rounders, gymnastics, swimming) they'll be participating in.
- Briefly discuss the importance of teamwork and enjoyment in sports.

Conclusion (5 minutes):

- Summarize key points discussed, emphasizing the connection between music, messages, and cultural appreciation.
- Conduct an interactive activity: Have students pair up and share one song that resonates with them and why.
- Preview the next session's topic: "Exploring the History of Different Sports and Their Cultural Impact."

Extended Activities:

- Song Analysis Project: Have students choose a song and write a short essay analyzing its message and cultural background, including how it makes them feel.
- Cultural Sports Fair: Organize a day where students can showcase a sport from a different culture, including demonstrations or performances.
- Art Reflection: Ask students to create a piece of artwork inspired by a song they like, explaining the connections in a presentation.

Teacher Self-Evaluation:

WEEK 7: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Appreciation in Creative Arts

Sub Strand: Analysis of Creative Art Works

Specific Learning Outcomes:

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

1. Identify messages in songs.
2. Participate in sporting activities for enjoyment.
3. Analyze creative artworks drawn from various cultural backgrounds.
4. Appreciate creative artworks.

Key Inquiry Questions:

- What messages are conveyed in various songs?
- How do different elements of music contribute to these messages?
- How can we participate in different sports such as football, athletics, volleyball, rounders, gymnastics, and swimming?

Core competencies	Values	PCIs
• Citizenship • Digital literacy • Critical thinking and problem solving	• Integrity • Social justice • Love • Respect	• Self- esteem and self- awareness • Confidence • Analytical and creative thinking

Learning Resources:

- "Spotlight Art and Craft Grade 6"

- Creative Art Curriculum Design for Grade 6

Organisation of Learning:

Introduction (5 minutes):

- Begin with a brief review of the previous lesson focused on the importance of art and music in expressing culture and emotions.
- Guide learners to read and discuss relevant content from the learning resources, particularly the sections on musical messages and cultural art forms.

Lesson Development (25 minutes):

Step 1: Listening Activity

- Listen to two to three songs from different genres. After each song, ask students about the messages they interpret.
- Encourage them to think about how the lyrics may reflect feelings, social issues, or cultural stories.

Step 2: Discussion on Elements of Music

- Facilitate a discussion on the elements of music used in the songs (e.g., rhythm, melody, harmony).
- Prompt students to consider how these elements enhance the message. For example, how does a fast tempo affect the song's feeling?

Step 3: Sport Participation

- Transition to discussing how creating and appreciating art can also include participation in sports.
- Explain the importance of participating in sports for enjoyment and teamwork. Discuss a few sports and ask students which ones they enjoy or want to try.

Step 4: Cultural Reflection

- Show samples of artwork from various cultures.
- Ask students to choose one piece and share their thoughts on what message or emotion it conveys. Encourage a class discussion about how art reflects different cultures.

Conclusion (5 minutes):

- Summarize the key points discussed about song messages, elements of music, and cultural art appreciation.

- Conduct an interactive activity, such as a mini quiz or a group reflection, to reinforce these concepts. You could ask students to show their favorite sports they enjoy or want to learn more about.
- Prepare learners for the next session by letting them know they will explore more about how art and sports influence each other.

Extended Activities:

- Create a Song: Students can work in groups to create a short song that conveys a specific message they feel passionate about. They can present their songs to the class.
- Art Gallery Walk: Organize a classroom art gallery where students display art pieces that reflect messages or stories. They can write captions explaining their chosen themes.
- Sports Diary: Have students maintain a diary of their participation in different sports throughout the week, reflecting on what they enjoyed and how they felt during each activity.

Teacher Self-Evaluation:

WEEK 7: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Appreciation in Creative Arts

Sub Strand: Analysis of Creative Art Works

Specific Learning Outcomes:

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

1. Identify messages in songs
2. Participate in sporting activities for enjoyment
3. Analyze creative art works drawn from various cultural backgrounds
4. Appreciate creative art works

Key Inquiry Question(s):

- What messages can we identify in various songs?
- How do different elements of music contribute to the songs' messages?
- How can we participate in various sporting activities?

Core competencies	Values	PCIs
• Citizenship • Digital literacy • Critical thinking and problem solving	• Integrity • Social justice • Love • Respect	• Self- esteem and self- awareness • Confidence • Analytical and creative thinking

Learning Resources:

- Spotlight Art and Craft Grade 6
- Creative Art Curriculum Design Grade 6

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

- Review the previous lesson about the importance of art in different cultures.
- Introduce today's focus on songs and messages, and highlight participation in sports as another form of creative expression.

Lesson Development (25 minutes):**Step 1: Listen and Discuss**

- Play a selection of three diverse songs representing different cultures.
- Engage the class in a discussion about the messages conveyed in each song. Prompt students to think about the emotions and stories the songs tell.

Step 2: Elements of Music

- Discuss the different elements of music (melody, rhythm, lyrics, instruments) used in the songs.
- Ask students to analyze how these elements help to convey the song's message and feelings.

Step 3: Group Activity

- In small groups, students will choose one song and develop a brief presentation discussing its message and music elements.

Step 4: Participating in Sports

- Briefly discuss various sports included in the curriculum (football, athletics, volleyball, rounders, gymnastics, swimming).
- Ask students to share their favorite sporting activities, emphasizing enjoyment and personal expression through sports participation.

Conclusion (5 minutes):

- Summarize key points: importance of messages in songs, elements of music, and participation in sports as creative arts.
- Conduct an interactive activity where students sing a short chorus from a song and identify its message collectively.
- Prepare learners for the next session by hinting at the exploration of visual arts and how it conveys messages as well.

Extended Activities:

- Encourage students to create a playlist of songs that resonate with them and write a reflection on the messages they perceive in each song.
- Organize a mini-sports day where students can showcase their skills in various sports, emphasizing the fun and enjoyment aspect.
- Have students create a piece of artwork inspired by a song, incorporating the themes or messages identified during the lesson.

Teacher Self-Evaluation:

WEEK 7: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 6	CREATIVE ARTS			

Strand: Appreciation in Creative Arts

Sub Strand: Analysis of Creative Art Works

Specific Learning Outcomes:

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

1. Identify messages in songs.
2. Participate in sporting activities for enjoyment.
3. Analyze creative art works drawn from various cultural backgrounds.
4. Appreciate creative art works.

Key Inquiry Question(s):

- What messages are passed in songs?
- How are different elements of music used in the songs?
- How can we participate in different sports like football, athletics, volleyball, rounders, gymnastics, and swimming?

Core competencies	Values	PCIs
• Citizenship • Digital literacy • Critical thinking and problem solving	• Integrity • Social justice • Love • Respect	• Self- esteem and self- awareness • Confidence • Analytical and creative thinking

Learning Resources:

- Spotlight Art and Craft Grade 6
- Creative Art Curriculum Design Grade 6

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

- Begin with a quick review of the previous lesson on creative arts, asking students to share what they remember.
- Introduce the key concepts of this lesson where students will explore song messages and engage in sports.

Lesson Development (25 minutes):**Step 1:**

- Listening Activity: Play two different songs from various genres. Encourage students to listen carefully for the main messages in the lyrics.
- Discussion: Ask students what they think the main ideas or themes of each song are.

Step 2:

- Elements of Music: Discuss the different elements of music (melody, rhythm, harmony) and how they contribute to the message of the songs.
- Group Work: In small groups, let students analyze a chosen song, focusing on the use of specific musical elements and how they enhance the message.

Step 3:

- Cultural Context: Introduce creative artworks from various cultures that correspond with the themes discussed in the songs.
- Comparison Exercise: Ask students to draw parallels between the song messages and the art pieces shared. Why do they think certain themes are represented in both?

Step 4:

- Sport Participation: Transition to discussing the importance of sports for enjoyment. Facilitate a conversation about different sports and the values they promote (teamwork, discipline).
- Interactive Participation: Organize a quick group game or physical activity related to one of the discussed sports (like a mini-volleyball game) to encourage active engagement.

Conclusion (5 minutes):

- Summarize the key points of the lesson: messages in songs, the elements of music, the connection to art, and the joy of participation in sports.
- Conduct an interactive activity such as a quick quiz or a sharing circle where students can ex-

press what they enjoyed most about the lesson.

- Preview the next session by hinting at exploring a specific cultural artwork and its relation to musical styles.

Extended Activities:

- Art Project: Have students create their own artwork inspired by a song they enjoy, explaining the message they perceive in it.
- Music Journal: Encourage students to keep a music journal for a week where they note down songs they hear, the messages they convey, and any cultural connections they can identify.

Teacher Self-Evaluation: