



DOYEN PUBLISHERS

SCHEMES OF WORK TERM II 2025

GRADE 2 CREATIVE ACTIVITIES

Week	Lesson	Strand	Sub-Strand	Specific-Learning Outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Refl.
1	1	Performing and display	African Style Singing Games	By the end of the lesson, the learner should be able to: a) Watch a live or recorded performance of singing game in African style and talk about: - costumes used - Props b) Identify ornaments and props for use while performing a singing game. c) Appreciate African singing games	In groups, pairs or individually learners are guided to: Watch a live or recorded performance of singing game in African style and talk about: - costumes used - Props Identify ornaments and props for use while performing a singing game.	Which game songs are used in an African style singing game?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books	Oral questions Oral Report Observation Written exercise	
	2	Performing and display	African Style Singing Games	By the end of the lesson, the learner should be able to: a) Watch a live or recorded performance of singing game in African style and talk about: - musical instruments - body movements b) Identify ornaments and props for use while performing a singing game. c) Appreciate African singing games	In groups, pairs or individually learners are guided to: Watch a live or recorded performance of singing game in African style and talk about: - musical instruments - body movements Identify ornaments and props for use while performing a singing game.	Why are singing games performed?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books	Oral questions Oral Report Observation Written exercise	
	3	Performing and display	African Style Singing Games	By the end of the lesson, the learner should be able to: a) Identify and collect locally available materials for making	In groups, pairs or individually learners are guided to: Identify and collect locally available materials for making	Which game songs are used in an African style singing	Creative Arts Curriculum Design Grade 2	Oral questions Oral Report Observation	



				<p>simple ornaments and props (inedible seeds, buttons, soft rubber)</p> <p>b) Make simple single strand beaded ornaments (necklaces, bracelets, armband, anklets) while performing singing games for skill acquisition.</p> <p>c) Display ornaments for positive critique by peers</p>	<p>simple ornaments and props (inedible seeds, buttons, soft rubber)</p> <p>Make simple single strand beaded ornaments (necklaces, bracelets, armband, anklets) while performing singing games for skill acquisition.</p> <p>Store the ornaments in a working portfolio for future use</p>	game?	<p>Flash cards</p> <p>Digital devices</p> <p>Musical instruments</p> <p>Pictures</p> <p>Reference books</p>	Written exercise	
	4	Performing and display	African Style Singing Games	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify and collect locally available materials for making simple ornaments and props (inedible seeds, buttons, soft rubber)</p> <p>b) Make simple props for performing the singing game while performing singing games for skill acquisition.</p> <p>c) Display props for positive critique by peers</p>	<p>In groups, pairs or individually learners are guided to:</p> <p>Identify and collect locally available materials for making simple ornaments and props (inedible seeds, buttons, soft rubber)</p> <p>Make simple props for performing the singing game while performing singing games for skill acquisition.</p> <p>Store the ornaments in a working portfolio for future use</p>	Why are singing games performed?	<p>Creative Arts Curriculum Design Grade 2</p> <p>Flash cards</p> <p>Digital devices</p> <p>Musical instruments</p> <p>Pictures</p> <p>Reference books</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	
	5	Performing and display	African Style Singing Games	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Practice singing appropriate songs in African style singing games</p> <p>b) Sing appropriate game songs in African style for enjoyment.</p> <p>c) Appreciate performing African singing games</p>	<p>In groups, pairs or individually learners are guided to:</p> <p>Practice singing appropriate songs in African style singing games</p> <p>Sing appropriate game songs in African style for enjoyment.</p>	Which game songs are used in an African style singing game?	<p>Creative Arts Curriculum Design Grade 2</p> <p>Flash cards</p> <p>Digital devices</p> <p>Musical instruments</p> <p>Pictures</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	
	6	Performing and display	African Style Singing Games	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (walking).</p> <p>b) Perform African singing games while making different line formations in groups.</p>	<p>In groups, pairs or individually learners are guided to:</p> <p>Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (walking).</p> <p>Perform African singing games while making different line formations in groups</p>	Why are singing games performed?	<p>Creative Arts Curriculum Design Grade 2</p> <p>Flash cards</p> <p>Digital devices</p> <p>Musical instruments</p> <p>Pictures</p> <p>Reference books</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	



				c) Enjoy performing African singing games from diverse Kenyan communities.	Perform an African singing game before an audience and virtually record the performances and share with peers for feedback				
	7	Performing and display	African Style Singing Games	By the end of the lesson, the learner should be able to: a) Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (swinging). b) Perform African singing games while making different line formations in groups. c) Enjoy performing African singing games from diverse Kenyan communities.	In groups, pairs or individually learners are guided to: Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (swinging). Perform African singing games while making different line formations in groups. Perform an African singing game before an audience and virtually record the performances and share with peers for feedback	Which game songs are used in an African style singing game?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books	Oral questions Oral Report Observation Written exercise	
2	1	Performing and display	African Style Singing Games	By the end of the lesson, the learner should be able to: a) Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (swinging). b) Perform African singing games while making different line formations in groups. c) Enjoy performing African singing games from diverse Kenyan communities.	In groups, pairs or individually learners are guided to: Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (swinging). Perform African singing games while making different line formations in groups. Perform an African singing game before an audience and virtually record the performances and share with peers for feedback	Why are singing games performed?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books	Oral questions Oral Report Observation Written exercise	
	2	Performing and display	African Style Singing Games	By the end of the lesson, the learner should be able to: a) Make a variety of body movements while performing the African style singing game using	In groups, pairs or individually learners are guided to: Make a variety of body movements while performing the African style singing game	Which game songs are used in an African style singing game?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices	Oral questions Oral Report Observation Written exercise	



				<p>appropriate and varied props and costumes (swaying).</p> <p>b) Perform African singing games while making different line formations in groups.</p> <p>c) Enjoy performing African singing games from diverse Kenyan communities.</p>	<p>using appropriate and varied props and costumes (swaying).</p> <p>Perform African singing games while making different line formations in groups.</p> <p>Perform an African singing game before an audience and virtually record the performances and share with peers for feedback</p>		<p>Musical instruments</p> <p>Pictures</p> <p>Reference books</p>		
	3	Performing and display	African Style Singing Games	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (swaying).</p> <p>b) Perform African singing games while making different line formations in groups.</p> <p>c) Enjoy performing African singing games from diverse Kenyan communities.</p>	<p>In groups, pairs or individually learners are guided to:</p> <p>Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (swaying).</p> <p>Perform African singing games while making different line formations in groups.</p> <p>Perform an African singing game before an audience and virtually record the performances and share with peers for feedback</p>	Why are singing games performed?	<p>Creative Arts Curriculum Design Grade 2</p> <p>Flash cards</p> <p>Digital devices</p> <p>Musical instruments</p> <p>Pictures</p> <p>Reference books</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	
	4	Performing and display	African Style Singing Games	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (turning).</p> <p>b) Perform African singing games while making different line formations in groups.</p> <p>c) Enjoy performing African singing games from diverse Kenyan communities.</p>	<p>In groups, pairs or individually learners are guided to:</p> <p>Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (turning).</p> <p>Perform African singing games while making different line formations in groups.</p> <p>Perform an African singing game before an audience and virtually record the performances and share with peers for feedback</p>	Which game songs are used in an African style singing game?	<p>Creative Arts Curriculum Design Grade 2</p> <p>Flash cards</p> <p>Digital devices</p> <p>Musical instruments</p> <p>Pictures</p> <p>Reference books</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	



5	Performing and display	African Style Singing Games	By the end of the lesson, the learner should be able to: a) Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (turning). b) Perform African singing games while making different line formations in groups. c) Enjoy performing African singing games from diverse Kenyan communities.	In groups, pairs or individually learners are guided to: Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (turning). Perform African singing games while making different line formations in groups. Perform an African singing game before an audience and virtually record the performances and share with peers for feedback	Why are singing games performed?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books	Oral questions Oral Report Observation Written exercise	
6	Performing and display	African Style Singing Games	By the end of the lesson, the learner should be able to: a) Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (bending). b) Perform African singing games while making different line formations in groups. c) Enjoy performing African singing games from diverse Kenyan communities.	In groups, pairs or individually learners are guided to: Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (bending). Perform African singing games while making different line formations in groups. Perform an African singing game before an audience and virtually record the performances and share with peers for feedback	Which game songs are used in an African style singing game?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books	Oral questions Oral Report Observation Written exercise	
7	Performing and display	African Style Singing Games	By the end of the lesson, the learner should be able to: a) Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (bending). b) Perform African singing games while making different line formations in groups.	In groups, pairs or individually learners are guided to: Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (bending). Perform African singing games while making different line formations in groups.	Why are singing games performed?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books	Oral questions Oral Report Observation Written exercise	



				c) Enjoy performing African singing games from diverse Kenyan communities.	Perform an African singing game before an audience and virtually record the performances and share with peers for feedback				
3	1	Performing and display	African Style Singing Games	By the end of the lesson, the learner should be able to: a) Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (skipping). b) Perform African singing games while making different line formations in groups. c) Enjoy performing African singing games from diverse Kenyan communities.	In groups, pairs or individually learners are guided to: Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (skipping). Perform African singing games while making different line formations in groups. Perform an African singing game before an audience and virtually record the performances and share with peers for feedback	Which game songs are used in an African style singing game?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books	Oral questions Oral Report Observation Written exercise	
	2	Performing and display	African Style Singing Games	By the end of the lesson, the learner should be able to: a) Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (skipping). b) Perform African singing games while making different line formations in groups. c) Enjoy performing African singing games from diverse Kenyan communities.	In groups, pairs or individually learners are guided to: Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (skipping). Perform African singing games while making different line formations in groups. Perform an African singing game before an audience and virtually record the performances and share with peers for feedback	Why are singing games performed?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books	Oral questions Oral Report Observation Written exercise	
	3	Performing and display	African Style Singing Games	By the end of the lesson, the learner should be able to: a) Make a variety of body movements while performing the African style singing game using	In groups, pairs or individually learners are guided to: Make a variety of body movements while performing the African style singing game	Which game songs are used in an African style singing game?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices	Oral questions Oral Report Observation Written exercise	



				<p>appropriate and varied props and costumes (running).</p> <p>b) Perform African singing games while making different line formations in groups.</p> <p>c) Enjoy performing African singing games from diverse Kenyan communities.</p>	<p>using appropriate and varied props and costumes (running).</p> <p>Perform African singing games while making different line formations in groups.</p> <p>Perform an African singing game before an audience and virtually record the performances and share with peers for feedback</p>		<p>Musical instruments</p> <p>Pictures</p> <p>Reference books</p>		
	4	Performing and display	African Style Singing Games	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (jumping).</p> <p>b) Perform African singing games while making different line formations in groups.</p> <p>c) Enjoy performing African singing games from diverse Kenyan communities.</p>	<p>In groups, pairs or individually learners are guided to:</p> <p>Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (jumping).</p> <p>Perform African singing games while making different line formations in groups.</p> <p>Perform an African singing game before an audience and virtually record the performances and share with peers for feedback</p>	Why are singing games performed?	<p>Creative Arts Curriculum Design Grade 2</p> <p>Flash cards</p> <p>Digital devices</p> <p>Musical instruments</p> <p>Pictures</p> <p>Reference books</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	
	5	Performing and display	African Style Singing Games	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (hopping).</p> <p>b) Perform African singing games while making different line formations in groups.</p> <p>c) Enjoy performing African singing games from diverse Kenyan communities.</p>	<p>In groups, pairs or individually learners are guided to:</p> <p>Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (hopping).</p> <p>Perform African singing games while making different line formations in groups.</p> <p>Perform an African singing game before an audience and virtually record the performances and share with peers for feedback</p>	Which game songs are used in an African style singing game?	<p>Creative Arts Curriculum Design Grade 2</p> <p>Flash cards</p> <p>Digital devices</p> <p>Musical instruments</p> <p>Pictures</p> <p>Reference books</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	



	6	Performing and display	African Style Singing Games	By the end of the lesson, the learner should be able to: a) Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (sliding). b) Perform African singing games while making different line formations in groups. c) Enjoy performing African singing games from diverse Kenyan communities.	In groups, pairs or individually learners are guided to: Make a variety of body movements while performing the African style singing game using appropriate and varied props and costumes (sliding). Perform African singing games while making different line formations in groups. Perform an African singing game before an audience and virtually record the performances and share with peers for feedback	Why are singing games performed?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books	Oral questions Oral Report Observation Written exercise	
	7	Performing and display	Hopping	By the end of the lesson, the learner should be able to: a) Identify different directions of hopping through practice for space awareness. b) Hop and clearly talk about different directions of hopping for fitness. c) Appreciate hopping in different directions for fitness.	In groups, pairs or individually learners are guided to: Identify different directions of hopping through practice for space awareness. Hop and clearly talk about different directions of hopping for fitness.	Why is hopping activity important?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
4	1	Performing and display	Hopping	By the end of the lesson, the learner should be able to: a) Identify different directions of hopping through practice for space awareness. b) Hop for height in different directions and pathways -directions (forward). c) Appreciate hopping in different directions for fitness.	In groups, pairs or individually learners are guided to: Identify different directions of hopping through practice for space awareness. Hop for height in different directions and pathways -directions (forward).	Why is hopping activity important?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	



2	Performing and display	Hopping	By the end of the lesson, the learner should be able to: a) Identify different directions of hopping through practice for space awareness. b) Hop for height indifferent directions and pathways -directions (forward). c) Appreciate hopping in different directions for fitness.	In groups, pairs or individually learners are guided to: Identify different directions of hopping through practice for space awareness. Hop for height indifferent directions and pathways -directions (forward).	Why is hopping activity important?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
3	Performing and display	Hopping	By the end of the lesson, the learner should be able to: a) Identify different directions of hopping through practice for space awareness. b) Hop for height indifferent directions and pathways -directions (backward). c) Appreciate hopping in different directions for fitness.	In groups, pairs or individually learners are guided to: Identify different directions of hopping through practice for space awareness. Hop for height indifferent directions and pathways -directions (backward).	Why is hopping activity important?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
4	Performing and display	Hopping	By the end of the lesson, the learner should be able to: a) Identify different directions of hopping through practice for space awareness. b) Hop for height indifferent directions and pathways -directions (backward). c) Appreciate hopping in different directions for fitness.	In groups, pairs or individually learners are guided to: Identify different directions of hopping through practice for space awareness. Hop for height indifferent directions and pathways -directions (backward).	Why is hopping activity important?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	



	5	Performing and display	Hopping	By the end of the lesson, the learner should be able to: a) Identify different directions of hopping through practice for space awareness. b) Hop for height indifferent directions and pathways -directions (to the right). c) Appreciate hopping in different directions for fitness.	In groups, pairs or individually learners are guided to: Identify different directions of hopping through practice for space awareness. Hop for height indifferent directions and pathways -directions (to the right).	Why is hopping activity important?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
	6	Performing and display	Hopping	By the end of the lesson, the learner should be able to: a) Identify different directions of hopping through practice for space awareness. b) Hop for height indifferent directions and pathways -directions (to the right). c) Appreciate hopping in different directions for fitness.	In groups, pairs or individually learners are guided to: Identify different directions of hopping through practice for space awareness. Hop for height indifferent directions and pathways -directions (to the right).	Why is hopping activity important?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
	7	Performing and display	Hopping	By the end of the lesson, the learner should be able to: a) Identify different directions of hopping through practice for space awareness. b) Hop for height indifferent directions and pathways -directions (to the left). c) Appreciate hopping in different directions for fitness.	In groups, pairs or individually learners are guided to: Identify different directions of hopping through practice for space awareness. Hop for height indifferent directions and pathways -directions (to the left).	Why is hopping activity important?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
5	1	Performing and display	Hopping	By the end of the lesson, the learner should be able to:	In groups, pairs or individually learners are guided to: Identify different directions of hopping	Why is hopping activity important?	Creative Arts Curriculum Design Grade 2	Oral questions Oral Report Observation	



				a) Identify different directions of hopping through practice for space awareness. b) Hop for height indifferent directions and pathways -directions (to the left). c) Appreciate hopping in different directions for fitness.	through practice for space awareness. Hop for height indifferent directions and pathways -directions (to the left).		Flash cards Digital devices Musical instruments Pictures Reference books Open space	Written exercise	
	2	Performing and display	Hopping	By the end of the lesson, the learner should be able to: a) Make pattern formations while hopping in different directions pathways for strength - pathways (straight,). b) Sing action songs while hopping in different directions for self-esteem. c) Appreciate hopping in different directions for fitness.	In groups, pairs or individually learners are guided to: Make pattern formations while hopping in different directions pathways for strength - pathways (straight,). Sing action songs while hopping in different directions for self-esteem	Why is hopping activity important?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
	3	Performing and display	Hopping	By the end of the lesson, the learner should be able to: a) Make pattern formations while hopping in different directions pathways for strength - pathways (straight,). b) Sing action songs while hopping in different directions for self-esteem c) Appreciate hopping in different directions for fitness.	In groups, pairs or individually learners are guided to: Make pattern formations while hopping in different directions pathways for strength - pathways (straight,). Sing action songs while hopping in different directions for self-esteem	Why is hopping activity important?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
	4	Performing and display	Hopping	By the end of the lesson, the learner should be able to:	In groups, pairs or individually learners are guided to:	Why is hopping activity important?	Creative Arts Curriculum Design Grade 2	Oral questions Oral Report Observation	



				<div>a) Make pattern formations while hopping in different directions pathways for strength pathways (curved).</div> <div>b) Sing action songs whilehopping in different directions for self-esteem</div> <div>c) Appreciate hopping in different directions forfitness.</div>	<div>Make pattern formations while hopping in different directions pathways for strength - pathways (curved).</div> <div>Sing action songs whilehopping in different directions for self-esteem</div>		<div>Flash cards</div> <div>Digital devices</div> <div>Musical instruments</div> <div>Pictures</div> <div>Reference books</div> <div>Open space</div>	<div>Written exercise</div>	
	5	Performing and display	Hopping	<div>By the end of the lesson, the learner should be able to:</div> <div>a) Make pattern formations while hopping in different directions pathways for strength pathways (curved).</div> <div>b) Sing action songs whilehopping in different directions for self-esteem.</div> <div>c) Appreciate hopping in different directions forfitness.</div>	<div>In groups, pairs or individually learners are guided to:</div> <div>Make pattern formations while hopping in different directions pathways for strength - pathways (curved).</div> <div>Sing action songs whilehopping in different directions for self-esteem</div>	<div>Why is hopping activity important?</div>	<div>Creative Arts Curriculum Design Grade 2</div> <div>Flash cards</div> <div>Digital devices</div> <div>Musical instruments</div> <div>Pictures</div> <div>Reference books</div> <div>Open space</div>	<div>Oral questions</div> <div>Oral Report</div> <div>Observation</div> <div>Written exercise</div>	
	6	Performing and display	Hopping	<div>By the end of the lesson, the learner should be able to:</div> <div>a) Make pattern formations while hopping in different directions pathways for strength pathways (circular).</div> <div>b) Sing action songs whilehopping in different directions for self-esteem</div> <div>c) Appreciate hopping in different directions forfitness.</div>	<div>In groups, pairs or individually learners are guided to:</div> <div>Make pattern formations while hopping in different directions pathways for strength - pathways (circular).</div> <div>Sing action songs whilehopping in different directions for self-esteem</div>	<div>Why is hopping activity important?</div>	<div>Creative Arts Curriculum Design Grade 2</div> <div>Flash cards</div> <div>Digital devices</div> <div>Musical instruments</div> <div>Pictures</div> <div>Reference books</div> <div>Open space</div>	<div>Oral questions</div> <div>Oral Report</div> <div>Observation</div> <div>Written exercise</div>	
	7	Performing and display	Hopping	<div>By the end of the lesson, the learner should be able to:</div> <div>a) Make pattern formations while hopping in different directions pathways for strength - pathways (circular).</div>	<div>In groups, pairs or individually learners are guided to:</div> <div>Make pattern formations while hopping in different directions pathways for strength - pathways (circular).</div>	<div>Why is hopping activity important?</div>	<div>Creative Arts Curriculum Design Grade 2</div> <div>Flash cards</div> <div>Digital devices</div>	<div>Oral questions</div> <div>Oral Report</div> <div>Observation</div> <div>Written exercise</div>	



				b) Sing action songs while hopping in different directions for self-esteem c) Appreciate hopping in different directions for fitness.	Sing action songs while hopping in different directions for self-esteem.		Musical instruments Pictures Reference books Open space		
6	1	Performing and display	Hopping	By the end of the lesson, the learner should be able to: a) Make pattern formations while hopping in different directions pathways for strength - pathways (zigzag). b) Sing action songs while hopping in different directions for self-esteem c) Appreciate hopping in different directions for fitness.	In groups, pairs or individually learners are guided to: Make pattern formations while hopping in different directions pathways for strength - pathways (zigzag). Sing action songs while hopping in different directions for self-esteem	Why is hopping activity important?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
	2	Performing and display	Hopping	By the end of the lesson, the learner should be able to: a) Make pattern formations while hopping in different directions pathways for strength - pathways (zigzag). b) Sing action songs while hopping in different directions for self-esteem c) Appreciate hopping in different directions for fitness.	In groups, pairs or individually learners are guided to: Make pattern formations while hopping in different directions pathways for strength - pathways (zigzag). Sing action songs while hopping in different directions for self-esteem	Why is hopping activity important?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
	3	Performing and display	Hopping	By the end of the lesson, the learner should be able to: a) Colour pictures of hopping skills using varied dry media (pencils, charcoal, crayons, pastels) b) Observe rules and safety while playing simple games using the hop skill while singing action songs	In groups, pairs or individually learners are guided to: Colour pictures of hopping skills using varied dry media (pencils, charcoal, crayons, pastels) Observe rules and safety while playing simple games using the hop skill while singing action songs	Why is hopping activity important?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books	Oral questions Oral Report Observation Written exercise	



				c) Enjoy hopping for height and distance in different directions and pathways for assessment.			Open space		
	4	Performing and display	Hopping	By the end of the lesson, the learner should be able to: a) Colour pictures of hopping skills using varied dry media (pencils, charcoal, crayons, pastels) b) Observe rules and safety while playing simple games using the hop skill while singing action songs c) Enjoy hopping for height and distance in different directions and pathways for assessment.	In groups, pairs or individually learners are guided to: Colour pictures of hopping skills using varied dry media (pencils, charcoal, crayons, pastels) Observe rules and safety while playing simple games using the hop skill while singing action songs	Why is hopping activity important?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
	5	Performing and display	Kicking	By the end of the lesson, the learner should be able to: a) Kick the ball and talk about different parts of the body that can be used b) Identify body parts that are used when kicking a ball to different directions through practice for body awareness c) Appreciate kicking the ball as a fundamental skill in games.	In groups, pairs or individually learners are guided to: Kick the ball and talk about different parts of the body that can be used Identify body parts that are used when kicking a ball to different directions through practice for body awareness	What is done when kicking a ball?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
	6	Performing and display	Kicking	By the end of the lesson, the learner should be able to: a) Collect safe locally available reusable materials in the environment (absorbent paper, glue, water) b) Improvise a ball using papier mache technique c) Appreciate critical thinking and problem solving skills.	In groups, pairs or individually learners are guided to: Collect safe locally available reusable materials in the environment (absorbent paper, glue, water) Improvise a ball using papier mache technique	What is done when kicking a ball?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	



	7	Performing and display	Kicking	By the end of the lesson, the learner should be able to: a) Collect safe locally available reusable materials in the environment (absorbent paper, glue, water) b) Improvise a ball using papier mache technique c) Appreciate critical thinking and problem solving skills.	In groups, pairs or individually learners are guided to: Collect safe locally available reusable materials in the environment (absorbent paper, glue, water) Improvise a ball using papier mache technique	What is done whenkicking a ball?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
7	1	Performing and display	Kicking	By the end of the lesson, the learner should be able to: a) Kick the ball in differentlevels and directions: level (low) b) Sing action songs while kicking a ball in different directions. c) Develop communication and collaboration skills with others while kicking the ball in different directions	In groups, pairs or individually learners are guided to: Kick the ball in differentlevels and directions: level (low) Sing action songs while kicking a ball in different directions.	What is done whenkicking a ball?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
	2	Performing and display	Kicking	By the end of the lesson, the learner should be able to: a) Kick the ball in differentlevels and directions: level (medium) b) Sing action songs while kicking a ball in different directions. c) Develop communication and collaboration skills with others while kicking the ball in different directions	In groups, pairs or individually learners are guided to: Kick the ball in differentlevels and directions: level (medium) Sing action songs while kicking a ball in different directions.	What is done whenkicking a ball?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
	3	Performing and display	Kicking	By the end of the lesson, the learner should be able to: a) Kick the ball in differentlevels and directions: level (high) b) Sing action songs while	In groups, pairs or individually learners are guided to: Kick the ball in differentlevels and directions: level (high) Sing action songs while	What is done whenkicking a ball?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices	Oral questions Oral Report Observation Written exercise	



				kicking a ball in different directions. c) Develop communication and collaboration skills with others while kicking the ball in different directions	kicking a ball in different directions.		Musical instruments Pictures Reference books Open space		
	4	Performing and display	Kicking	By the end of the lesson, the learner should be able to: a) Kick the ball in different levels and directions: direction (forward). b) Sing action songs while kicking a ball in different directions c) Observe safety and rules while kicking a ball in different directions as a skill.	In groups, pairs or individually learners are guided to: Kick the ball in different levels and directions: direction (forward). Sing action songs while kicking a ball in different directions	What is done whenkicking a ball?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
	5	Performing and display	Kicking	By the end of the lesson, the learner should be able to: a) Kick the ball in different levels and directions: direction (sideways). b) Sing action songs while kicking a ball in different directions c) Observe safety and rules while kicking a ball in different directions as a skill.	In groups, pairs or individually learners are guided to: Kick the ball in different levels and directions: direction (sideways). Sing action songs while kicking a ball in different directions	What is done whenkicking a ball?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
	6	Performing and display	Kicking	By the end of the lesson, the learner should be able to: a) Kick the ball in different levels and directions: direction (backward). b) Sing action songs while kicking a ball in different directions c) Observe safety and rules while kicking a ball in different directions as a skill.	In groups, pairs or individually learners are guided to: Kick the ball in different levels and directions: direction (backward). Sing action songs while kicking a ball in different directions	What is done whenkicking a ball?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	



	7	Performing and display	Kicking	By the end of the lesson, the learner should be able to: a) Explain the safety rules to be observed while kicking a ball in different path ways. b) Practice kicking a ball in different pathways and directions - pathways (circular) c) Demonstrate peace as they practice kicking a ball in different pathways without hurting others.	In groups, pairs or individually learners are guided to: Explain the safety rules to be observed while kicking a ball in different path ways. Practice kicking a ball in different pathways and directions - pathways (circular)	What is done whenkicking a ball?	Creative Arts Curriculum Design Grade 2 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
8				MIDTERM BREAK					
9	1	Performing and display	Kicking	By the end of the lesson, the learner should be able to: a) Explain the safety rules to be observed while kicking a ball in different path ways. b) Practice kicking a ball in different pathways and directions - pathways (circular) c) Demonstrate peace as they practice kicking a ball in different pathways without hurting others.	In groups, pairs or individually learners are guided to: Explain the safety rules to be observed while kicking a ball in different path ways. Practice kicking a ball in different pathways and directions - pathways (circular)	What is done whenkicking a ball?	Creative Arts Curriculum Design Grade 2 Open space Field makers Landing mats Group makers Resource persons Improvised balls	Oral questions Oral Report Observation Written exercise	
	2	Performing and display	Kicking	By the end of the lesson, the learner should be able to: a) Explain the safety rules to be observed while kicking a ball in different path ways. b) Practice kicking a ball in different pathways and directions - pathways (curved) c) Demonstrate peace as they practice kicking a ball in different pathways without hurting others.	In groups, pairs or individually learners are guided to: Explain the safety rules to be observed while kicking a ball in different path ways. Practice kicking a ball in different pathways and directions - pathways (curved)	What is done whenkicking a ball?	Creative Arts Curriculum Design Grade 2 Open space Field makers Landing mats Group makers Resource persons Improvised balls	Oral questions Oral Report Observation Written exercise	
	3	Performing and display	Kicking	By the end of the lesson, the learner should be able to:	In groups, pairs or individually learners are guided to:	What is done whenkicking a ball?	Creative Arts Curriculum Design Grade 2	Oral questions Oral Report Observation	



				a) Explain the safety rules to be observed while kicking a ball in different path ways. b) Practice kicking a ball in different pathways and directions - pathways (curved) c) Demonstrate peace as they practice kicking a ball in different pathways without hurting others.	Explain the safety rules to be observed while kicking a ball in different path ways. Practice kicking a ball in different pathways and directions - pathways (curved)		Open space Field makers Landing mats Group makers Resource persons Improvised balls	Written exercise	
	4	Performing and display	Kicking	By the end of the lesson, the learner should be able to: a) Explain the safety rules to be observed while kicking a ball in different path ways. b) Practice kicking a ball in different pathways and directions - pathways (straight) c) Demonstrate peace as they practice kicking a ball in different pathways without hurting others.	In groups, pairs or individually learners are guided to: Explain the safety rules to be observed while kicking a ball in different path ways. Practice kicking a ball in different pathways and directions - pathways (straight)	What is done whenkicking a ball?	Creative Arts Curriculum Design Grade 2 Open space Field makers Landing mats Group makers Resource persons Improvised balls	Oral questions Oral Report Observation Written exercise	
	5	Performing and display	Kicking	By the end of the lesson, the learner should be able to: a) Explain the safety rules to be observed while kicking a ball in different path ways. b) Practice kicking a ball in different pathways and directions - pathways (straight) c) Demonstrate peace as they practice kicking a ball in different pathways without hurting others.	In groups, pairs or individually learners are guided to: Explain the safety rules to be observed while kicking a ball in different path ways. Practice kicking a ball in different pathways and directions - pathways (straight)	What is done whenkicking a ball?	Creative Arts Curriculum Design Grade 2 Open space Field makers Landing mats Group makers Resource persons Improvised balls	Oral questions Oral Report Observation Written exercise	
	6	Performing and display	Kicking	By the end of the lesson, the learner should be able to: a) Explain the safety rules to be observed while kicking a ball in different path ways. b) Practice kicking a ball in different pathways and directions - pathways (zig zag)	In groups, pairs or individually learners are guided to: Explain the safety rules to be observed while kicking a ball in different path ways. Practice kicking a ball in different pathways and directions - pathways (zig zag)	What is done whenkicking a ball?	Creative Arts Curriculum Design Grade 2 Open space Field makers Landing mats	Oral questions Oral Report Observation Written exercise	



				c) Demonstrate peace as they practice kicking a ball in different pathways without hurting others.			Group makers Resource persons Improvised balls		
	7	Performing and display	Kicking	By the end of the lesson, the learner should be able to: a) Explain the safety rules to be observed while kicking a ball in different path ways. b) Practice kicking a ball in different pathways and directions - pathways (zig zag) c) Demonstrate peace as they practice kicking a ball in different pathways without hurting others.	In groups, pairs or individually learners are guided to: Explain the safety rules to be observed while kicking a ball in different path ways. Practice kicking a ball in different pathways and directions - pathways (zig zag)	What is done whenkicking a ball?	Creative Arts Curriculum Design Grade 2 Open space Field makers Landing mats Group makers Resource persons Improvised balls	Oral questions Oral Report Observation Written exercise	
10	1	Performing and display	Kicking	By the end of the lesson, the learner should be able to: a) Use digital devices to look for simple games that use kicking as a skill. b) Identify safety and rules to e observed while playing simple games using kicking as a skill. c) Enjoy communicating effectively with others when playing simple games.	In groups, pairs or individually learners are guided to: Use digital devices to look for simple games that use kicking as a skill. Identify safety and rules to e observed while playing simple games using kicking as a skill	What is done whenkicking a ball?	Creative Arts Curriculum Design Grade 2 Open space Field makers Landing mats Group makers Resource persons Improvised balls	Oral questions Oral Report Observation Written exercise	
	2	Performing and display	Kicking	By the end of the lesson, the learner should be able to: a) Identify simple games that use kicking as a skill. b) Observe safety and rules while playing simple games using kicking as a skill. c) Enjoy communicating effectively with others when playing simple games.	In groups, pairs or individually learners are guided to: Identify simple games that use kicking as a skill. Observe safety and rules while playing simple games using kicking as a skill.	What is done whenkicking a ball?	Creative Arts Curriculum Design Grade 2 Open space Field makers Landing mats Group makers Resource persons Improvised balls	Oral questions Oral Report Observation Written exercise	



3	Performing and display	Playing Musical Instrument (Wind)	By the end of the lesson, the learner should be able to: a) Listen to and watch audio- visual recordings and pictures of varied music instruments b) Identify various wind instruments for cultural expression. c) Appreciate various wind instruments	In groups, pairs or individually learners are guided to: Listen to and watch audio-visual recordings and pictures of varied music instruments Identify various wind instruments for cultural expression.	How are wind instruments played?	Creative Arts Curriculum Design Grade 2 Reusable locally available Resource persons Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
4	Performing and display	Playing Musical Instrument (Wind)	By the end of the lesson, the learner should be able to: a) Visually and aurally identify and talk about the wind instruments from the recordings and pictures b) Imitate playing the wind instruments, individually. c) Enjoy imitating the wind instruments	In groups, pairs or individually learners are guided to: Visually and aurally identify and talk about the wind instruments from the recordings and pictures Imitate playing the wind instruments, individually.	How are wind instruments played?	Creative Arts Curriculum Design Grade 2 Open space Reusable locally available Resource persons Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
5	Performing and display	Playing Musical Instrument (Wind)	By the end of the lesson, the learner should be able to: a) Visually and aurally identify and talk about the wind instruments from the recordings and pictures b) Imitate playing the wind instruments, individually. c) Enjoy imitating the wind instruments	In groups, pairs or individually learners are guided to: Visually and aurally identify and talk about the wind instruments from the recordings and pictures Imitate playing the wind instruments, individually.	How are wind instruments played?	Creative Arts Curriculum Design Grade 2 Open space Reusable locally available Resource persons Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
6	Performing and display	Playing Musical Instrument (Wind)	By the end of the lesson, the learner should be able to: a) Identify materials that can be used to decorate a wind instrument using mosaic technique (flute)	In groups, pairs or individually learners are guided to: Identify materials that can be used to decorate a wind instrument using mosaic technique (flute)	How are wind instruments played?	Creative Arts Curriculum Design Grade 2 Open space	Oral questions Oral Report Observation Written exercise	



				b) Draw and decorate a wind instrument using mosaic technique (using any locally available materials: paper, buttons, beads, adhesive) c) Display their work for peer feedback	Draw and decorate a wind instrument using mosaic technique (using any locally available materials: paper, buttons, beads, adhesive)		Reusable locally available Resource persons Digital devices Musical instruments		
	7	Performing and display	Playing Musical Instrument (Wind)	By the end of the lesson, the learner should be able to: a) Identify materials that can be used to decorate a wind instrument using mosaic technique (flute) b) Draw and decorate a wind instrument using mosaic technique (using any locally available materials: paper, buttons, beads, adhesive) c) Display their work for peer feedback	In groups, pairs or individually learners are guided to: Identify materials that can be used to decorate a wind instrument using mosaic technique (flute) Draw and decorate a wind instrument using mosaic technique (using any locally available materials: paper, buttons, beads, adhesive)	How are wind instruments played?	Creative Arts Curriculum Design Grade 2 Open space Reusable locally available Resource persons Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
11	1	Performing and display	Playing Musical Instrument (Wind)	By the end of the lesson, the learner should be able to: a) Identify locally available tools materials that can be used to make a wind instrument (reeds, straws, maize stalks) b) Improvise a wind instrument for skill acquisition c) Take pride in their improvised wind instruments.	In groups, pairs or individually learners are guided to: Identify locally available tools materials that can be used to make a wind instrument (reeds, straws, maize stalks) Improvise a wind instrument for skill acquisition	How are wind instruments played?	Creative Arts Curriculum Design Grade 2 Open space Reusable locally available Resource persons Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
	2	Performing and display	Playing Musical Instrument (Wind)	By the end of the lesson, the learner should be able to: a) Identify locally available tools materials that can be used to make a wind instrument (pawpaw stalks, bamboo stems) b) Improvise a wind instrument for skill acquisition c) Take pride in their	In groups, pairs or individually learners are guided to: Identify locally available tools materials that can be used to make a wind instrument (pawpaw stalks, bamboo stems) Improvise a wind instrument for skill acquisition	How are wind instruments played?	Creative Arts Curriculum Design Grade 2 Open space Reusable locally available Resource persons Digital devices	Oral questions Oral Report Observation Written exercise	



				improvised wind instruments.			Musical instruments		
	3	Performing and display	Playing Musical Instrument (Wind)	By the end of the lesson, the learner should be able to: a) Identify locally available tools materials that can be used to make a wind instrument (pawpaw stalks, bamboo stems) b) Improvise a wind instrument for skill acquisition c) Take pride in their improvised wind instruments.	In groups, pairs or individually learners are guided to: Identify locally available tools materials that can be used to make a wind instrument (pawpaw stalks, bamboo stems) Improvise a wind instrument for skill acquisition	How are wind instruments played?	Creative Arts Curriculum Design Grade 2 Open space Reusable locally available Resource persons Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
	4	Performing and display	Playing Musical Instrument (Wind)	By the end of the lesson, the learner should be able to: a) Explain the skill of holding a flute. b) Play the improvised wind instrument (apply the skill of holding). c) Enjoy playing an improvised wind instruments	In groups, pairs or individually learners are guided to: Explain the skill of holding a flute. Play the improvised wind instrument (apply the skill of holding).	How are wind instruments played?	Creative Arts Curriculum Design Grade 2 Open space Reusable locally available Resource persons Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
	5	Performing and display	Playing Musical Instrument (Wind)	By the end of the lesson, the learner should be able to: a) Explain the skill of holding a flute. b) Play the improvised wind instrument (apply the skill of holding). c) Enjoy playing an improvised wind instruments	In groups, pairs or individually learners are guided to: Explain the skill of holding a flute. Play the improvised wind instrument (apply the skill of holding).	How are wind instruments played?	Creative Arts Curriculum Design Grade 2 Open space Reusable locally available Resource persons Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
	6	Performing and display	Playing Musical Instrument (Wind)	By the end of the lesson, the learner should be able to: a) Explain the skill of blowing a flute.	In groups, pairs or individually learners are guided to: Explain the skill of blowing a flute.	How are wind instruments played?	Creative Arts Curriculum Design Grade 2	Oral questions Oral Report Observation	



				b) Play the improvised wind instrument (apply the skill of blowing). c) Enjoy playing an improvised wind instruments	Play the improvised wind instrument (apply the skill of blowing).		Open space Reusable locally available Resource persons Digital devices Musical instruments	Written exercise	
	7	Performing and display	Playing Musical Instrument (Wind)	By the end of the lesson, the learner should be able to: a) Explain the skill of blowing a flute. b) Play the improvised wind instrument (apply the skill of blowing). c) Enjoy playing an improvised wind instruments	In groups, pairs or individually learners are guided to: Explain the skill of blowing a flute. Play the improvised wind instrument (apply the skill of blowing).	How are wind instruments played?	Creative Arts Curriculum Design Grade 2 Open space Reusable locally available Resource persons Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
12	1	Performing and display	Playing Musical Instrument (Wind)	By the end of the lesson, the learner should be able to: a) Explain the skills of holding and blowing a flute. b) Play the improvised wind instrument (apply the skills of holding and blowing). c) Enjoy playing an improvised wind instruments	In groups, pairs or individually learners are guided to: Explain the skills of holding and blowing a flute. Play the improvised wind instrument (apply the skills of holding and blowing).	How are wind instruments played?	Creative Arts Curriculum Design Grade 2 Open space Reusable locally available Resource persons Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
	2	Performing and display	Playing Musical Instrument (Wind)	By the end of the lesson, the learner should be able to: a) Explain the skills of holding and blowing a flute. b) Play the improvised wind instrument (apply the skills of holding and blowing). c) Enjoy playing an improvised wind instruments	In groups, pairs or individually learners are guided to: Explain the skills of holding and blowing a flute. Play the improvised wind instrument (apply the skills of holding and blowing).	How are wind instruments played?	Creative Arts Curriculum Design Grade 2 Open space Reusable locally available Resource persons Digital devices	Oral questions Oral Report Observation Written exercise	



							Musical instruments		
	3	Performing and display	Playing Musical Instrument (Wind)	By the end of the lesson, the learner should be able to: a) Make different body movements while playing the improvised wind instrument. b) Practice playing the improvised wind instrument for fluency. c) Enjoy playing the improvised wind instrument for fluency and enjoyment.	In groups, pairs or individually learners are guided to: Make different body movements while playing the improvised wind instrument. Practice playing the improvised wind instrument for fluency.	How are wind instruments played?	Creative Arts Curriculum Design Grade 2 Open space Reusable locally available Resource persons Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
	4	Performing and display	Playing Musical Instrument (Wind)	By the end of the lesson, the learner should be able to: a) Make different body movements while playing the improvised wind instrument. b) Practice playing the improvised wind instrument for fluency. c) Enjoy playing the improvised wind instrument for fluency and enjoyment.	In groups, pairs or individually learners are guided to: Make different body movements while playing the improvised wind instrument. Practice playing the improvised wind instrument for fluency.	How are wind instruments played?	Creative Arts Curriculum Design Grade 2 Open space Reusable locally available Resource persons Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
	5	Performing and display	Playing Musical Instrument (Wind)	By the end of the lesson, the learner should be able to: a) Make different body movements while playing the improvised wind instrument. b) Practice playing the improvised wind instrument for fluency. c) Enjoy playing the improvised wind instrument for fluency and enjoyment.	In groups, pairs or individually learners are guided to: Make different body movements while playing the improvised wind instrument. Practice playing the improvised wind instrument for fluency.	How are wind instruments played?	Creative Arts Curriculum Design Grade 2 Open space Reusable locally available Resource persons Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	



	6	Performing and display	Playing Musical Instrument (Wind)	By the end of the lesson, the learner should be able to: a) Make different body movements while playing the improvised wind instrument. b) Practice playing the improvised wind instrument for fluency. c) Enjoy playing the improvised wind instrument for fluency and enjoyment.	In groups, pairs or individually learners are guided to: Make different body movements while playing the improvised wind instrument. Practice playing the improvised wind instrument for fluency.	How are wind instruments played?	Creative Arts Curriculum Design Grade 2 Open space Reusable locally available Resource persons Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
	7	Performing and display	Playing Musical Instrument (Wind)	By the end of the lesson, the learner should be able to: a) Make different body movements while playing the improvised wind instrument. b) Practice playing the improvised wind instrument for fluency. c) Enjoy playing the improvised wind instrument for fluency and enjoyment.	In groups, pairs or individually learners are guided to: Make different body movements while playing the improvised wind instrument. Practice playing the improvised wind instrument for fluency.	How are wind instruments played?	Creative Arts Curriculum Design Grade 2 Open space Reusable locally available Resource persons Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
13-14				END TERM TWO ASSESSMENT					