

# RATIONALISED CBE LESSON PLANS

**GRADE** : 4

**TERM** : THREE

**YEAR** : 2025

**LEARNING AREA:** CREATIVE ARTS

**TEACHERS NAME:** .....

**SCHOOL:**.....

## WEEK 1: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Swimming

**Specific Learning Outcomes:**

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

1. Explain the standing surface dive with a focus on the proper stance.
2. Demonstrate the standing surface dive while following the progression of the stance.
3. Appreciate their own and others' efforts in performing the standing surface dive.

**Key Inquiry Question:**

-Why is the skill (stance) essential in swimming?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Swimming facility
- Inflatable pool, clothing and gear
- Safety equipment
- Swimming aids
- Digital devices for taking photos

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

- Review the Previous Lesson: Engage students in a quick discussion about what they learned in the last swimming lesson. Ask them to share their most favorite part or a new skill they practiced.
- Discuss Key Concepts: Briefly explain the importance of the standing surface dive in swimming and how a good stance can affect performance and safety.

**Lesson Development (25 minutes):****Step 1:** Explanation of the Standing Surface Dive

- Explain the proper stance for the standing surface dive:
- Feet shoulder-width apart
- Knees slightly bent
- Arms above the head, ready to dive
- Discuss why this stance is important for safety and efficiency in the water.

**Step 2: Demonstration**

- Demonstrate the standing surface dive in the shallow end of the pool. Show the progression from standing to the actual dive.
- Highlight key points like body position and entry into the water.

**Step 3: Guided Practice**

- In pairs, students practice the standing surface dive. Remind them to focus on their stance as they dive.
- Walk around to provide feedback, ensuring they are following the proper techniques.

**Step 4: Photo Documentation**

- Each pair uses a digital device to take photographs of each other performing the dive.
- Encourage them to capture both the stance before the dive and the dive itself for assessment and reflection.

**Conclusion (5 minutes):**

- Summarize Key Points: Recap the main ideas of the lesson, focusing on the stance and its importance in swimming.
- Interactive Activity: Conduct a quick quiz or game asking students to point out the correct stance or describe what they learned from observing their peers.
- Preview Next Session: Briefly mention the next learning topic, such as diving techniques or improving swimming speed.

**Extended Activities:**

- Skill Reflection Journal: Have students keep a journal where they write about their swimming experiences, how they felt during the dives, and what they would like to improve.

- Research Assignment: Assign students to research different types of dives used in competitive swimming and present their findings to the class.
- Creative Presentation: Students can create a poster or a digital slideshow about the importance of proper technique in swimming, including their photos.

**Teacher Self-Evaluation:**

## WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Swimming

**Specific Learning Outcomes:**

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

1. Explain the standing surface dive considering the progression (push-off).
2. Demonstrate the standing surface dive considering the progression (push-off).
3. Develop responsibility by observing their own and others' safety while performing the standing surface dive.

**Key Inquiry Question:**

- Why is the skill (push-off) essential in swimming?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Swimming facility

- Inflatable pool
- Clothing and gear
- Safety equipment
- Swimming aids

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

- Review what was learned in the previous swimming lesson.
- Discuss the importance of the push-off technique in swimming. Engage the students with the key inquiry question to spark discussion.

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

- Introduce the standing surface dive. Discuss what it is and why it's important in swimming.
- Explain the push-off technique and how it helps swimmers enter the water efficiently.

**Step 2: Demonstration**

- Have an instructor or a capable student demonstrate the standing surface dive, emphasizing the correct body position and the push-off action.

**Step 3: Practice in the Water**

- Allow students to practice the standing surface dive individually or in pairs in the inflatable pool. Make sure they focus on the push-off.

**Step 4: Capture Learning**

- Use digital devices to record their practice. Students should take pictures of their partners performing the standing surface dive and discuss what they see, focusing on form and technique.

**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson, emphasizing the importance of the push-off in the standing surface dive.
- Conduct a brief interactive Q&A session to reinforce understanding. Ask students to share what they learned and how they will ensure safety while diving.
- Preview the next lesson topics and encourage students to think about different diving

techniques.

**Extended Activities:**

- Assign students to create a simple poster illustrating the steps of the standing surface dive, including safety tips.
- Encourage students to watch videos of Olympic divers and identify the techniques they use for the push-off. Have them present their findings in the next class.
- Assign a home practice activity where students can practice a safe jump into a pool or similar water body, focusing on technique and safety.

**Teacher Self-Evaluation:**



## WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Swimming

**Specific Learning Outcomes**

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

1. Explain the standing surface dive considering the progression (descent).
2. Demonstrate the standing surface dive considering the progression (descent).
3. Appreciate their own and others' efforts in performing the standing surface dive.

**Key Inquiry Question:**

- Why is the skill (descent) essential in swimming?

Core competencies	Value s	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

**Learning Resources:**

- Swimming facility
- Inflatable pool

- Swimming clothing and gear
- Safety equipment
- Swimming aids
- Digital devices for photography

### **Organisation of Learning:**

#### **Introduction (5 minutes):**

- Review the previous lesson on basic swimming techniques and safety rules.
- Guide learners to read and discuss relevant content from the learning resources, focusing on the standing surface dive and its importance in swimming.

#### **Lesson Development (25 minutes):**

##### **Step 1: Understanding the Standing Surface Dive**

- Explain what a standing surface dive is, and discuss why the skill of descent is crucial for swimming.
- Use visuals or videos to demonstrate the dive technique, highlighting body positioning, breathing, and entry into the water.

##### **Step 2: Progressive Learning**

- Introduce the progressive steps of the standing surface dive. Break it down into:
  - Crouching position
  - Preparing for the dive
  - The actual dive (descent)
- Guide learners to practice each step on land before trying it in the water, ensuring they understand the technique.

##### **Step 3: Demonstration in the Water**

- In pairs, learners will take turns demonstrating the standing surface dive in the inflatable pool.
- Teachers and peers provide feedback using positive language to encourage self-appreciation and recognition of others' efforts.

##### **Step 4: Recording and Reflection**

- Students use digital devices to take photos of one another performing the dives.
- Discuss the pictures as a class, focusing on what went well and areas for improvement.

**Conclusion (5 minutes):**

- Summarize the key points covered in the lesson, reiterating the importance of the standing surface dive.
- Conduct a quick interactive activity (e.g., a group chant or cheer) celebrating everyone's effort and progress.
- Prepare learners for the next session by briefly introducing the upcoming topics or encouraging them to think about how their skills can improve.

**Extended Activities:**

- Create a Dive Poster: Have learners create a poster that illustrates the steps of the standing surface dive with pictures and descriptions.
- Dive Challenge: Encourage learners to practice the standing surface dive at home or in open water (with supervision) and share their experiences in the next class.
- Peer Teaching: Form small groups where learners can teach each other different aspects of swimming techniques, promoting teamwork and collaboration.

**Teacher Self-Evaluation:**

## WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Swimming

**Specific Learning Outcomes:**

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

- 1.Explain the standing surface dive considering the progression (entry).
- 2.Demonstrate the standing surface dive considering the progression (entry).
- 3.Develop responsibility as they observe their own and others' safety while performing the standing surface dive.

**Key Inquiry Question:**

- Why is the skill (entry) essential in swimming?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

**Learning Resources:**

- Swimming facility
- Inflatable pool

- Appropriate swimming clothing and gear
- Safety equipment
- Swimming aids (like kickboards or noodles)
- Digital devices for photography

### **Organisation of Learning:**

#### **Introduction (5 minutes):**

- Welcome the students and review the previous lesson, discussing what they learned about swimming techniques.
- Guide students in reading and discussing relevant content from the learning resources. Specifically, focus on understanding the importance of safe entry into the water and what a standing surface dive is.

#### **Lesson Development (25 minutes):**

##### **Step 1:** Explain the Standing Surface Dive

- Provide a clear explanation of what a standing surface dive is and why proper entry is vital for safety and efficiency in swimming.
- Highlight the progression from standing to diving to ensure that students understand how to safely enter the water.

##### **Step 2:** Demonstrate the Technique

- Use a model or demonstrate the standing surface dive yourself for the class.
- Break down the key elements: stance, arm position, and the dive itself.

##### **Step 3:** Practice in Pairs or Small Groups

- Have students practice standing surface dives in the water, either in pairs or small groups. Encourage them to help one another with the progression.
- Monitor students closely to ensure that safety rules are followed.

##### **Step 4:** Photo Activity

- Allow students to use digital devices to take photographs of each other performing crouch and standing surface dives. This will help them visually analyze their technique later.
- Emphasize the importance of being mindful of safety while taking pictures and practicing.

**Conclusion (5 minutes):**

- Summarize the key points covered during the lesson: the importance of the standing surface dive, the correct technique, and the need for safety.
- Conduct a brief interactive activity, such as a quiz or reflection where students share one thing they learned about the standing surface dive.
- Prepare learners for the next session by giving an overview of upcoming topics, possibly focusing on the various swimming strokes to complement their diving skills.

**Extended Activities:**

- Swimming Journal: Encourage students to keep a swimming journal detailing their experiences and feelings about diving practices, including drawings or photos of their dives.
- Safety Poster: Have students create a poster about water safety and the importance of proper diving techniques. This can be displayed in the classroom or at the pool.
- Buddy Practice: Pair students to practice diving together, helping each other with technique and safety. They can take turns being the photographer to document their progress.

**Teacher Self-Evaluation:**

## WEEK 1: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Swimming

**Specific Learning Outcomes:**

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

1. Explain the standing surface dive considering the progression (entry).
2. Demonstrate the standing surface dive considering the progression (entry).
3. Develop responsibility as they observe their own and others' safety while performing the standing surface dive.

**Key Inquiry Question(s):**

- Why is the skill of entry essential in swimming?

Core competencies	Value s	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Swimming facility

- Inflatable pool
- Swimming clothing and gear
- Safety equipment
- Swimming aids
- Digital devices for photography

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

- Review the previous lesson on basic diving techniques.
- Guide learners to read and discuss relevant content from the textbook or handouts about standing surface dives, emphasizing the progression and safety.

**Lesson Development (25 minutes):****Step 1:** Explain the Standing Surface Dive

- Discuss what a standing surface dive is and the key steps involved in the progression (such as posture, arm position, and entry angle). Ask students to share their understanding and thoughts.

**Step 2:** Demonstration of Techniques

- Show a video or demonstrate a proper standing surface dive. Highlight important safety measures before performing.
- Discuss the key safety considerations when diving and how to ensure the area is safe for practice.

**Step 3:** Practice the Standing Surface Dive

- In controlled groups, give students time to practice the standing surface dive. Encourage them to take turns observing and providing feedback to one another, focusing on safety and technique.

**Step 4:** Digital Documentation

- Using digital devices, have students take photographs of their peers performing the crouch and standing surface dives correctly. Encourage them to analyze the execution and discuss any improvements in technique.

**Conclusion (5 minutes):**



- Summarize the key points learned about the standing surface dive and its importance in swimming.
- Conduct an interactive activity, such as a quick quiz or sharing what they learned in a fun manner, reinforcing the main topics regarding safety and technique.
- Prepare learners for the next session by previewing topics, such as diving into deeper water or learning different dive styles.

**Extended Activities:**

- Safety Campaign: Create a poster or presentation about swimming dive safety rules and display them around the pool.
- Reflection Journal: Have students keep a swimming reflection journal where they write about what they learned, their experiences, and how they can improve their diving techniques.

**Teacher Self-Evaluation:**

## WEEK 1: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Swimming

**Specific Learning Outcomes:**

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

- 1.Explain the standing surface dive, considering the progression (transition).
2. Demonstrate the standing surface dive, considering the progression (transition).
3. Develop responsibility by observing their own and others' safety while performing the standing surface dive.

**Key Inquiry Question(s):**

- Why is the skill (transition) essential in swimming?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4

- Swimming facility
- Inflatable pool
- Clothing and gear
- Safety equipment
- Swimming aids

### **Organisation of Learning:**

#### **Introduction (5 minutes):**

- Begin by greeting the students and briefly reviewing the previous lesson on swimming basics and safety.
- Ask students to share what they remember about the different types of dives and their importance in swimming.
- Guide learners to read and discuss the relevant section in the learning resources about the standing surface dive, focusing on key concepts like safety, body positioning, and the purpose of the dive.

#### **Lesson Development (25 minutes):**

##### **Step 1: Explanation**

- Explain the standing surface dive, highlighting the transition from standing to diving.
- Discuss and demonstrate the importance of body posture and maintaining a streamlined position.
- Explain swimming safety rules, emphasizing how they relate to performing the dive.

##### **Step 2: Group Activity - Observation**

- Split students into small groups and hand out safety checklists for them to observe each other.
- Each student takes turns demonstrating the standing surface dive while others use the checklist to observe form and safety.
- Encourage students to provide respectful feedback to their peers.

##### **Step 3: Individual Practice**

- Have students practice the standing surface dive individually in the inflatable pool.
- Remind students to focus on smooth transitions and to use the safety guidelines they discussed earlier.

##### **Step 4: Photography**

- Use a digital device to take photographs of students performing the crouch and standing

surface dives.

- Encourage students to reflect on their performances by discussing what they did well and what they could improve next time.

**Conclusion (5 minutes):**

- Gather students to summarize the key points of the lesson, including the importance of safety in performing dives and the proper technique for the standing surface dive.
- Conduct a quick interactive quiz or game to reinforce safety rules and key concepts learned during the lesson.
- Preview the next session by discussing what will be covered, such as more diving techniques or an introduction to swimming strokes.

**Extended Activities:**

- Research Assignment: Ask students to research different types of dives used in swimming competitions and create a poster or digital presentation about their findings.
- Safety Presentation: Have students work in pairs to create a short presentation on swimming safety that can be shared with the class during the next lesson.
- Video Review: Assign students to watch instructional videos on standing dives at home and discuss the techniques observed in the next class.

**Teacher Self-Evaluation:**

## WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Swimming

**Specific Learning Outcomes:**

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

1. Explain the standing surface dive considering the progression (transition).
2. Demonstrate the standing surface dive considering the progression (transition).
3. Develop responsibility as they observe their own and others' safety while performing the standing surface dive.

**Key Inquiry Question(s):**

- Why is the skill (transition) essential in swimming?

Core competencies	Value s	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

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**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Swimming facility
- Inflatable pool
- Clothing and gear
- Safety equipment
- Swimming aids
- Digital device for photography

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

- Review the previous lesson on basic swimming techniques and dives.
- Guide learners to read and discuss the standing surface dive from the learning resources, focusing on key concepts like safety and transition.

**Lesson Development (30 minutes):****Step 1:** Understanding the Standing Surface Dive

- Explain the concept of the standing surface dive using visual aids or examples. Discuss its importance and application in swimming.

**Step 2: Demonstration and Explanation**

- Demonstrate the standing surface dive. Highlight the different stages of the dive (e.g., crouch position, take-off, and entry). Explain the transitions in detail.

**Step 3: Practice**

- In pairs, learners practice the diving technique in the inflatable pool, ensuring they focus on the correct transition from crouch to dive. Emphasize safe landing to prevent injury.

**Step 4: Photography Activity**

- Using a digital device, learners take photographs or record short videos of classmates performing the standing surface dive. They will later discuss what they observe regarding form, safety, and technique.

**Conclusion (5 minutes):**

- Summarize the key points covered, including the importance of the standing surface dive and safety practices.
- Conduct an interactive activity, such as a quick quiz or reflection on what they learned about the dive.
- Prepare learners for the next session by teasing potential new diving styles or concepts to explore.

**Extended Activities:**

- Dive Diary: Encourage learners to keep a “dive diary” where they reflect on their progress and feelings about diving techniques learned.
- Video Analysis: Assign students to record a family member or friend performing a dive and analyze the technique together.
- Safety Poster: Create a poster on diving safety rules to display around the swimming facility.

## Teacher Self-Evaluation



## WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Swimming

**Specific Learning Outcomes:**

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

1. Explain the skills of crouch and standing surface dives in swimming.
2. Take a photograph of the crouch and standing surface dives with a focus on the center of interest.
3. Appreciate their own and others' efforts in performing the standing surface dive.

**Key Inquiry Question:**

- Why is the center of interest important in photography?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

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**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Swimming facility
- Inflatable pool
- Clothing and gear
- Safety equipment
- Swimming aids
- Cameras or tablets for photography

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

- Begin the lesson by reviewing key points from the previous lesson on swimming techniques.
- Lead a brief discussion where learners can share their thoughts and what they remember about diving and photography. Introduce the key concepts of today's lesson: crouch and standing surface dives, and the importance of center of interest in photography.

**Lesson Development (25 minutes):****Step 1:** Understanding the Skills

- Explain the skills involved in crouch and standing surface dives:
- Crouch Dive: Emphasize the importance of bending knees, focusing on balance, and using arms to create a streamlined entry into the water.
- Standing Dive: Highlight how to stand steady, take a deep breath, lean forward, and dive in smoothly.
- Discuss safety precautions when performing dives and ensure learners are aware of their surroundings.

**Step 2: Demonstration**

- Use a demonstration to show each dive. If possible, have a skilled swimmer or instructor showcase both types of dives.
- Ensure learners are focused on proper form and technique while watching the demonstration.

**Step 3: Practice**

- Split learners into small groups or pairs at the swimming facility.
- Have them take turns practicing both the crouch and standing surface dives while ensuring they follow the safety guidelines.
- Encourage peers to provide constructive feedback to each other to enhance their diving skills.

**Step 4: Photography Focus**

- After practicing the dives, instruct learners to take photographs of their peers performing the dives.
- Emphasize the importance of finding the center of interest in their photographs, discussing what makes a good photograph (focus, angle, and action).

**Conclusion (5 minutes):**

- Bring the class back together and summarize the key points learned about the techniques of crouch and standing surface dives and the art of photography.
- Conduct a brief interactive activity, like sharing the best photographs taken and discussing why they chose those images as the center of interest.
- Prepare learners for the next session by previewing new swimming skills or techniques that will be covered.

**Extended Activities:**

- Create a "Diving Skills Journal" where students can write about their diving experiences and reflections after each practice session. They can include drawings or photos of their dives.
- Have students research famous divers and present one diver to the class, focusing on their best diving techniques and any photographs or media related to their dives.
- Invite a local swimming coach or professional swimmer to share insights and tips about diving or swimming in general, enhancing learners' understanding and appreciation for the sport.

**Teacher Self-Evaluation:**

## WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Songs

**Specific Learning Outcomes:**

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

1. Identify types of songs (sacred songs)
2. Sing sacred songs with accuracy in tempo, pitch, rhythm, and dynamics
3. Have fun singing sacred songs

**Key Inquiry Question:**

- What message do sacred songs convey?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Recordings of sacred, patriotic, topical, and Kenyan folk songs

### **Organisation of Learning:**

#### **Introduction (5 minutes):**

- Welcome the students and briefly review the main points from the previous lesson about different song types.
- Introduce the concept of sacred songs and their significance, asking students what they know about them.
- Engage learners in a short discussion: What do they think sacred songs are about?

#### **Lesson Development (25 minutes):**

##### **Step 1: Identify Types of Sacred Songs**

- Have students look through the learning resources with a focus on identifying sacred songs.
- In pairs, ask them to discuss and list characteristics of these songs, such as themes, purpose, and occasions for singing them.

##### **Step 2: Listening Activity**

- Play a few examples of sacred songs from the recordings.
- Encourage students to listen for tempo, rhythm, and dynamics.
- After listening, ask them to share what they noticed about how these songs made them feel and the messages conveyed.

##### **Step 3: Practice Singing**

- Select one sacred song to focus on. Teach the lyrics and main melody to the class.

- Divide the class into small groups and have each group practice singing the song, paying attention to tempo, pitch, and rhythm.

**Step 4: Performance**

- Invite each group to perform the sacred song for the class.
- Provide constructive feedback and encourage applause for each group.

**Conclusion (5 minutes):**

- Summarize the key points from the lesson, including what sacred songs are and their importance.
- Conduct an interactive activity where students share one thing they learned about sacred songs and one emotion they felt while singing.
- Briefly preview the next lesson, encouraging students to think about the idea of singing songs from their own cultures.

**Extended Activities:**

- Song Creation: Have students write their own short sacred songs or verses inspired by the themes discussed. They can share these with the class or set them to music.
- Artistic Interpretation: Allow students to create artwork or visual depictions that represent the messages conveyed in the sacred songs learned during the lesson.
- Cultural Exploration: Encourage students to research sacred songs from different cultures and present them to the class, highlighting the messages and significance behind those songs.

**Teacher Self-Evaluation:**

## WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Songs

**Specific Learning Outcomes:**

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

1. Identify types of songs (focusing on patriotic songs).
2. Sing patriotic songs with accuracy in tempo, pitch, rhythm, and dynamics.
3. Enjoy and have fun while singing patriotic songs.

**Key Inquiry Question:**

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• <b>Communication and Collaboration</b></li> <li>• <b>Citizenship</b></li> <li>• <b>Self- efficacy</b></li> <li>• <b>Learning to learn</b></li> <li>• <b>Digital literacy</b></li> <li>• <b>Critical thinking and problem solving</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Love</b></li> <li>• <b>Patriotism</b></li> <li>• <b>Unity</b></li> <li>• <b>Responsibility</b></li> <li>• <b>Respect</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Safety and Security</b></li> <li>• <b>Social cohesion</b></li> <li>• <b>Communicable diseases</b></li> <li>• <b>Environmental awareness</b></li> <li>• <b>Health and Fitness</b></li> </ul>



- What message do patriotic songs convey?

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Recording of sacred, patriotic, topical, and Kenyan folk songs

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

- Begin with a brief review of the previous lesson, encouraging students to share what they remember.
- Introduce the concept of patriotic songs through discussion. Ask guiding questions to engage students and elicit prior knowledge, such as "What do you think makes a song patriotic?"
- Read relevant content from the learning resources, highlighting the importance of patriotic songs in expressing national pride.

**Lesson Development (25 minutes):****Step 1: Identification of Patriotic Songs**

- Activity: In pairs, students will brainstorm and list examples of patriotic songs they know. Encourage them to discuss what they think makes these songs special.
- Guidance: Provide students with a list of common patriotic songs to help them.

**Step 2: Listening Activity**

- Activity: Play a recording of a well-known patriotic song, such as the national anthem.
- Guidance: Ask students to listen carefully and note the tempo, rhythm, and dynamics.

**Step 3: Practice Singing**

- Activity: Divide students into small groups, assigning each group a different patriotic song to practice. Prominently focus on singing with accuracy in tempo, pitch, rhythm, and dynamics.
- Guidance: Circulate among the groups, offering tips and encouragement.

**Step 4: Performance and Feedback**

- Activity: Invite groups to perform their songs for the class. After each performance, encourage constructive feedback from peers ("What did you enjoy about the performance?" and "How can they improve?").
- Guidance: Remind students to focus on key elements learned—tempo, pitch, rhythm, and dynamics—as they give feedback.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: what patriotic songs are, what message they convey, and how to sing them accurately.
- Conduct a brief interactive activity, such as a quick game where students name patriotic songs when prompted. This reinforces learning in a fun way.
- Preview the next session's focus, encouraging students to think about what other types of songs might have powerful messages.

**Extended Activities:**

- Assign students a short research project where they choose a patriotic song, explore its history and the message it conveys, and present their findings to the class.
- Encourage students to create their own patriotic song, writing lyrics that express what they love about their country, and then share it with the class through performance.

**Teacher Self-Evaluation:**

## WEEK 2: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Songs

**Specific Learning Outcomes:**

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

1. Identify types of songs (topical songs)
2. Sing topical songs with accuracy in tempo, pitch, rhythm, and dynamics
3. Have fun singing topical songs

**Key Inquiry Question(s):**

- What message do topical songs convey?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Recordings of sacred, patriotic, topical, and Kenyan folk songs

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

- Review the previous lesson on different types of songs.
- Guide learners to read and discuss relevant content from the learning resources, focusing on the features and messages of topical songs.

**Lesson Development (25 minutes):****Step 1: Understanding Topical Songs**

- Introduce the term "topical songs" and explain that they relate to current events, societal issues, or cultural themes.
- Play a recording of a topical song and discuss its message with the class.
- Ask students to identify the topic or themes addressed in the song.

**Step 2: Identifying Other Types of Songs**

- In pairs, have students list different types of songs they know (e.g., love songs, children's songs, songs about nature).
- Guide a discussion comparing these types with topical songs, focusing on how the themes differ.

**Step 3: Practicing Singing a Topical Song**

- Select a simple topical song to teach the class. Break down the song's structure by highlighting the verses and chorus.
- Sing through the song together, focusing on tempo and rhythm.

**Step 4: Performance Practice**

- Divide the class into small groups. Each group will practice singing the topical song, focusing on accuracy in pitch and dynamics.
- After practice, groups will perform for the class, receiving peer feedback on their performance.

**Conclusion (5 minutes):**

- Summarize key points about topical songs, including their messages and what makes them unique.
- Conduct a brief interactive activity where students describe the themes of the song they practiced singing.
- Preview next session by asking questions such as “What are some popular topical songs today?” and “How do songs reflect the culture and issues of our society?”

**Extended Activities:**

- Songwriting Exercise: Encourage students to write their own topical song about a theme relevant to them, such as friendship or community issues.
- Research Project: Ask students to find a current topical song (local or international) and present to the class what it is about, its message, and its impact on society.
- Musical Instruments: Have students create their own musical instruments using recyclable materials and accompany their performances with their instruments.

**Teacher Self-Evaluation:**

## WEEK 2: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Songs

**Specific Learning Outcomes:**

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

1. Identify types of folk songs performed by indigenous Kenyan communities.
2. Discuss the messages and mood of different types of folk songs (work, funeral, and naming songs).
3. Value types of Indigenous folk songs from different Kenyan communities.

**Key Inquiry Question(s):**

- Which types of folk songs do you know?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Recording of sacred, patriotic, and topical Kenyan folk songs
- Resource person (guest speaker knowledgeable about folk songs)
- Pitching instrument (such as drums or shakers)

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

- Begin by reviewing what was learned in the previous lesson related to performance and display.
- Use the resources to guide students to read and discuss topics relevant to folk songs, focusing on the importance and familiarity of these songs in Kenyan culture.

**Lesson Development (30 minutes):****Step 1: Identifying Folk Songs**

- In pairs, students will list various folk songs they know or have heard from indigenous Kenyan communities.
- Encourage them to share their lists with the class, identifying any common folk songs.

**Step 2: Exploring Song Types**

- Divide the class into small groups, assigning each group a different type of folk song (work songs, funeral songs, and naming songs).
- Each group will research their assigned song type, looking for key characteristics, purposes, and any special instruments commonly used.

**Step 3: Understanding Messages and Mood**

- Groups will discuss the messages and feelings conveyed through their assigned song type.
- Students will create a simple chart that outlines the mood and message of each song type.

**Step 4: Sharing and Valuing Songs**

- Groups present their findings to the class, highlighting one song that represents their type well.
- Encourage classmates to ask questions and discuss what they learned, fostering appreciation for the diversity of Kenyan folk songs.

**Conclusion (5 minutes):**

- Summarize the key types of folk songs identified and the various messages and moods discussed.
- Conduct a brief interactive activity, such as a "musical chair" game where students respond to statements about folk songs.
- Preview the next session by sharing that students will learn about instruments used in folk songs and how to perform a simple folk song.

**Extended Activities:**

- Research Project: Students can choose one indigenous Kenyan community and research their folk music traditions. They can present their findings through a poster or digital presentation.
- Song Creation: Have students create their own folk song based on personal experiences or stories from their families, introducing their song during the next class.
- Guest Speaker Invitation: Arrange for a local musician or cultural worker to visit the classroom and share songs and stories, allowing students to engage in a live performance.

**Teacher Self-Evaluation:**



## WEEK 3: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Songs

**Specific Learning Outcomes:**

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

1. Identify types of folk songs performed by indigenous Kenyan communities.
2. Discuss the messages and mood of different types of folk songs (initiation, marriage, and worship songs).
3. Value types of Indigenous folk songs from different Kenyan communities.

Core competencies	Value s	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

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**Key Inquiry Question:**

- What is mood in a folk song?

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Recording of sacred, patriotic, and topical Kenyan folk songs
- Resource person (local musician or folk song storyteller, if available)
- Pitching instrument (like a guitar or keyboard)

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

- Start the lesson by reviewing the previous session's content related to music and songs.
- Engage the learners in a short discussion about their favorite Kenyan folk songs.
- Guide learners to read a brief excerpt about the importance of folk songs in Kenyan culture, emphasizing key concepts such as mood and message.

**Lesson Development (25 minutes):****Step 1:** Explore Types of Folk Songs

- In small groups, have learners discuss and list different types of folk songs from various Kenyan communities (e.g., initiation, marriage, and worship).
- Encourage learners to think about where they have heard these songs and to share personal experiences related to any of these occasions.

**Step 2: Listening Activity**

- Play short recordings of various folk songs (initiation, marriage, and worship).
- After each song, ask groups to describe its mood (happy, sad, celebratory, solemn) and any messages they think the song conveys.
- Facilitate a class discussion on how the mood affects the message of the song.

**Step 3: Group Presentation**

- Ask each group to choose one folk song to present to the class, discussing its type, mood, and message.
- Encourage creativity—groups can sing a few lines, act out a scenario, or simply explain.

**Step 4: Reflection on Value**

- Guide a whole-class discussion on why it is important to preserve and value indigenous folk songs.
- Ask questions like, "What do these songs tell us about Kenyan culture?" and "Why should we care about these songs today?"

**Conclusion (5 minutes):**

- Summarize key points discussed in the lesson regarding types of folk songs, their moods, and messages.
- Conduct a brief interactive quiz game where students can match songs to their moods/messages.

- Preview the next lesson topic: "Exploring Instruments Used in Kenyan Music."

**Extended Activities:**

- Encourage students to research a specific Kenyan folk song at home, write a short paragraph about its history, and share it in the next class.
- Have students create their own simple folk song that reflects a significant moment in their lives, focusing on selecting mood and message.

**Teacher Self-Evaluation:**

## WEEK 3: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Songs

**Specific Learning Outcomes:**

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

1. Identify the fabric decoration techniques used by the local community (tie-dye or beadwork).
2. Decorate a costume for a folk song using an appropriate technique.
3. Develop creativity as they decorate costumes for performing a folk song.

**Key Inquiry Question(s):**

- How do Kikuyu, Kamba, and Luo communities decorate costumes for performing folk songs?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Recordings of sacred, patriotic, and Kenyan folk songs
- Resource person (local artisan or artist)
- Pitching instruments (e.g., drums, shakers)

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

- Review the previous lesson on Kenyan folk songs.
- Engage learners in a discussion about the importance of costumes in music and cultural performances.
- Introduce the day's focus on fabric decoration techniques.

**Lesson Development (25 minutes):****Step 1: Discussion on Techniques**

- In pairs, learners will discuss and list two fabric decoration techniques (tie-dye and beadwork) that they know or have seen in their community.
- Share lists with the class and compile a master list on the board.

**Step 2: Researching Techniques**

- Introduce a short video or presentation showing how tie-dye and beadwork are done in Kikuyu, Kamba, and Luo cultures.
- Ask learners to take notes on what techniques they observe and how they might use them in their costumes.

**Step 3: Planning the Costume**

- In small groups, learners decide on a folk song and brainstorm their costume ideas.

- Each group should outline which technique (tie-dye or beadwork) they will use and sketch a simple design for their costume.

**Step 4: Creating the Costume**

- Provide materials (colored paper, fabric swatches, markers) for learners to begin decorating their costume in a draft form.
- Encourage them to incorporate elements they learned about tie-dye or beadwork in their designs.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the significance of costume decoration in local communities and the techniques learned.
- Conduct a brief interactive activity, such as a "Costume Show and Tell," where students share their costume designs with the class.
- Prepare learners for the next session by hinting at the next steps in the project (e.g., presenting their folk song with the costumes).

**Extended Activities:**

- Cultural Exploration: Assign students to research a specific folk song from one community and prepare a short presentation about its history and cultural significance.
- Hands-on Workshop: Arrange a workshop with a local artist who can teach the students about actually creating beadwork or tie-dye.
- Performance Practice: Organize a mini performance day where students can wear their created costumes and perform the folk songs they chose in class.

**Teacher Self-Evaluation:**

## WEEK 3: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Songs

**Specific Learning Outcomes:**

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

1. Identify the fabric decoration techniques used by the local community (tie-dye or beadwork).
2. Decorate a costume for a folk song using an appropriate technique.
3. Develop creativity as they decorate costumes for performing folk songs.

**Key Inquiry Question(s):**

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

- How do Luhya, Kisii, and Maasai communities decorate costumes for performing folk songs?



**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Recording of sacred, patriotic, and topical Kenyan folk songs
- Resource person (local artisan, if possible)
- Pitching instruments

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

- Review the previous lesson by asking students what they learned about folk songs and their cultural significance.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts, especially the importance of decoration in performance.

**Lesson Development (25 minutes):****Step 1:** Introduction to Decoration Techniques

- Introduce the two main fabric decoration techniques: tie-dye and beadwork.
- Show pictures or examples of each technique.
- Discuss the cultural significance of these methods in the Luhya, Kisii, and Maasai communities.

**Step 2:** Group Discussion

- Divide the class into small groups and assign each group a community (Luhya, Kisii, or Maasai).
- Ask groups to discuss how their assigned community uses either tie-dye or beadwork to decorate costumes for folk songs.
- Each group should come up with two key facts about their community's techniques.

**Step 3: Costume Decoration Activity**

- Provide learners with materials (colored paper, markers, and examples of beads or fabric cutouts).
- Each student will create a simple design for a costume that incorporates either tie-dye or beadwork. Encourage them to think creatively about colors and patterns that represent their assigned community.

**Step 4: Sharing and Presentation**

- Invite students to share their costume designs with the class.
- Discuss how their designs reflect the decoration techniques learned.

**Conclusion (5 minutes):**

- Summarize key points about the importance of fabric decoration techniques in local communities and how they enhance folk songs.
- Conduct a brief interactive quiz where students can answer questions based on what they learned.
- Prepare learners for the next session by previewing upcoming topics or posing questions such as: "What other forms of visuals enhance performances?"

**Extended Activities:**

- Research Project: Students can pick one community (Luhya, Kisii, or Maasai) to research further on their folk songs and costumes, and they can create a poster displaying their findings.
- Costume Design Exhibit: Students work at home to create a full costume based on what they've learned and present it in an informal classroom exhibit.
- Invite a Local Artisan: If possible, arrange a visit from a local artisan who specializes in tie-dye or beadwork to demonstrate their craft and provide more insight into the cultural significance of their work.

**Teacher Self-Evaluation:**

## WEEK 3: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Songs

**Specific Learning Outcomes:**

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

1. Identify songs from different communities and classify them as work songs.
2. Perform an indigenous Kenyan folk song about work.
3. Value the importance of performing indigenous folk songs from different Kenyan communities.

**Key Inquiry Question(s):**

- What message do work songs contain?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design for Grade 4
- Recordings of sacred, patriotic, and topical Kenyan folk songs
- A resource person (if available)
- Pitching instruments (simple percussion instruments or hand clapping)

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

- Review the previous lesson by asking students what they remember about folk songs.
- Guide learners to read and discuss relevant content from their learning resources, emphasizing understanding of work songs as a type of folk song.

**Lesson Development (25 minutes):****Step 1: Identify Work Songs**

- In small groups, learners will listen to excerpts of various songs from different Kenyan communities.
- As a group, they will discuss and identify which of these songs can be classified as work songs.

**Step 2: Classify Work Songs**

- Each group will create a chart that lists the songs they identified and the type of work each song is associated with (e.g., farming, fishing, etc.).
- Encourage groups to think about the messages these songs convey about work.

**Step 3: Perform an Indigenous Kenyan Work Song**

- Learners will choose one indigenous Kenyan folk song about work that they feel represents their group's findings.
- They will prepare a short performance of the song, including simple actions or movements to express its meaning.

**Step 4: Share and Reflect**

- Each group will take turns performing their chosen work song in front of the class.
- After each performance, encourage the audience to ask questions or share what they enjoyed about the performance.

**Conclusion (5 minutes):**

- Summarize the key points and learning objectives achieved during the lesson by highlighting the importance of work songs in different communities.
- Conduct a quick interactive activity, such as a "call and response" that reflects the themes of the songs learned.
- Preview the next session to entice curiosity, informing learners they will explore the meanings behind different songs.

**Extended Activities:**

- Create a Class Songbook: Encourage students to write their own work song based on everyday tasks they do at home or school.
- Field Trip: Plan a visit to a local community event or cultural festival where indigenous folk songs might be performed.
- Art Project: Have students illustrate scenes or messages from the work songs they learned, facilitating a visual representation of the concepts discussed.

**Teacher Self-Evaluation**

## WEEK 3: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Songs

**Specific Learning Outcomes:**

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

1. Identify songs from different communities and classify them as funeral songs.
2. Perform an indigenous Kenyan folk song related to funerals.
3. Value performing indigenous folk songs from different Kenyan communities.

**Key Inquiry Question(s):**

- What message do funeral songs contain?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Recordings of sacred, patriotic, and topical Kenyan folk songs
- Resource person (local musician or storyteller)
- Pitching instrument (optional for guidance)

### **Organisation of Learning:**

#### **Introduction (5 minutes):**

- Review the previous lesson by asking students about different types of songs they know and any song they remember from the last class.
- Introduce the focus on funeral songs, discussing their importance in different communities. Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding of the cultural significance and themes found in funeral songs.

#### **Lesson Development (30 minutes):**

##### **Step 1: Identify and Classify**

- In groups, learners will research and share examples of songs from various Kenyan communities. Each group will focus on identifying any funeral songs they might know.
- Prompt groups to discuss what makes these songs unique or memorable related to their cultural context.

##### **Step 2: Group Presentation**

- Each group will present one funeral song and explain its cultural significance.
- Peers will ask clarifying questions, fostering understanding and dialogue about the different communities and the messages within these songs.



**Step 3: Learn a Folk Song**

- Introduce an indigenous Kenyan folk song relevant to funerals. Play a recording and follow along while guiding learners in singing together.
- Encourage students to listen for the rhythm and pitch, and explain the meanings behind the words as they sing.

**Step 4: Performance Preparation**

- In groups, learners prepare to perform the folk song. They can practice singing, adding any movements or gestures that reflect the song's themes.
- Resource person (e.g., local musician) may share tips on performance and expression.

**Conclusion (5 minutes):**

- Summarize key points discussed regarding funeral songs, their meanings, and the significance of performance.
- Conduct a brief interactive activity such as a call-and-response singing game to reinforce the learning.
- Prepare learners for the next session by discussing the importance of different types of songs in various events, asking questions like "What songs do we hear during celebrations?"

**Extended Activities:**

- Song Journal: Learners can keep a song journal to record new songs they hear at home or in their community, focusing on identifying themes and the contexts in which they are performed.
- Cultural Research Project: Assign students to choose a specific Kenyan community and research its traditional songs, preparing a short presentation to share with the class.
- Creative Writing: Have students write their own song lyrics about a personal or family event (not necessarily a funeral) and share them in pairs or small groups.

**Teacher Self-Evaluation:**

## WEEK 3: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Songs

**Specific Learning Outcomes:**

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

1. Identify songs from different communities and classify them as naming songs.
2. Perform an indigenous Kenyan folk song focused on naming.
3. Value the performance of indigenous folk songs from various Kenyan communities.

**Key Inquiry Question(s):**

- What message do naming songs contain?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Recordings of sacred, patriotic, topical, and Kenyan folk songs
- Resource person (local musician or cultural expert)
- Pitching instrument (like a keyboard or guitar)

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

1. Briefly review the previous lesson about different types of songs.
2. Engage the learners in reading and discussing relevant content from the provided learning resources. Highlight key concepts about naming songs and their importance in culture.

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

Introduce the concept of naming songs. Discuss what naming songs are and why communities create them. Use examples from different Kenyan cultures.

**Step 2: Identification and Classification**

In pairs, learners will share and listen to clips of various songs. They will identify and classify these songs as naming songs or other types. As they listen, have discussions about the significance of the songs in their communities.

**Step 3: Group Performance Preparation**

Learners will select an indigenous Kenyan folk song that focuses on naming. In small groups, they will practice singing this song. They can utilize pitching instruments to provide musical accompaniment.

**Step 4: Group Performances**

Each group will perform their chosen naming song for the class. After each performance, briefly discuss the meaning of the song and its cultural significance.

**Conclusion (5 minutes):**

1. Summarize the key points learned in the lesson, emphasizing the importance of naming songs and their messages.
2. Conduct a brief interactive activity, such as a quick quiz or a reflective question (like “What did you learn about the culture behind your song?”) to reinforce the main topics.
3. Preview the next session's topic, encouraging learners to think about the emotions that songs can express.

**Extended Activities:**

- Song Creation: Encourage learners to create their own naming song reflecting their identity or culture. They can perform it for their classmates.
- Research Project: Assign learners to select a specific community in Kenya and research its folk songs, focusing on the themes and stories behind these songs. They can present their findings in the next class.
- Art Integration: Students could create artwork that depicts the themes or messages in their chosen naming songs, which can be shared in a future session.

**Teacher Self-Evaluation:**

## WEEK 4: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Songs

**Specific Learning Outcomes:**

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

1. Identify songs from different communities and classify them as initiation songs.
2. Perform an indigenous Kenyan folk song on initiation.
3. Value performing Indigenous folk songs from different Kenyan communities.

**Key Inquiry Question(s):**

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

- What message do initiation songs contain?

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Recording of sacred, patriotic, topical, and Kenyan folk songs
- Resource person
- Pitching instrument

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

- Review the previous lesson about the importance and characteristics of folk songs.
- Guide learners to read and discuss relevant content from the learning resources, focusing on what initiation songs are and their significance in different communities.

**Lesson Development (25 minutes):****Step 1: Identify Initiation Songs**

- In pairs, learners will explore various recorded songs from different Kenyan communities.
- They will listen to examples and identify which ones are initiation songs, noting characteristics that categorize them as such.

**Step 2: Discuss the Messages**

- Engage the class in a discussion about the messages contained in initiation songs.
- Encourage them to share their thoughts and insights on what these songs convey about culture, tradition, and community values.

**Step 3: Group Performance Preparation**

- Divide the class into small groups.
- Each group will choose one initiation song to learn. They will discuss the meaning of the song and its cultural context before practicing their performance.

**Step 4: Perform for the Class**

- Groups will take turns performing their chosen initiation song to the class.
- After each performance, classmates can provide positive feedback or share what they learned from the song.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson, including the definition and significance of initiation songs.
- Conduct a brief interactive activity, such as a quick quiz or a song trivia game, to reinforce the main topics.
- Provide a preview of the next session, which will focus on the melodies and instruments used in different Kenyan folk songs.

**Extended Activities:**

- Song Creation: Learners could create their own initiation song based on what they learned, incorporating keywords and themes from various cultures.
- Field Research: Encourage students to interview family members or local community elders about initiation songs from their culture or background and present their findings to the class.
- Art Project: Students can create artwork or a collage that represents the themes and emotions they feel from the initiation songs discussed in class.

**Teacher Self-Evaluation:**



## WEEK 4: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Songs

**Specific Learning Outcomes:**

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

1. Identify songs from different communities and classify them as marriage songs.
2. Perform an indigenous Kenyan folk marriage song.
3. Value the performing of indigenous folk songs from different Kenyan communities.

**Key Inquiry Question(s):**

- What message do marriage songs contain?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Recording of sacred, patriotic, topical, and Kenyan folk songs
- Resource person (guest performer or speaker)
- Pitching instrument (optional for musical performance)

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

- Start with a warm welcome and briefly review the previous lesson on folk songs.
- Ask learners to recall any folk songs they have heard before.
- Introduce the topic of marriage songs in different communities, highlighting their cultural significance.

**Lesson Development (25 minutes):****Step 1: Exploring Marriage Songs**

- In groups, learners will discuss and brainstorm what they think a marriage song is.
- Each group can list down characteristics of marriage songs (e.g., themes of love, celebration, traditions).

**Step 2: Song Identification**

- Provide learners with recordings of various folk songs.
- They will listen to snippets and identify any that relate to marriage.

- Each group will then classify the songs they find into "marriage songs" or "non-marriage songs."

### **Step 3: Learning an Indigenous Song**

- Choose an indigenous Kenyan marriage song and introduce it to the class.
- Teach them the lyrics and the meaning behind them, emphasizing cultural context.
- Conduct vocal warm-ups and practice the song as a class.

### **Step 4: Performance Practice**

- Divide learners into small groups again to prepare a short performance of the song. Each group will present their version while incorporating simple movements or dances.
- Encourage creativity – groups can add in simple instruments or use props if available.

### **Conclusion (5 minutes):**

- Gather the class and summarize the lessons learned about marriage songs and their importance in different Kenyan communities.
- Highlight the significance of performing these songs as a way to celebrate culture.
- End with a fun quiz where students shout out answers related to what they learned about the songs.

### **Extended Activities:**

- Cultural Research Project: Learners can choose a specific Kenyan community and research its marriage songs, including their meanings and any rituals associated with them. They could present their findings creatively, such as through a poster or a short presentation.
- Song Creation: Encourage students to write their own marriage song that reflects their understanding of love and unity, featuring melodies they create themselves.

### **Teacher Self-Evaluatio**

## WEEK 4: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Songs

**Specific Learning Outcomes:**

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

1. Identify songs from different communities and classify them as worship songs.
2. Perform an indigenous Kenyan folk song related to worship.
3. Value performing Indigenous folk songs from different Kenyan communities.

**Key Inquiry Question(s):**

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

- What message do worship songs contain?

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Recordings of sacred, patriotic, and topical Kenyan folk songs
- A resource person (if available)
- Pitching instruments (like a keyboard or guitar)

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

- Begin by reviewing what was learned in the previous lesson. Discuss any songs that were identified and their meanings.
- Guide learners to read and discuss relevant content from the learning resources. Emphasize understanding the key concepts of worship songs and their significance in different communities.

**Lesson Development (25 minutes):****Step 1: Identifying Worship Songs**

- Break learners into small groups.
- Provide each group with a selection of song recordings.
- Ask them to listen to the songs and discuss characteristics that classify them as worship songs.

**Step 2: Classifying Songs**

- Each group shares what they identified as worship songs and explains why they believe those songs fit into this category.
- As a class, create a chart on the board with two columns: "Song Name" and "Community."
- Write down the names of the identified worship songs and their respective communities.

**Step 3: Introducing an Indigenous Kenyan Folk Song**

- Introduce a specific indigenous Kenyan folk song related to worship. Share its background and significance.
- Play the recording and encourage students to listen closely to the lyrics and melody.

**Step 4: Performance Preparation**

- Guide the class in preparing for a performance of the chosen folk song.
- Assign roles for singing, clapping, or using instruments.
- Practice the song together, focusing on rhythm and expression.

**Conclusion (5 minutes):**

- Summarize the key points discussed, such as what defines a worship song and the value of performing indigenous songs.
- Conduct a brief interactive activity, such as a quick quiz or asking learners to share one thing they learned about worship songs.
- Give a preview of the next session, which will focus on the cultural impacts of music in Kenyan communities, and ask them to think about songs from their own cultures.

**Extended Activities:**

- Research Project: Have learners research one indigenous song from their own community or culture, prepare a short presentation, and share it in class.
- Creative Writing: Ask students to write a short poem or song about something they believe in, encouraging them to express their feelings and values.
- Invite a Guest: Arrange for a community elder or musician to share their experiences with folk songs and their meanings, allowing for an interactive Q&A session.

**Teacher Self-Evaluation:**

## WEEK 4: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Songs

**Specific Learning Outcomes:**

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

1. Name different percussion instruments.
2. Practice playing percussion instruments to accompany a folk song using appropriate technique (hitting).
3. Appreciate the role of percussion instruments in performances.

**Key Inquiry Question:**

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

- Which percussion instruments are for hitting?



**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Recording of sacred, patriotic and topical Kenyan folk songs
- Resource person (if available)
- Various percussion instruments (such as drums, tambourines, and maracas)

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

- Review what was learned in the previous lesson, focusing on music and performance.
- Introduce the topic of percussion instruments by asking students if they can name any.
- Facilitate a brief discussion to bring out prior knowledge about folk songs and the use of instruments in music.

**Lesson Development (25 minutes):****Step 1: Identifying Percussion Instruments**

- Show pictures or actual percussion instruments (e.g., drums, tambourines, shakers).
- Ask learners to name each instrument and describe its sound.
- Encourage students to classify instruments based on how they are played (striking, shaking).

**Step 2: Demonstrating Techniques**

- Demonstrate the correct technique for playing percussion instruments (how to hit, how to hold).
- Divide the class into groups and assign different instruments to each group.

- Let each group practice their assigned techniques for a few minutes.

**Step 3: Learning the Folk Song**

- Play a recording of a selected Kenyan folk song.
- Discuss the song's themes and encourage learners to listen for how percussion enhances the music.

**Step 4: Accompanying the Song**

- In their groups, learners practice accompanying the folk song using their percussion instruments, focusing on timing and technique.
- Groups will perform their accompaniment for the class, practicing listening and cooperation.

**Conclusion (5 minutes):**

- Summarize key points: types of percussion instruments, how to play them, and their roles in songs.
- Conduct a brief interactive activity where students can either categorize more instruments or create a mini-performance.
- Preview next session: Discuss what students will learn about harmony and other musical families.

**Extended Activities:**

- Instrument Creation: Students can create their own percussion instruments using recycled materials (e.g., water bottles filled with rice for shakers).
- Family Research: Assign students to interview a family member about their favorite folk songs and the instruments used in them, then present their findings in class.
- Rhythm Games: Organize rhythm games in which students listen and replicate rhythms or create their own using their bodies as instruments.

**Teacher Self-Evaluation:**

## WEEK 4: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Songs

**Specific Learning Outcomes:**

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

1. Name different percussion instruments.
2. Practice playing percussion instruments to accompany a folk song using appropriate technique (shaking).
3. Appreciate the role of percussion instruments in performances.

**Key Inquiry Question(s):**

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

- Which percussion instruments are for shaking?

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Recordings of sacred, patriotic, topical, and Kenyan folk songs
- Resource person (musician or music teacher)
- Various shaking percussion instruments (e.g., maracas, tambourines, shakers)
- Pitching instrument (like a tone generator or keyboard)

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

- Review the previous lesson by asking students to share what they remember about folk songs and percussion instruments.
- Guide learners in discussing key concepts from the resources, focusing on what percussion instruments are and how they are used in music.

**Lesson Development (25 minutes):****Step 1: Introduction to Percussion Instruments**

- Present different percussion instruments that can be shaken (e.g., maracas, tambourines).
- Show images or the actual instruments to the class and explain their names and how they are played.

**Step 2: Discussion on Techniques**

- Discuss the proper technique for shaking percussion instruments, including wrist movement and maintaining rhythm.

- Invite students to demonstrate shaking with their hands to mimic the action.

**Step 3: Group Practice**

- Divide the class into small groups and provide each group with a variety of shaking percussion instruments.
- Play a recorded folk song and have the students practice shaking their instruments in sync with the music, focusing on maintaining a steady beat.

**Step 4: Performance and Appreciation**

- Each group will take turns performing in front of the class while playing their instruments along with the song.
- After each performance, facilitate a short discussion on how the percussion instruments enhanced the performance and encouraged students to appreciate the role of these instruments.

**Conclusion (5 minutes):**

- Summarize key points: categories of percussion instruments, the correct shaking technique, and the importance of percussion in music.
- Conduct a brief interactive activity, such as a “name that instrument” game using the instruments discussed.
- Prepare students for the next session by giving a preview of learning about other types of instruments and their roles in different musical genres.

**Extended Activities:**

- Create Your Own Instrument: Have students create simple shaking instruments using household materials (e.g., filled plastic containers, rice-filled cardboard tubes) and share their creations with the class.

- Folk Song Research: Assign students to research a folk song from a different culture, focusing on the instruments used and present their findings in the next class.
- Class Composition: Allow students to compose a simple folk song in small groups, using their knowledge of percussion instruments. They can perform it in class, encouraging creativity and collaboration.

**Teacher Self-Evaluation:**

## WEEK 4: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Songs

**Specific Learning Outcomes:**

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

- 1.Name different percussion instruments
2. Practice playing percussion instruments to accompany a folksong using appropriate technique (plucking)
- 3.Appreciate the role of percussion instruments in performances

**Key Inquiry Question:**

- Which percussion instruments are for plucking?

Core competencies	Value s	PCIs
<ul style="list-style-type: none"> <li>• Communicatio n and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>



**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Recording of sacred, patriotic, topical, and Kenyan folk songs
- Resource person (musician or music teacher)
- Pitching instrument (e.g., xylophone or marimba)

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

- Begin by reviewing the previous lesson on different types of music. Ask students to share what they remember about various instruments.
- Introduce the topic: percussion instruments, highlighting the focus on "plucking" instruments, such as tambourines, maracas, and certain types of xylophones.

**Lesson Development (25 minutes):****Step 1: Naming Percussion Instruments**

- Group Activity: Divide students into small groups of 4-5.
- Ask each group to brainstorm and list as many percussion instruments as they can think of, with a special focus on those played by plucking.
- After 5 minutes, gather students and have each group share their lists. Write answers on the board.

**Step 2: Listening and Identifying**

- Play a recording of a selected Kenyan folk song.
- Ask students to listen carefully for the percussion sounds in the song.
- Following the listening activity, lead a class discussion:
  - What percussion instruments did they hear?
  - How do those instruments contribute to the sound of the song?

**Step 3: Practicing Techniques**

- Demonstrate the proper technique for plucking the selected instruments (using xylophones or marimbas).
- Allow students to practice plucking techniques, either by passing around the instruments or having them in groups. Circulate to provide individual feedback.

**Step 4: Accompanying the Folksong**

- Group students again and assign each a different percussion instrument.
- Together, play the folk song while accompanying it with their assigned instruments, practicing the plucking technique learned. Encourage rhythm and cooperation.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson about percussion instruments and their importance in music.
- Conduct a brief interactive quiz where students identify instruments or techniques learned.
- Preview the next lesson by introducing topics related to different styles of music or roles of other instruments in performances.

**Extended Activities:**

- Instrument Creation: Have students create their own simple percussion instruments using recycled materials (e.g., drums from containers, maracas from bottles with beads).
- Song Composition: Encourage students to create a short folk song and accompany it with the percussion instruments they learned about.
- Performance Showcase: Organize a classroom performance day where groups can showcase a folk song using the instruments they have practiced.

**Teacher Self-Evaluation:**

## WEEK 5: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Songs

**Specific Learning Outcomes:**

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

1. Describe the factors that contribute to a good performance.
2. Perform different folk songs with correct diction, accompanied by a percussion instrument.
3. Appreciate the role of correct diction in performances.

**Key Inquiry Question:**

- How does correct diction contribute towards a good performance?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Recordings of sacred, patriotic, topical, and Kenyan folk songs
- Resource person (musician or cultural expert)
- Pitching instrument (e.g., xylophone, hand drums)

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

- Review the previous lesson focusing on elements of performance.
- Guide learners to read and discuss relevant content from the provided learning resources, emphasizing understanding of the importance of diction in singing.

**Lesson Development (25 minutes):****Step 1:** Discuss Factors of a Good Performance

- In small groups, ask learners to brainstorm what makes a performance good (e.g., diction, expression, confidence).
- Have each group share their ideas, and compile a list on the board.

**Step 2:** Understanding Diction

- Introduce the concept of diction and its importance in singing.
- Play a recording of a folk song and pause it at intervals to discuss how diction affects understanding and enjoyment of the song.
- Ask learners to identify clear and unclear diction examples from the song.

**Step 3: Practice the Folk Song**

- Choose a Kenyan folk song for the class to practice.
- Teach the lyrics and emphasize the importance of diction while singing.
- Have learners practice singing the song line by line, ensuring they pronounce each word clearly.

**Step 4: Incorporate Percussion Instruments**

- Distribute percussion instruments to the learners (or have them use body percussion).
- Instruct learners to accompany their singing with rhythm, focusing on maintaining the beat while ensuring their diction remains clear.
- Conduct a rehearsal where groups perform the song together.

**Conclusion (5 minutes):**

- Summarize key points from the lesson, highlighting the factors of a good performance and the role of diction.
- Conduct a brief interactive activity where learners share what they learned about diction and how they can apply it in performance.
- Preview the next session, discussing how learners will explore different performance styles and genres.

**Extended Activities:**

- Performance Project: Encourage students to research and prepare a short presentation on a folk song from a different culture, focusing on its lyrics and performance style.
- Diction Challenge: Create a fun challenge where learners can record themselves singing a song with the best diction. They can share their recordings in the next lesson.

**Teacher Self-Evaluation:**

## WEEK 5: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Songs

**Specific Learning Outcomes:**

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

1. Describe the factors that contribute to a good performance.
2. Perform different folk songs with appropriate facial expressions, accompanied by a percussion instrument.
3. Appreciate the role of appropriate facial expressions in performances.

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

**Key Inquiry Question(s):**

- How does good facial expression contribute to a good performance?

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Recordings of sacred, patriotic, and topical Kenyan folk songs
- Resource person (music expert or local artist)
- Pitching instrument (e.g., tambourine, hand drum)

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

- Briefly review the previous lesson on performance elements. Ask students what they remember.
- Guide learners to read and discuss relevant content from the learning resources, focusing on performance factors like expression, rhythm, and audience connection.

**Lesson Development (25 minutes):****Step 1:** Discussion on Performance Factors

- In groups, students discuss what makes a performance good. Encourage them to think about facial expressions, body language, and vocal delivery. Share ideas with the class.

**Step 2:** Introduction to Folk Songs

- Play recordings of selected folk songs.
- Discuss the themes and emotions behind each song. Ask students how they think these emotions can be expressed through facial expressions.



**Step 3: Practice with Facial Expressions**

- Students practice the folk songs they discussed in groups, focusing on using their faces to convey the song's emotions. Provide examples of different expressions (happy, sad, excited).

**Step 4: Performance with Percussion Instruments**

- Each group performs a folk song using percussion instruments while expressing emotions with their faces. Encourage peer feedback on performances.

**Conclusion (5 minutes):**

- Summarize the key points about the importance of facial expression in performances.
- Conduct a brief interactive activity: Have students pair up and mimic different facial expressions while the other guesses the emotion.
- Preview the next lesson: "Creating Your Own Performance," and invite students to think about what song they will choose.

**Extended Activities:**

- Creative Expression Journals: Encourage students to keep a journal where they draw or write about different facial expressions and what feelings they represent alongside a song they enjoy.
- Home Performance: Have students perform a folk song for their family, incorporating facial expressions and a percussion instrument they can find at home, and report back on their experience.

**Teacher Self-Evaluation:**

## WEEK 5: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Songs

**Specific Learning Outcomes:**

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

1. Describe the factors that contribute towards a good performance
2. Perform different folk songs with appropriate gestures accompanied by a percussion instrument
3. Appreciate the role of appropriate gestures in performances.

**Key Inquiry Question:**

- How do good gestures contribute to a good performance?

Core competencies	Value s	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Recordings of sacred, patriotic, topical, and Kenyan folk songs
- Percussion instruments (drums, shakers, tambourines, etc.)
- Resource person (if available)

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

- Review of Previous Lesson:

Begin the class by reminding students about what they learned in the previous lesson about music and performance. Ask a few questions to engage the learners, such as:

- "What is your favorite folk song?"
- "Why do you think gestures are important in performances?"

- Discussion:

Guide learners to read and discuss relevant information from the curriculum that highlights the importance of gestures in performing. Explain that gestures help convey emotions and messages in a song.

**Lesson Development (25 minutes):****Step 1: Understanding Good Performance**

- Discuss as a whole class what contributes to a good performance.
- List factors such as practice, confidence, gestures, vocal clarity, and audience engagement on the board.

- In pairs, have students talk about which factor they think is the most important and why.

**Step 2: Learning a Folk Song**

- Choose a Kenyan folk song to teach the class.
- Play a recording of the song and encourage the students to listen carefully.
- Go through the lyrics, explaining the meaning and context of the song if necessary.

**Step 3: Adding Gestures**

- Demonstrate some gestures that can be acted out during the song.
- Invite students to practice these gestures together with the class while singing.
- Emphasize how the gestures enhance the storytelling aspect of the song.

**Step 4: Group Performances**

- Divide the class into small groups.
- Each group will practice the folk song with the assigned gestures and choose one percussion instrument to accompany the performance.
- Allow time for groups to rehearse, then select groups to share their performance with the class.

**Conclusion (5 minutes):**

- Summarize Key Points:

Recap the factors discussed that contribute to a good performance, the folk song lyrics, and the importance of gestures.

**-Interactive Activity:**

Conduct a quick game where students identify good and bad gestures through demonstration, with the class providing feedback.

- Preparation for Next Session:

Briefly preview what will be covered in the next lesson, perhaps hinting at exploring different genres of music or additional performance techniques. Encourage students to think about their favorite songs and any gestures that can accompany them.

**Extended Activities:**

Activity 1: Have students create a "gesture booklet" where they include their chosen folk song, its meaning, and various gestures to accompany each part of the song.

Activity 2: Organize a class talent show where students can perform their favorite songs with gestures and instruments, fostering collaboration and creativity.

Activity 3: Research day where students can pick a folk song from another culture, learn about its background, and present it to the class, including the cultural significance of the gestures used.

**Teacher Self-Evaluation:**

## WEEK 5: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Performance and Display

**Sub Strand:** Songs

**Specific Learning Outcomes:**

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

1. Identify safety, care, and maintenance practices while handling percussion instruments.
2. Handle percussion instruments with care and observe safety and maintenance practices.
3. Appreciate the role of percussion instruments in performances.

**Key Inquiry Question(s):**

- How should percussion instruments be handled?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Communication and Collaboration</li> <li>• Citizenship</li> <li>• Self- efficacy</li> <li>• Learning to learn</li> <li>• Digital literacy</li> <li>• Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Love</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Responsibility</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Security</li> <li>• Social cohesion</li> <li>• Communicable diseases</li> <li>• Environmental awareness</li> <li>• Health and Fitness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Recordings of sacred, patriotic, topical, and Kenyan folk songs
- Resource person
- Pitching instrument (e.g., xylophone, drum)

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

- Begin with a quick review of the previous lesson about music and instruments.
- Encourage learners to share their experiences or knowledge about percussion instruments.
- Introduce today's topic by discussing the importance of safety and care when using musical instruments.

**Lesson Development (25 minutes):****Step 1: Understanding Safety Practices**

- Discuss with the class why safety is important when using percussion instruments.
- Guide learners to brainstorm safety practices (e.g., keeping instruments dry, not hitting them too hard).
- Write down their ideas on the board.

**Step 2: Hands-On Exploration**

- Divide the class into small groups and give each group a percussion instrument.
- Allow them to explore the instruments but remind them to follow the safety practices discussed.
- Ask each group to demonstrate one safe way to handle their instrument in front of the class.

**Step 3: Care and Maintenance**

- After the demonstration, explain how to care for and maintain percussion instruments (e.g., cleaning, proper storage).
- Ask students to suggest what they think is the most important maintenance practice.

**Step 4: Appreciation through Performance**

- Play a recording of a song that prominently features percussion instruments.
- Discuss with learners how percussion instruments contribute to the music.
- Invite learners to share how they think percussion makes the music feel.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson, emphasizing safety and care practices.
- Conduct a brief interactive activity, such as a quick quiz or game where students match instruments to their safety practices.
- Prepare learners for the next session by briefly introducing what they will learn about other musical instruments or a specific performance.

**Extended Activities:**

- Instrument Creation: Have students create their own simple percussion instruments using household items (e.g., making shakers from bottles filled with rice or beans). They can perform with these instruments in the next class.



- Research Project: Assign students to research a famous percussionist or a style of music that relies heavily on percussion, and present their findings in the next lesson.
- Class Performance: Organize a small class performance where students can use the percussion instruments they have learned about, highlighting the role of percussion in creating rhythm alongside singing.

**Teacher Self-Evaluation:**

## WEEK 5: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Appreciation in Creative Arts

**Sub Strand:** Analysis of Creative Arts Works

**Specific Learning Outcomes:**

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

1. Explain the concept of appreciation in creative arts.
2. Describe the concept of appreciation in Creative Arts (behavior, aesthetic).
3. Appreciate the concept of appreciation in creative arts.

**Key Inquiry Question(s):**

- How does behavior describe the concept of appreciation in Creative Arts?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Learning to learn</li> <li>• Citizenship</li> <li>• Self- efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Health</li> <li>• Social cohesion</li> <li>• Analytical and Creative thinking</li> <li>• Cultural awareness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Audio-visual equipment, display boards, display props, mounting papers, masking tape/glue

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

- Review the previous lesson focusing on key terms and definitions in creative arts.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of appreciation in creative arts.

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

- In pairs, students will discuss what they think appreciation means in creative arts.
- Each pair will share their ideas with the class, and the teacher will compile a list of definitions on the board.

**Step 2: Behavior and Aesthetics**

- Students will explore the two parts of appreciation: behavior and aesthetics.
- In small groups, they will brainstorm examples of each. For example, how do people behave when they see art they like? How does art make them feel?

**Step 3: Group Activity**

- Each group will choose a piece of art (photo, painting, music, dance) displayed in class, and prepare a short presentation on how it shows appreciation through behavior and aesthetics.
- They will use display boards and props to enhance their presentations.

**Step 4: Presentation and Feedback**

- Groups will present their findings to the class.

- The class will provide positive feedback on each presentation and discuss what they learned about appreciation in creative arts.

**Conclusion (5 minutes):**

- Summarize key points about appreciation in creative arts, highlighting behavior and aesthetics.
- Conduct a brief interactive activity where students can share one thing they appreciate about a piece of creative work they've seen or experienced.
- Prepare learners for the next session by giving a preview of the concepts of expression and interpretation in creative arts.

**Extended Activities:**

1. Research Project: Students can choose a famous artist or musician to research at home and present an appreciation piece on how their work is appreciated in their community.
2. Art Gallery Visit: Plan a field trip to a local art gallery or museum where students can observe and appreciate a variety of creative works and reflect on their behavior in response to the art.
3. Creative Expression: Encourage students to create their own piece of art (drawing, painting, or crafting) based on what they appreciate in their surroundings and share with classmates.

**Teacher Self-Evaluation:**

## WEEK 5: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Appreciation in Creative Arts

**Sub Strand:** Analysis of Creative Arts Works

**Specific Learning Outcomes:**

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

- 1.Explain the concept of appreciation in creative arts.
2. Describe the concept of appreciation in creative arts (skills, message).
- 3.Appreciate the concept of appreciation in creative arts.

**Key Inquiry Question(s):**

- How does message describe the concept of appreciation in Creative Arts?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Learning to learn</li> <li>• Citizenship</li> <li>• Self- efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Health</li> <li>• Social cohesion</li> <li>• Analytical and Creative thinking</li> <li>• Cultural awareness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Audio-visual equipment
- Display boards

- Display props
- Mounting papers
- Masking tapes/glue

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

- Review the previous lesson on the elements of art and their significance.
- Guide learners to read and discuss relevant content from the learning resources, focusing on the understanding of appreciation in creative arts.

**Lesson Development (30 minutes):****Step 1: Exploring Appreciation**

- Introduce the term "appreciation" in creative arts through a storytelling approach, sharing a simple example of appreciating a painting or a song.
- Ask students to give examples of art forms they appreciate (e.g., dance, music, painting) and why.

**Step 2: Discussing Skills and Messages**

- In pairs, students will discuss how certain skills (like color use or rhythm) in a piece of art contribute to its overall message.
- Each pair will share one example with the class highlighting a skill they think is important in appreciating an art form and the message that art conveys.

**Step 3: Group Analysis Activity (**

- Divide students into small groups and provide each group with an image or a short video clip of an art piece (e.g., a painting or a dance performance).
- Each group will analyze how the skills used in the art contribute to the message and share their thoughts with the class.

**Step 4: Reflection**

- Have students write a short paragraph explaining what they appreciate about a specific piece of art discussed during the lesson.
- Encourage them to mention both skills and messages in their reflections.

**Conclusion (5 minutes):**

- Summarize key points covered during the lesson, emphasizing how understanding skills and messages enhances appreciation in creative arts.
- Conduct a brief interactive activity (e.g., a 'gallery walk' where students display their reflections) to reinforce the main topics.
- Prepare learners for the next session by stating that they will explore different art forms and how they express different messages.

**Extended Activities:**

- Art Appreciation Journals: Encourage students to keep a journal where they draw or collect images of artworks they see in everyday life, noting what skills they appreciate and what messages they think the art conveys.
- Art Show Presentation: Organize an art show where students present their favorite pieces of art (from their journals or home) and explain why they appreciate them, highlighting skills and messages.
- Creative Project: Students can create their artwork (drawing, painting, dance, or music) that conveys a message they care about, later sharing it with the class and explaining their appreciation.

**Teacher Self-Evaluation:**



## WEEK 6: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Appreciation in Creative Arts

**Sub Strand:** Analysis of Creative Arts Works

**Specific Learning Outcomes:**

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

1. Explain the concept of appreciation in creative arts.
2. Describe the concept of appreciation in Creative Arts (behavior, feedback, care).
3. Appreciate the concept of appreciation in creative arts.

**Key Inquiry Question(s):**

- How does behavior describe the concept of appreciation in Creative Arts?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Learning to learn</li> <li>• Citizenship</li> <li>• Self- efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Health</li> <li>• Social cohesion</li> <li>• Analytical and Creative thinking</li> <li>• Cultural awareness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Audio-visual equipment
- Display boards

- Display props
- Mounting papers
- Masking tape/glue

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

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

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

- Define 'appreciation' in the context of creative arts. Discuss why it is important to appreciate art forms.
- Encourage students to share their favorite artworks or performances and what they appreciate about them.

**Step 2: Behavior in Appreciation**

- Discuss how behaviors such as kindness, respect, and open-mindedness contribute to appreciating creative works.
- In pairs, have students role-play situations where they show appreciation for a piece of art or performance.

**Step 3: Feedback Mechanism**

- Explain the importance of giving constructive feedback. Discuss what makes feedback positive and encouraging.

- Have students write one positive feedback comment about a creative work they have seen or made.

**Step 4: The Role of Care in Appreciation**

- Discuss how caring for the creations of artists is part of appreciation. This includes keeping artworks safe and communicating positive sentiments.
- Have students create a small poster that expresses how to care for art (e.g., handling artwork gently, displaying art with pride).

**Conclusion (5 minutes):**

- Summarize key points covered: definition of appreciation, behavior, feedback, and care in creative arts.
- Conduct a brief interactive activity, like a group sharing session where students cite one aspect they appreciated during the lesson.
- Preview the next session: "What makes a piece of art memorable?"

**Extended Activities:**

- Art Appreciation Journal: Have students keep a journal where they reflect on different artworks they encounter, including one aspect of appreciation they felt.
- Creative Arts Exhibit: Organize a class exhibit where students display their own creative works and provide opportunities for feedback from classmates. Each student should describe what they appreciated about their piece and how they could care for it.
- Video Appreciation: Assign students to create a short video explaining their favorite piece of art and why they appreciate it, focusing on behaviors and feedback they would give to the artist.

**Teacher Self-Evaluation:**

## WEEK 6: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Appreciation in Creative Arts

**Sub Strand:** Analysis of Creative Arts Works

**Specific Learning Outcomes:**

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

1. Prepare previously created artworks (drawings) for display.
2. Showcase own and peers' artworks in a gallery.
3. Critique displayed artworks for appreciation.

**Key Inquiry Questions:**

- How can previously created artworks such as drawings be recreated?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Learning to learn</li> <li>• Citizenship</li> <li>• Self- efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Health</li> <li>• Social cohesion</li> <li>• Analytical and Creative thinking</li> <li>• Cultural awareness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Audio-visual equipment
- Display boards

- Display props (e.g., tablecloths, decorations)
- Mounting papers
- Masking tapes/glue

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

1. Review previous lesson about creative expression and the importance of displaying art.
2. Guide learners to discuss what they remember about preparing artworks and how it helps others appreciate creativity.
3. Introduce the key inquiry question: “How can we prepare our artworks for display in a way that showcases our creativity?”

**Lesson Development (25 minutes):****Step 1: Preparation for Display**

- Each student selects their best drawing from previous lessons.
- Discuss the significance of ensuring the artwork looks its best.
- Use mounting papers and glue to mount their drawings on display boards.

**Step 2: Creating a Gallery Space**

- Set up display boards around the classroom or designated area to create a gallery.
- Each student places their artwork on the display boards.
- Encourage creativity by adding decorations or props around their artworks for enhanced presentation.

**Step 3: Gallery Walk**

- Allow students to walk around the gallery, observing their classmates' artworks.
- Ask students to take notes on their favorite pieces and what they like about them (colors, themes, techniques).

**Step 4: Critique and Discussion**

- Gather students for a group discussion.
- Encourage students to share their notes and discuss the elements that make each artwork unique.
- Ask questions such as: "What makes an artwork stand out?" and "How can we express appreciation for each other's creativity?"

**Conclusion (5 minutes):**

1. Summarize key points discussed during the lesson: the steps for preparing and displaying artworks and the importance of appreciation in art.
2. Conduct a brief interactive activity where students share one thing they learned about a peer's artwork.
3. Preview the next session: exploring different mediums in art and how they can change the way we express our ideas.

**Extended Activities:**

1. Art Experimentation: Encourage students to create a new drawing using a different art medium (e.g., watercolor, pastels) at home, to discuss in the next lesson.
2. Art Appreciation Journals: Have students maintain a small journal where they can draw, write about their favorite pieces from the school gallery or any art they see outside of school.
3. Peer Art Reviews: Pair students to write constructive feedback on each other's artworks to be shared during the next lesson.

**Teacher Self-Evaluation:**

## WEEK 6: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Appreciation in Creative Arts

**Sub Strand:** Analysis of Creative Arts Works

**Specific Learning Outcomes:**

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

1. Prepare previously created artworks for display (painting).
2. Showcase own and peers' artworks in a gallery setting.
3. Critique displayed artworks for appreciation.

**Key Inquiry Question:**

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Learning to learn</li> <li>• Citizenship</li> <li>• Self- efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Health</li> <li>• Social cohesion</li> <li>• Analytical and Creative thinking</li> <li>• Cultural awareness</li> </ul>

- How can previously created artworks such as paintings be recreated?

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Audio-visual equipment
- Display boards



- Display props
- Mounting papers
- Masking tape/glue

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

- Review the previous lesson on creative expression through painting.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of showcasing and critiquing art.

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

- Have students gather their previously created paintings.
- Encourage them to reflect on their work and decide how they would like to present it for display.

**Step 2: Prepare Artworks for Display**

- Provide mounting papers, glue, and masking tape.
- Students will mount their artworks, ensuring each piece is neat and ready for exhibition.
- Remind them to consider how to arrange their pieces to capture viewers' attention.

**Step 3: Set Up the Gallery**

- Divide students into groups and assign them different areas of the classroom or outside for their galleries.

- Allow students to rotate through the galleries, helping each other hang their artwork with the provided display props and boards.

**Step 4: Conduct the Gallery Walk**

- Once the galleries are set up, organize a gallery walk where students can observe each other's work.
- Introduce a simple critiquing form that guides them on how to appreciate and provide constructive feedback on peers' artworks.

**Conclusion (5 minutes):**

- Summarize key points from the lesson, reiterating the steps taken to prepare for a gallery display and the importance of critiquing art.
- Engage students in a brief interactive activity, such as sharing one positive aspect they noticed about a peer's artwork.
- Prepare learners for the next session by giving a preview of upcoming topics, such as exploring different art styles.

**Extended Activities:**

- Organize an Art Appreciation Day where students invite family and friends to view their displayed artworks.
- Create a "Critique Corner" in the classroom where students can leave notes or stickers appreciating their classmates' work.
- Encourage students to create a digital portfolio of their artwork, documenting their creative process and reflections for future discussions.

**Teacher Self-Evaluation:**

## WEEK 6: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Appreciation in Creative Arts

**Sub Strand:** Analysis of Creative Arts works

**Specific Learning Outcomes:**

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

- 1.Prepare previously created artworks for display (photographs).
- 2.Showcase own and peers' artworks in a gallery.
- 3.Critique displayed artworks for appreciation.

**Key Inquiry Question(s):**

- How can previously created artworks such as photographs be recreated?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Learning to learn</li> <li>• Citizenship</li> <li>• Self- efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Health</li> <li>• Social cohesion</li> <li>• Analytical and Creative thinking</li> <li>• Cultural awareness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Audio-visual equipment
- Display boards

- Display props
- Mounting papers
- Masking tapes/glue

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

- Begin the lesson by reviewing key concepts from the previous lesson on creative arts.
- Guide learners to read and discuss relevant content from the learning resources, highlighting the importance of preparation and presentation in showcasing art.

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

- In groups, have learners gather their previously created artworks (photographs) and decide how they will prepare these pieces for display.
- Discuss aspects such as mounting the photographs on papers and deciding on any accompanying titles or descriptions.

**Step 2: Setting Up the Gallery**

- Each group will set up their display in the classroom. Use display boards and props to create an inviting gallery atmosphere.
- Encourage learners to think creatively about the arrangement of their works so that it is visually appealing.

**Step 3: Gallery Walk**

- Allow time for the class to walk around the gallery and observe each other's artworks.

- Encourage learners to express how they feel about the displayed works and to think about what they enjoy seeing in art.

**Step 4: Critique Session**

- Gather students together for a quick critique. In groups, ask them to share one thing they liked about a peer's artwork and one suggestion for improvement (focusing on positive feedback).
- Emphasize the importance of kindness and constructive criticism in appreciating art.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: preparation, showcase, and critique of artwork.
- Conduct a brief interactive activity, such as sharing a fun fact about art or an artist they learned about.
- Preview the next session by introducing a new topic or posing a thought-provoking question to consider, such as "How do different colors affect our feelings about art?"

**Extended Activities:**

- Art Reflection Journal: Encourage students to start a journal where they reflect on their art pieces, the process of displaying them, and their feelings about others' artworks.
- Create an Artwork Puzzle: Have students create puzzles from their art pieces and then exchange them with peers to solve.
- Art Appreciation Sessions: Organize a weekly "Art Appreciation Day" where students can bring in their favorite artworks (not just their own) to discuss and appreciate in class.

**Teacher Self-Evaluation:**

## WEEK 6: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Appreciation in Creative Arts

**Sub Strand:** Analysis of Creative Arts Works

**Specific Learning Outcomes:**

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

1. Prepare previously created artworks for display (musical instruments).
2. Showcase own and peers' artworks in a gallery.
3. Critique displayed artworks for appreciation.

**Key Inquiry Question:**

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Learning to learn</li> <li>• Citizenship</li> <li>• Self- efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Health</li> <li>• Social cohesion</li> <li>• Analytical and Creative thinking</li> <li>• Cultural awareness</li> </ul>

- How can previously created artworks such as musical instruments be recreated?

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Audio-visual equipment

- Display boards
- Display props
- Mounting papers
- Masking tape/glue

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

- Review the previous lesson by asking students to share what they remember about the artworks they created.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of how to present and appreciate artworks.

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

- In groups, students will gather their previously created musical instruments.
- Discuss how to prepare these pieces for display, including cleaning, arranging, and ensuring they are visually appealing.

**Step 2: Create Display Boards**

- Each group will use display boards to create informative labels for their musical instruments.
- Encourage students to include the name of the instrument, materials used, and any special facts about it.

**Step 3: Gallery Setup**

- Instruct students to work together to set up a gallery area within the classroom.

- Allow each group to showcase their artworks and make sure everyone has space to present their instruments.

**Step 4: Gallery Walk and Critique**

- Students will walk around the gallery looking at each other's instruments.
- Encourage them to give positive feedback and one suggestion for improvement for each display, using a specific sentence starter (e.g., "I like how you... because...").

**Conclusion (5 Minutes):**

- Summarize key points: the importance of preparing and showcasing artworks and how to critique for appreciation.
- Conduct a brief interactive activity where students can share one thing they enjoyed about someone else's artwork.
- Prepare learners for the next session by previewing the upcoming topic about creating new art forms inspired by displayed works.

**Extended Activities:**

- Create a "Musical Instrument of the Future" project where students design and draw an innovative musical instrument incorporating elements from what they have learned.
- Host a mini-concert where students can play or demonstrate their musical instruments for the class, encouraging creativity in performance.

**Teacher Self-Evaluation:**



## WEEK 6: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Appreciation in Creative Arts

**Sub Strand:** Analysis of Creative Arts works

**Specific Learning Outcomes:**

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

1. Prepare previously created artworks for display (balls).
2. Showcase their own and peers' artworks in a gallery.
3. Critique displayed artworks for appreciation.

**Key Inquiry Question(s):**

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Learning to learn</li> <li>• Citizenship</li> <li>• Self- efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Health</li> <li>• Social cohesion</li> <li>• Analytical and Creative thinking</li> <li>• Cultural awareness</li> </ul>

- How can previously created artworks such as balls be recreated?

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Audio-visual equipment
- Display boards

- Display props
- Mounting papers
- Masking tape/glue

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

- Review the previous lesson, discussing what students learned about creating and appreciating artwork.
- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding the key concepts of displaying and critiquing art.

**Lesson Development (30 minutes):****Step 1: Preparation**

- Divide the class into small groups. Each group will collect their previously created artworks (balls).
- Discuss how they want to present their artwork. Students should think about what props or materials they will need for display.

**Step 2: Setting Up Displays**

- Groups will use display boards and any additional props they brought to set up their gallery displays.
- Ensure that each student's artwork is labeled with their name and a title. Encourage creativity in how they arrange their artworks.

**Step 3: Gallery Showcase**

- Each group presents their gallery to the class. Students should describe their artwork, the inspiration behind it, and any challenges faced during creation.
- Encourage students to ask questions and provide positive feedback during these presentations.

**Step 4: Critique and Appreciation**

- As a class, take a few minutes to walk through the gallery and observe all the displays.
- Facilitate a discussion on what they liked about each artwork and offer constructive feedback. Questions might include: "What feelings does this artwork evoke?" or "What techniques do you think the artist used?"

**Conclusion (5 minutes):**

- Summarize the key points of preparing, displaying, and critiquing artwork.
- Reinforce how each student contributed to the gallery and discussed their own and others' work.
- Conduct a brief interactive activity, such as an "art handshake," where students praise at least one artwork they liked from peers.
- Prepare learners for the next session by previewing upcoming topics, such as the process of creating new artworks inspired by their critiques.

**Extended Activities:**

- Art Journal: Have students keep an art journal where they can sketch new ideas, reflect on their artwork, or document their learning about art appreciation.
- Art Swap: Organize an art swap day where students can exchange their artworks with each other to experience different styles and techniques.
- Research Project: Assign a small project on a famous artist or art movement that includes a small presentation about what makes the artwork special.

**Teacher Self-Evaluation:**

## WEEK 7: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Appreciation in Creative Arts

**Sub Strand:** Analysis of Creative Arts Works

**Specific Learning Outcomes:**

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

1. Prepare previously created artworks for display (clay slabs).
2. Showcase own and peers' artworks in a gallery.
3. Critique displayed artworks for appreciation.

**Key Inquiry Question(s):**

- How can previously created artworks such as clay slabs be recreated?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Learning to learn</li> <li>• Citizenship</li> <li>• Self- efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Health</li> <li>• Social cohesion</li> <li>• Analytical and Creative thinking</li> <li>• Cultural awareness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Audio-visual equipment
- Display boards

- Display props
- Mounting papers
- Masking tape/glue

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

- Begin with a brief review of the previous lesson, focusing on the importance of showcasing art.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding the key concepts of preparing artworks for display.

**Lesson Development (30 minutes):****Step 1: Preparation of Artworks**

- In pairs, students discuss the different clay slabs they have created.
- Each pair chooses one clay slab to prepare for display. discuss what makes their selected slab special.

**Step 2: Mounting Artworks**

- Provide students with display boards and materials such as glue and mounting paper.
- Students will carefully mount their clay slabs on their display boards, ensuring they are presented neatly.

**Step 3: Gallery Setup**

- Organize the classroom to create an art gallery.
- Allow students to showcase their mounted artworks on tables or walls.

- Encourage them to decide on an arrangement that makes the best use of the space.

**Step 4: Art Critique**

- In small groups, students will take turns walking through the gallery, looking at their peers' artworks.
- Each student will provide one positive comment about another student's work.
- Encourage them to think critically about what they like and why.

**Conclusion (5 minutes):**

- Summarize the key points about preparing and showcasing artwork.
- Reinforce that each artwork tells a story and can evoke different feelings.
- Conduct a brief interactive activity where students share their favorite part of the gallery experience.
- Provide a preview of the next session, where they will learn about different art styles.

**Extended Activities:****1. Art Re-Creation Project:**

Encourage students to recreate their favorite clay slab at home with different materials (paper mache, recycled materials) and bring it back to class for sharing.

**2. Art Journal:**

Have students keep an art journal where they can write about their art experiences, techniques learned, and inspirations from peers.

**3. Group Presentation:**

Organize a group project where students work together to create a large mural or collaborative piece that reflects their understanding of the themes discussed in class.

**Teacher Self-Evaluation:**



## WEEK 7: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Appreciation in Creative Arts

**Sub Strand:** Analysis of Creative Arts Works

**Specific Learning Outcomes:**

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

1. Prepare previously created artworks for display (recorder cases).
2. Showcase their own and their peers' artworks in a gallery setting.
3. Critique displayed artworks to enhance appreciation.

**Key Inquiry Question:**

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Learning to learn</li> <li>• Citizenship</li> <li>• Self- efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Health</li> <li>• Social cohesion</li> <li>• Analytical and Creative thinking</li> <li>• Cultural awareness</li> </ul>

- How can previously created artworks such as recorder cases be recreated?

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Audio-visual equipment

- Display boards
- Display props (e.g., stands, lighting)
- Mounting papers
- Masking tapes/glue

### **Organisation of Learning:**

#### **Introduction (5 minutes):**

- Quickly review the previous lesson's key points.
- Ask students to share what they remember about their recorder cases.
- Discuss the importance of displaying art and how it allows us to share creativity with others.

#### **Lesson Development (25 minutes):**

##### **Step 1: Preparation**

- In groups, learners gather their previously created recorder cases and materials needed for display. Guide them in checking the condition of their artworks and thinking about how they can make them look their best.

##### **Step 2: Display Arrangement**

- Each group decides how to arrange their artworks on their display boards. Discuss elements like balance and focus. Encourage creativity in how they present their artworks (e.g., adding titles, descriptions).

##### **Step 3: Gallery Walk Setup**

- Transform the classroom into a gallery. Each group sets up their display while others observe. This is a good moment for them to practice presentation skills and to think about how to explain their artworks to others.

**Step 4: Art Critique**

- After the displays are set up, students walk around the gallery in pairs. Each pair critiques what they see by considering questions like: What do you like about this artwork? How does it make you feel? What could be improved? They should take notes on their thoughts.

**Conclusion (5 minutes):**

- Summarize the key points learned in the lesson: preparation, showcasing, and critiquing.
- Engage students in a brief discussion asking how they felt about presenting their work and viewing others' artwork.
- Introduce the next session's topic, highlighting any questions they should ponder before the next class, such as "What new ideas can we come up with for future artworks?"

**Extended Activities:**

- Have students choose one artwork they critiqued to recreate or enhance at home.
- Organize an "Art Appreciation Day" where students can invite family members to view their displayed artworks.
- Assign a reflective journal entry where students write about what they learned from their classmates' artworks and what ideas they want to explore next.

**Teacher Self-Evaluation:**

## WEEK 7: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Appreciation in Creative Arts

**Sub Strand:** Analysis of Creative Arts Works

**Specific Learning Outcomes:**

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

1. Discuss the importance of analysis in Creative Arts.
2. Describe a Kenyan folk song performance using appropriate terminologies such as type of artwork.
3. Value appreciation of Creative Arts works through analysis.

**Key Inquiry Questions:**

- What is the importance of type of artwork in Creative Arts?

Core competencies	Value s	PCIs
<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Learning to learn</li> <li>• Citizenship</li> <li>• Self- efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Health</li> <li>• Social cohesion</li> <li>• Analytical and Creative thinking</li> <li>• Cultural awareness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design (Grade 4)
- Audio-visual equipment

- Display boards
- Display props
- Mounting papers
- Masking tapes/glue

### **Organisation of Learning:**

#### **Introduction (5 minutes):**

- Review the previous lesson on Creative Arts.
- Ask students to share one thing they remember about types of artwork.
- Introduce the day's topic and importance of analysis in understanding Creative Arts.

#### **Lesson Development (25 minutes):**

##### **Step 1: Warm-Up Discussion**

- Divide students into small groups.
- Ask each group to discuss the following questions:
  - Why do you think analysis is important in Creative Arts?
  - How can we describe a performance accurately?
- Walk around to listen and support group discussions.

##### **Step 2: Introduction to Kenyan Folk Songs**

- Explain what a Kenyan folk song is and share an example.
- Highlight key features of folk songs (melody, instruments, cultural significance).

- Encourage students to use appropriate terminology when describing the artwork.

**Step 3: Group Activity**

- Assign each group a specific Kenyan folk song to analyze.
- Each group should answer:
  - What is the title of the song?
  - What type of artwork is this?
  - Describe the performance using terms they learned.
- Have groups prepare a short presentation to share their findings.

**Step 4: Presentations and Feedback**

- Allow groups to present their analyses to the class.
- Encourage peers to provide feedback and ask questions about each presentation.
- Discuss as a class how the analyses reflect the importance of understanding artworks.

**Conclusion (5 minutes):**

- Summarize key points discussed: the importance of analysis, types of folk songs, and vocabulary used.
- Conduct a brief interactive activity, such as a quiz or a "thumbs up/thumbs down" on terms discussed.
- Preview the next lesson's topic: Exploring the meaning behind different types of artwork.

**Extended Activities:**

- Create a "Folk Song Portfolio" where students collect images, write descriptions, and analyze different Kenyan folk songs they come across at home or in the community.

- Organize a class performance day where students can reenact or perform a Kenyan folk song, incorporating what they learned about analysis into their performance descriptions.

**Teacher Self-Evaluation:**

## WEEK 7: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Appreciation in Creative Arts

**Sub-Strand:** Analysis of Creative Arts Works

**Specific Learning Outcomes:**

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

1. Discuss the importance of analysis in Creative Arts.
2. Describe a Kenyan folk song performance using appropriate terminologies, including materials used.
3. Value the appreciation of Creative Arts works through analysis.

**Key Inquiry Question(s):**

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Learning to learn</li> <li>• Citizenship</li> <li>• Self- efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Health</li> <li>• Social cohesion</li> <li>• Analytical and Creative thinking</li> <li>• Cultural awareness</li> </ul>

- What is the importance of materials used in Creative Arts?

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Audio-visual equipment



- Display boards
- Display props
- Mounting papers, masking tape/glue

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

- Review the previous lesson by asking students to share what they learned about creative arts.
- Guide learners to read and discuss relevant content from the learning resources, focusing on the key concepts of analysis in Creative Arts.

**Lesson Development (30 minutes):****Step 1:** Introduction to Analysis in Creative Arts

- Begin by discussing what analysis means and why it is important in Creative Arts.
- Ask students to share what they think analysis might involve.
- Introduce examples of different types of materials used in creative arts.

**Step 2:** Group Activity - Discuss Kenyan Folk Song Performance

- Divide students into small groups. Each group selects a well-known Kenyan folk song.
- In their groups, students discuss and make notes on how to describe the performance of the folk song, focusing on the materials used (instruments, costumes) and any special techniques.

**Step 3:** Presentation of Findings

- Ask each group to present a short description of their chosen Kenyan folk song performance to the class.

- Encourage the use of appropriate terminologies and emphasize the materials mentioned.

**Step 4: Reflective Discussion**

- Conduct a class discussion on how the materials used in the performances impact the overall experience of the folk song.
- Prompt students to think critically about their observations and insights about the performances shared by their peers.

**Conclusion (5 minutes):**

- Summarize key points discussed, reinforcing the importance of analysis and materials in understanding creative works.
- Engage the class in a brief interactive activity, such as a fun quiz or a matching game with terms and materials discussed.
- Prepare learners for the next session by previewing topics, such as exploring other forms of performance arts.
- Encourage students to think about what other forms of art they might want to analyze in the future.

**Extended Activities:**

- Create a Poster: Students can create a visual poster that illustrates a Kenyan folk song performance, labeling the materials and techniques used.
- Folk Song Research Project: Encourage students to research another folk song from a different culture and present their findings, focusing on the materials used and their significance.
- Invite local artists: If possible, invite a local artist or musician to demonstrate their craft and hold a Q&A session where students can ask about the materials and techniques they use.

**Teacher Self-Evaluation**

## WEEK 7: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Appreciation in Creative Arts

**Sub Strand:** Analysis of Creative Arts Works

**Specific Learning Outcomes:**

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

1. Discuss the importance of analysis in Creative Arts.
2. Describe a Kenyan folk song performance using appropriate terminology, including the media used.
3. Value the appreciation of Creative Arts works through analysis.

**Key Inquiry Question:**

- What is the importance of media used in Creative Arts?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Learning to learn</li> <li>• Citizenship</li> <li>• Self- efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Health</li> <li>• Social cohesion</li> <li>• Analytical and Creative thinking</li> <li>• Cultural awareness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Audio-visual equipment
- Display boards

- Display props
- Mounting papers
- Masking tape/glue

### **Organisation of Learning:**

#### **Introduction (5 minutes):**

1. Review the previous lesson on Creative Arts appreciation.
2. Guide learners in reading and discussing relevant parts of the curriculum, focusing on the key concepts of creative analysis and media.

#### **Lesson Development (25 minutes):**

##### **Step 1:** Discussing Analysis in Creative Arts

- In small groups, learners will discuss what they think "analysis" means in relation to Creative Arts.
- Provide guiding questions: "Why do you think it's important to analyze a work of art?"
- Each group shares at least one idea with the whole class.

##### **Step 2:** Familiarizing with Kenyan Folk Songs

- Introduce a well-known Kenyan folk song (e.g., "Jambo Bwana") and play a short clip of it.
- Ask the students which media (like instruments, voice, visuals) were used in the performance and to identify key features in the music.

##### **Step 3:** Describing the Performance

- Have learners individually write a short description of the song's performance using appropriate terminology (e.g., rhythm, melody, instruments).
- Encourage the use of terms related to media and performance elements.

**Step 4: Sharing and Discussing**

- Invite a few students to share their descriptions with the class.
- Facilitate a discussion on the differences and similarities in their descriptions, reinforcing the concepts of analysis.

**Conclusion (5 minutes):**

1. Summarize the key points: the role of analysis in understanding and appreciating arts, and the importance of media used.
2. Conduct a brief interactive quiz or game where learners match terminology with definitions to reinforce learning.
3. Preview the next session: "Exploring Different Forms of Creative Arts," and ask questions such as "What kinds of art do you think we will study next?"

**Extended Activities:**

- Art Interpretation Project: Have students choose another folk song and create a visual representation of it using various media (drawings, paintings, digital art). They can present their interpretation to the class.
- Folk Song Performances: Organize a small performance event where students can perform a folk song in groups, focusing on the use of different media and elements discussed in class.
- Written Reflection: Ask students to write a short reflection on how their understanding of Creative Arts has changed through the lesson.

**Teacher Self-Evaluation:**

## WEEK 7: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Appreciation in Creative Arts

**Sub Strand:** Analysis of Creative Arts works

**Specific Learning Outcomes:**

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

1. Discuss the importance of analysis in Creative Arts.
2. Describe a Kenyan folk song performance using appropriate terminology such as craftsmanship.
3. Value appreciation of Creative Arts works through analysis.

**Key Inquiry Question:**

- What is the importance of craftsmanship in Creative Arts?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Learning to learn</li> <li>• Citizenship</li> <li>• Self- efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Health</li> <li>• Social cohesion</li> <li>• Analytical and Creative thinking</li> <li>• Cultural awareness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Audio-visual equipment (if available)
- Display boards, display props, mounting papers, masking tapes/glue

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

- Review the previous lesson by asking students to recall and share what they learned about Creative Arts.
- Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts such as analysis and craftsmanship.

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

- Divide students into small groups.
- Each group discusses why analyzing Creative Arts works is important.
- Encourage students to share their thoughts and feelings about different forms of art and their value.

**Step 2: Understanding Craftsmanship**

- In their groups, learners listen to a clip of a Kenyan folk song or watch a performance if possible.
- Encourage them to note specific elements of craftsmanship, such as vocal quality, rhythm, instruments used, and overall performance style.

**Step 3: Sharing Insights**

- Each group presents their findings on the importance of analysis in Creative Arts and what they observed in the folk song performance using appropriate terminology.
- Encourage constructive feedback from peers.

**Step 4: Class Discussion**

- Facilitate a class discussion on how analysis helps us appreciate Creative Arts.
- Ask probing questions to deepen understanding, such as, "How does the craftsmanship affect your enjoyment of the performance?"

**Conclusion (5 minutes):**

- Summarize key points discussed during the lesson, reinforcing the importance of analyzing Creative Arts works.
- Conduct a brief interactive activity where each student shares their favorite part of the folk song and explains why using one terminology learned (e.g., craftsmanship).
- Preview the next session's topics to prepare learners for upcoming discussions.

**Extended Activities:**

- Artistic Creation: Ask students to create their own short folk song or dance, applying the principles of craftsmanship discussed in class. They can present these to the class.
- Analysis Journal: Encourage learners to keep a journal where they record their observations and analyses of any performance or artwork they encounter outside of class.
- Craftsmanship Poster: Have students design a poster that illustrates the key elements of craftsmanship in their favorite art form.

**Teacher Self-Evaluation:**



## WEEK 8: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Appreciation in Creative Arts

**Sub Strand:** Analysis of Creative Arts works

**Specific Learning Outcomes:**

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

1. Identify Kenyan music of various genres
2. Describe how to undertake critical analysis of Kenyan folk songs focusing on community of origin and type/occasion
3. Appreciate critical analysis in creative arts

**Key Inquiry Question(s):**

Core competencies	Value s	PCIs
<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Learning to learn</li> <li>• Citizenship</li> <li>• Self- efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Health</li> <li>• Social cohesion</li> <li>• Analytical and Creative thinking</li> <li>• Cultural awareness</li> </ul>

- What is the importance of community of origin in analysis of Creative Arts?

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4

- Audio-visual equipment, display boards, display props, mounting papers, masking tapes/glue

### **Organization of Learning:**

#### **Introduction (5 minutes):**

- Review the previous lesson on Kenyan culture and music.
- Ask students to share what they remember about different Kenyan music genres and folk songs.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts related to community of origin.

#### **Lesson Development (25 minutes):**

##### **Step 1: Identifying Kenyan Music Genres**

- Introduce various Kenyan music genres, such as Benga, Genge, and Jazz.
- Show a few video clips or play audio excerpts to illustrate each genre.
- Ask learners to listen carefully and identify features of different genres.

##### **Step 2: Understanding Folk Songs**

- Explain what folk songs are and their connection to culture and community.
- Discuss the role of folk songs in societal events (weddings, funerals, harvests).
- Use example folk songs and analyze their themes and meanings as a class.

##### **Step 3: Critical Analysis Framework**

- Provide students with a simple framework for critical analysis:

- Title and occasion of the song
- Key concepts and themes
- Community of origin
- Model a brief critical analysis of one selected Kenyan folk song.

**Step 4: Group Activity – Group Critical Analysis**

- Divide students into small groups and assign each group a different folk song.
- Ask them to use the provided framework to prepare a brief presentation on their assigned song, focusing on its community of origin and occasion.

**Conclusion (5 minutes):**

- Summarize key points learned regarding various Kenyan music genres and folk songs' importance.
- Conduct a brief interactive quiz where students can share their findings from group activities.
- Preview the next session on the influence of music in contemporary Kenyan society and encourage students to think of their favorite Kenyan songs.

**Extended Activities:**

- Song Sharing: Ask students to select a Kenyan song they love or a folk song from their family tradition. They could present it to the class along with information about its background and significance.
- Art Project: Students can create art inspired by their favorite Kenyan music genre or folk song, designing a poster that includes lyrics, characteristics of the genre, and their personal interpretation or story related to the song.
- Research Assignment: Have students research a specific genre of Kenyan music and prepare a short written report outlining its history, key artists, and cultural significance.

## Teacher Self-Evaluation

## WEEK 8: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Appreciation in Creative Arts

**Sub Strand:** Analysis of Creative Arts works

**Specific Learning Outcomes:**

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

1. Sing Kenyan music of various genres.
2. Describe how to undertake critical analysis of Kenyan folk songs focusing on instrumentation.
3. Appreciate critical analysis in creative arts.

**Key Inquiry Question(s):**

- What is the importance of instrumentation in the analysis of Creative Arts?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Learning to learn</li> <li>• Citizenship</li> <li>• Self- efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Health</li> <li>• Social cohesion</li> <li>• Analytical and Creative thinking</li> <li>• Cultural awareness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Audio visual equipment
- Display boards

- Display props
- Mounting papers
- Masking tape/glue

### **Organisation of Learning:**

#### **Introduction (5 minutes):**

- Review the previous lesson on different types of music.
- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding genres of Kenyan music and instrumentation.

#### **Lesson Development (25 minutes):**

##### **Step 1: Introduction to Kenyan Music**

- Play a short audio clip of a Kenyan folk song.
- Discuss with the learners what they hear. What instruments can they identify? How does the music make them feel?

##### **Step 2: Group Singing Activity**

- Divide the class into small groups.
- Assign each group a different genre of Kenyan music (e.g., Benga, Isukuti, or Taarab).
- Each group practices singing a chorus from their assigned song together. Encourage them to use the instruments if available (maracas, drums).

##### **Step 3: Analysis of Instrumentation**

- In their groups, have learners discuss the instruments used in their assigned genre.
- Ask them to think about how these instruments contribute to the overall feel of the song. Provide guiding questions such as "What role does each instrument play?" and "How does instrumentation change the mood?"

**Step 4: Share and Reflect**

- Allow each group time to present their song and findings to the class.
- Encourage other students to listen critically and ask questions about the instrumentation used.

**Conclusion (5 minutes):**

- Summarize the key points learned about the different genres of Kenyan music and the importance of instrumentation in analysis.
- Conduct a brief interactive quiz where students can name instruments or genres mentioned during the lesson.
- Preview the next session, which will cover the role of Kenyan instruments in storytelling through music.

**Extended Activities:**

- Musical Instrument Collage: Have learners create a collage of different musical instruments used in Kenyan music, labeling them and describing their significance.
- Folk Song Performance: Encourage students to prepare for a class presentation, where they can perform a selected Kenyan folk song, showcasing their singing and any instruments they can bring.
- Instrument Research Project: Assign each student to research a specific Kenyan instrument, focusing on its history and how it is used in different music genres.

**Teacher Self-Evaluation:**

## WEEK 8: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Appreciation in Creative Arts

**Sub Strand:** Analysis of Creative Arts Works

**Specific Learning Outcomes:**

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

1. Identify Kenyan music of various genres.
2. Describe how to undertake critical analysis of Kenyan folk songs focusing on participants (soloist, instrumentalist, singers).
3. Appreciate critical analysis in creative arts.

**Key Inquiry Question:**

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Learning to learn</li> <li>• Citizenship</li> <li>• Self- efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Health</li> <li>• Social cohesion</li> <li>• Analytical and Creative thinking</li> <li>• Cultural awareness</li> </ul>

- What is the importance of participants in the analysis of Creative Arts?

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Audio-visual equipment



- Display boards and props
- Mounting papers
- Masking tapes/glue

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

- Begin with a review of the previous lesson on the basics of music and arts.
- Ask students to recall their favorite Kenyan songs and who the performers are.
- Read and discuss relevant content from the learning resources, guiding students to understand the importance of participants in Creative Arts.

**Lesson Development (25 Minutes):****Step 1: Identify Genres**

- In groups, learners will listen to clips of various genres of Kenyan music (e.g., Benga, Hip Hop, Traditional folk).
- Each group will identify the genre they hear and name any artists they recognize.

**Step 2: Analyze Participants**

- Each group will select a Kenyan folk song from the genre they discussed.
- They will work together to identify and write down who the key participants are in the song (e.g., soloist, instrumentalist, singers).

**Step 3: Critical Analysis**

- Groups will present their chosen song to the class and explain the roles of the participants.
- Facilitate a discussion on how the roles contribute to the overall feel and meaning of the song.

**Step 4: Reflection**

- Have learners reflect individually on what they have learned about the importance of participants in creative arts.
- Prompt them to think about how these contributions affect the enjoyment and understanding of the music.

**Conclusion (5 Minutes):**

- Summarize key points about Kenyan music, the role of participants, and the importance of analysis in Creative Arts.
- Conduct a brief interactive activity: ask each student to share one thing they learned or enjoyed about the analysis process.
- Preview the next session by posing questions such as, "How do different kinds of instruments affect the sound of music?"

**Extended Activities:**

- Create Your Own Song: Learners can compose their own short folk song and identify the roles of the participants (who would sing and play instruments) in a poster format.
- Music and Movement: Organize a dance workshop where students can incorporate traditional Kenyan moves to the songs they analyzed, reinforcing the connection between music and performance.
- Guest Visitor: Invite a local musician to speak about their experience with Kenyan music, allowing students to ask questions about performances and analysis.

**Teacher Self-Evaluation:**

## WEEK 8: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Appreciation in Creative Arts

**Sub Strand:** Analysis of Creative Arts Works

**Specific Learning Outcomes:**

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

1. Explain how teamwork is important in games and sports events.
2. Participate in netball events for fun and for inter-class/inter-school championships.
3. Appreciate performances with a focus on teamwork.

**Key Inquiry Question:**

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Learning to learn</li> <li>• Citizenship</li> <li>• Self- efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Health</li> <li>• Social cohesion</li> <li>• Analytical and Creative thinking</li> <li>• Cultural awareness</li> </ul>

- How is teamwork important in games and sports events?

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Audio-visual equipment

- Display boards
- Display props
- Mounting papers
- Masking tape/glue

### **Organisation of Learning:**

#### **Introduction (5 minutes):**

- Review key concepts from the previous lesson about the importance of collaboration in creative activities.
- Ask students to share one thing they remember that relates to teamwork, leading into the theme of teamwork in sports.

#### **Lesson Development (25 minutes):**

##### **Step 1: Understanding Teamwork**

- Discuss what teamwork means and why it is important in both creative arts and sports.
- Ask students to share examples of teamwork they have seen in games or sports.

(Focus on guiding questions like: "What happens when team members work well together?"  
"How do they communicate?")

##### **Step 2: Teamwork in Action - Netball**

- Introduce netball, outlining the rules and objectives of the game.
- Organize students into small teams to practice teamwork exercises such as passing the ball and coordinating movements.

(Display visuals of netball positions and strategies on boards.)

**Step 3: Play a Friendly Game**

- Facilitate a friendly inter-class mini netball match, ensuring all students participate.
- Highlight how teamwork influences the game outcome. Encourage students to communicate and support each other during the match.

**Step 4: Reflect on the Experience**

- After the game, gather students to discuss how they felt about working as a team.
- Ask them to reflect on specific moments where teamwork made a difference in their performance.

**Conclusion (5 minutes):**

- Summarize the key points discussed: definition and importance of teamwork, experiences in netball, and personal reflections.
- Engage students in a quick interactive activity, such as forming a circle and sharing one word that represents teamwork for them.
- Give a preview of the next session, focused on how teamwork applies beyond sports, such as in group projects.

**Extended Activities:**

- Teamwork Collage: Students can create a collage that represents teamwork in various sports, using images and words cut from magazines. They will present their collages to the class.
- Team Reflection Journals: Encourage students to keep a journal where they reflect on their experiences with teamwork in both sports and arts activities.

**Teacher Self-Evaluation:**

## WEEK 8: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Appreciation in Creative Arts

**Sub Strand:** Analysis of Creative Arts works

**Specific Learning Outcomes:**

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

1. Explain how safety for self and others is important in games and sports events.
2. Participate in athletics events for fun and for inter-class/inter-school championships.
3. Appreciate the performances with a focus on safety for self and others.

**Key Inquiry Question:**

- How is safety for self and others important in games and sports events?

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Learning to learn</li> <li>• Citizenship</li> <li>• Self- efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Health</li> <li>• Social cohesion</li> <li>• Analytical and Creative thinking</li> <li>• Cultural awareness</li> </ul>

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Audio-visual equipment
- Display boards

- Display props
- Mounting papers
- Masking tapes/glue

### **Organisation of Learning:**

#### **Introduction (5 minutes):**

- Begin the lesson by reviewing the previous lesson's topics.
- Encourage students to share what they remember related to safety in games and sports.
- Introduce the key inquiry question: "Why is safety important in sports?" Read relevant sections from the resources together to promote discussion about the significance of safety.

#### **Lesson Development (25 minutes):**

##### **Step 1: Group Discussion**

- Divide the class into small groups.
- Each group discusses different aspects of safety in sports (e.g., wearing helmets, warming up, following rules).
- Assign one representative from each group to share their group's findings with the class.

##### **Step 2: Safety Presentation**

- In pairs, learners will create a mini-poster or presentation highlighting key safety tips for specific sports (e.g., soccer, basketball).
- Provide materials such as poster boards, markers, and glue for students to design their posters.
- Encourage them to include images and clear messages about the importance of safety.

**Step 3: Athletics Participation**

- Organize a short physical activity or game that incorporates safety rules (e.g., a modified relay race).
- Have students practice the sport while applying the safety guidelines discussed earlier.

**Step 4: Reflection**

- Conclude the development section by facilitating a discussion where students reflect on how they applied safety concepts during the activity.
- Students can share what they implemented and how it felt to practice safety while participating in sports.

**Conclusion (5 minutes):**

- Summarize the key points discussed regarding the importance of safety in sports.
- Engage students in a brief interactive quiz or game to reinforce the lesson (e.g., true or false statements about safety in sports).
- Prepare students for the next session by introducing a new topic related to teamwork in sports and what questions they might have.

**Extended Activities:**

- Encourage students to create a safety handbook that includes rules and guidelines for playing different sports, to share with their classmates and families.
- Suggest that students watch a local sports event and write a short paragraph about how the players practiced safety during the game.

**Teacher Self-Evaluation:**



## WEEK 8: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 4	CREATIVE ARTS			

**Strand:** Appreciation in Creative Arts

**Sub Strand:** Analysis of Creative Arts Works

**Specific Learning Outcomes:**

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

1. Explain how sportsmanship is important in games and sports events.
2. Participate in gymnastics events for fun and for inter-class/inter-school championships.
3. Appreciate performances with a focus on sportsmanship.

**Key Inquiry Question:**

Core competencies	Values	PCIs
<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Learning to learn</li> <li>• Citizenship</li> <li>• Self- efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Integrity</li> <li>• Patriotism</li> <li>• Unity</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Safety and Health</li> <li>• Social cohesion</li> <li>• Analytical and Creative thinking</li> <li>• Cultural awareness</li> </ul>

- How is sportsmanship important in games and sports events?

**Learning Resources:**

- Creative Arts Curriculum Design Grade 4
- Audio-visual equipment
- Display boards

- Display props
- Mounting papers
- Masking tapes/glue

### **Organisation of Learning:**

#### **Introduction (5 minutes):**

- Review the previous lesson about the role of creativity in sports.
- Guide learners to read from the Creative Arts Curriculum, focusing on the importance of sportsmanship.
- Encourage a short class discussion about their experiences with sportsmanship in games.

#### **Lesson Development (25 minutes):**

##### **Step 1: Discussion on Sportsmanship**

- In small groups, students discuss what sportsmanship means and why it is important.
- Prompt questions to consider: "What does it feel like to win or lose? Why should we be kind to others even when we are competing?"
- Groups will share their thoughts with the class.

##### **Step 2: Exploring Examples of Sportsmanship**

- Students will watch a short video clip showcasing various sports events highlighting good sportsmanship.
- After watching, discuss as a class: "What did you see that showed good sportsmanship?"
- Create a list of characteristics of a good sport on the display board.

**Step 3: Participating in Gymnastics Events**

- Students will participate in a brief gymnastics routine or some fun gymnastic activities, focusing on teamwork and encouragement rather than competition.

**Step 4: Reflection on Experiences**

- Have students write a sentence or two in their journals about how they exhibited or witnessed sportsmanship during the gymnastics activity.
- Encourage them to think about how they can display sportsmanship in future games.

**Conclusion (5 minutes):**

- Summarize the key points discussed about sportsmanship and its importance in sports.
- Conduct a quick matching game on the board where students match characteristics of sportsmanship with descriptions to reinforce learning.
- Preview the next lesson where students will explore teamwork in sports.

**Extended Activities:**

- Sportsmanship Poster: Create a poster illustrating the qualities of good sportsmanship, which can be displayed in the classroom or school hall.
- Buddy System: Pair students with a partner to discuss different scenarios in sports and decide together how to respond with good sportsmanship, presenting their scenarios to the class.
- Sportsmanship Pledge: Invite students to write their own sportsmanship pledge that they can sign and display in the classroom, committing to being a good sport.

**Teacher Self-Evaluation:**