

DOYEN PUBLISHERS SCHEMES OF WORK TERM II 2025 GRADE 3 CREATIVE ACTIVITIES

W	Les	Strand	Sub-	Specific-Learning	Learning Experience	Key	Learning	Assessment	Refl.
ee k	son		Strand	Outcomes		Inquiry Questions	Resources	Methods	
1	1	Performing and display	Rounds	By the end of the lesson, the learner should be able to: a) Download a variety of virtual or recorded clips on simple rounds b) Talk about the round songs, in groups. c) Identify a variety of rounds for skill development d) Appreciate simple rounds.	In groups, pairs or individually learners are guided to: Download a variety of virtual or recorded clips on simple rounds Talk about the round songs, in groups. Identify a variety of rounds for skill development	How are rounds sung?	Creative Arts Curriculum Design Grade 3 Digital devices Musical instruments Pictures	Oral questions Oral Report Observation Written exercise	
	2	Performing and display	Rounds	By the end of the lesson, the learner should be able to: a) Identify locally available tools and materials that can be in painting simple illustrations on rounds b) Improvise paints for painting and paint the simple illustrations on rounds c) Take pride in their paintingsand that of others.	In groups, pairs or individually learners are guided to: Identify locally available tools and materials that can be in painting simple illustrations on rounds Improvise paints for painting and paint the simple illustrations on rounds	How are rounds sung?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books	Oral questions Oral Report Observation Written exercise	

3	Performing and display	Rounds	By the end of the lesson, the learner should be able to: a) Identify and collect simple locally available materials that can be used to make props to be used while singing rounds b) Make simple props using locally available materials to be used while singing rounds c) Display their props for feedback from the teacher.	In groups, pairs or individually learners are guided to: Identify and collect simple locally available materials that can be used to make props to be used while singing rounds Make simple props using locally available materials to be used while singing rounds	How are rounds sung?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books	Oral questions Oral Report Observation Written exercise	
4	Performing and display	Rounds	By the end of the lesson, the learner should be able to: a) Sing own part in a round on a specific theme for skill development b) Sing rounds with appropriate body movements (swaying) for flexibility and coordination c) Appreciate singing rounds from diverse cultures for enjoyment.	In groups, pairs or individually learners are guided to: Sing own part in a round on a specific theme for skill development Sing rounds with appropriate body movements (swaying) for flexibility and coordination	How are rounds sung?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books	Oral questions Oral Report Observation Written exercise	
5	Performing and display	Rounds	By the end of the lesson, the learner should be able to: a) Sing own part in a round on a specific theme for skill development b) Sing rounds with appropriate body movements (swaying) for	In groups, pairs or individually learners are guided to: Sing own part in a round on a specific theme for skill development Sing rounds with appropriate body movements (swaying) for	How are rounds sung?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices	Oral questions Oral Report Observation Written exercise	

				flexibility and coordination c) Appreciate singing rounds from diverse cultures for enjoyment.	flexibility and coordination		Musical instruments Pictures		
	6	Performing and display	Rounds	By the end of the lesson, the learner should be able to: a) Sing own part in a round on a specific theme for skill development b) Sing rounds with appropriate body movements (clapping) for flexibility and coordination c) Appreciate singing rounds from diverse cultures for enjoyment.	In groups, pairs or individually learners are guided to: Sing own part in a round on a specific theme for skill development Sing rounds with appropriate body movements (clapping) for flexibility and coordination	How are rounds sung?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books	Oral questions Oral Report Observation Written exercise	
	7	Performing and display	Rounds	By the end of the lesson, the learner should be able to: a) Sing own part in a round on a specific theme for skill development b) Sing rounds with appropriate body movements (clapping) for flexibility and coordination c) Appreciate singing rounds from diverse cultures for enjoyment.	In groups, pairs or individually learners are guided to: Sing own part in a round on a specific theme for skill development Sing rounds with appropriate body movements (clapping) for flexibility and coordination	How are rounds sung?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books	Oral questions Oral Report Observation Written exercise	
2	1	Performing and display	Rounds	By the end of the lesson, the learner should be able to: a) Sing own part in a round on a specific theme for skill development	In groups, pairs or individually learners are guided to:	How are rounds sung?	Creative Arts Curriculum Design Grade 3	Oral questions Oral Report Observation	

			b) Sing rounds with appropriate body movements (snapping) for flexibility and coordination c) Appreciate singing rounds from diverse cultures for enjoyment.	Sing own part in a round on a specific theme for skill development Sing rounds with appropriate body movements (snapping) for flexibility and coordination		Flash cards Digital devices Musical instruments Pictures Reference books	Written exercise	
2	Performing and display	Rounds	By the end of the lesson, the learner should be able to: a) Sing own part in a round on a specific theme for skill development b) Sing rounds with appropriate body movements (snapping) for flexibility and coordination c) Appreciate singing rounds from diverse cultures for enjoyment.	In groups, pairs or individually learners are guided to: Sing own part in a round on a specific theme for skill development Sing rounds with appropriate body movements (snapping) for flexibility and coordination	How are rounds sung?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books	Oral questions Oral Report Observation Written exercise	
3	Performing and display	Rounds	By the end of the lesson, the learner should be able to: a) Sing own part in a round on a specific theme for skill development b) Sing rounds with appropriate body movements (walking) for flexibility and coordination c) Appreciate singing rounds from diverse cultures for enjoyment.	In groups, pairs or individually learners are guided to: Sing own part in a round on a specific theme for skill development Sing rounds with appropriate body movements (walking) for flexibility and coordination	How are rounds sung?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books	Oral questions Oral Report Observation Written exercise	

4	Performing and display	Rounds	By the end of the lesson, the learner should be able to: a) Sing own part in a round on a specific theme for skill development b) Sing rounds with appropriate body movements (walking) for flexibility and coordination c) Appreciate singing rounds from diverse cultures for enjoyment.	In groups, pairs or individually learners are guided to: Sing own part in a round on a specific theme for skill development Sing rounds with appropriate body movements (walking) for flexibility and coordination	How are rounds sung?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books	Oral questions Oral Report Observation Written exercise	
5	Performing and display	Rounds	By the end of the lesson, the learner should be able to: a) Sing own part in a round on a specific theme for skill development b) Sing rounds with appropriate body movements (turning) for flexibility and coordination c) Appreciate singing rounds from diverse cultures for enjoyment.	In groups, pairs or individually learners are guided to: Sing own part in a round on a specific theme for skill development Sing rounds with appropriate body movements (turning) for flexibility and coordination	How are rounds sung?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books	Oral questions Oral Report Observation Written exercise	
6	Performing and display	Rounds	By the end of the lesson, the learner should be able to: a) Sing own part in a round on a specific theme for skill development b) Sing rounds with appropriate body movements (turning) for flexibility and coordination	In groups, pairs or individually learners are guided to: Sing own part in a round on a specific theme for skill development Sing rounds with appropriate body movements (turning) for	How are rounds sung?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures	Oral questions Oral Report Observation Written exercise	

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				c) Appreciate singing rounds from diverse	flexibility and coordination		Reference books		
					Coordination		DOOKS		
	7	Doufouning	Rounds	cultures for enjoyment.	In anounce mains on	How are	Creative Arts	Oral	
	'	Performing	Rounds	By the end of the lesson, the learner should be able to:	In groups, pairs or		Curriculum		
		and display			individually learners are	rounds		questions	
				a) Sing own part in a round	guided to:	sung?	Design Grade	Oral Report Observation	
				on a specific theme for	Sing own part in a round		3	Written	
				skill development	on a specific theme for		Elasta anda		
				b) Sing rounds with	skill development		Flash cards	exercise	
				appropriate body	Sing rounds with		Digital devices		
				movements (jumping) for	appropriate body		Musical		
				flexibility and	movements (jumping) for		instruments		
				coordination	flexibility and		Pictures		
				c) Appreciate singing	coordination		Reference		
				rounds from diverse			books		
		D 0 :	D 1	cultures for enjoyment.				0 1	
3	1	Performing	Rounds	By the end of the lesson, the	In groups, pairs or	How are	Creative Arts	Oral	
		and display		learner should be able to:	individually learners are	rounds	Curriculum	questions	
				a) Sing own part in a round	guided to:	sung?	Design Grade	Oral Report	
				on a specific theme for	Sing own part in a round		3	Observation	
				skill development	on a specific theme for			Written	
				b) Sing rounds with	skill development		Flash cards	exercise	
				appropriate body	Sing rounds with		Digital devices		
				movements (jumping) for	appropriate body		Musical		
				flexibility and	movements (jumping) for		instruments		
				coordination	flexibility and		Pictures		
				c) Appreciate singing	coordination		Reference		
				rounds from diverse			books		
	-			cultures for enjoyment.					
	2	Performing	Rounds	By the end of the lesson, the	In groups, pairs or	How are	Creative Arts	Oral	
		and display		learner should be able to:	individually learners are	rounds	Curriculum	questions	
				a) Sing own part in a round	guided to:	sung?	Design Grade	Oral Report	
				on a specific theme for	Sing own part in a round		3	Observation	
				skill development	on a specific theme for			Written	
				b) Sing rounds with	skill development		Flash cards	exercise	
				appropriate body			Digital devices		

			movements (swinging) for flexibility and coordination c) Appreciate singing rounds from diverse cultures for enjoyment.	Sing rounds with appropriate body movements (swinging) for flexibility and coordination		Musical instruments Pictures Reference books		
3	Performing and display	Rounds	By the end of the lesson, the learner should be able to: a) Sing own part in a round on a specific theme for skill development b) Sing rounds with appropriate body movements (swinging) for flexibility and coordination c) Appreciate singing rounds from diverse cultures for enjoyment.	In groups, pairs or individually learners are guided to: Sing own part in a round on a specific theme for skill development Sing rounds with appropriate body movements (swinging) for flexibility and coordination	How are rounds sung?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books	Oral questions Oral Report Observation Written exercise	
4	Performing and display	Rounds	By the end of the lesson, the learner should be able to: a) Sing own part in a round on a specific theme for skill development b) Sing rounds with appropriate body movements (tapping) for flexibility and coordination c) Appreciate singing rounds from diverse cultures for enjoyment.	In groups, pairs or individually learners are guided to: Sing own part in a round on a specific theme for skill development Sing rounds with appropriate body movements (tapping) for flexibility and coordination	How are rounds sung?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books	Oral questions Oral Report Observation Written exercise	
5	Performing and display	Rounds	By the end of the lesson, the learner should be able to:	In groups, pairs or individually learners are guided to:	How are rounds sung?	Creative Arts Curriculum Design Grade 3	Oral questions Oral Report Observation	

			 a) Sing own part in a round on a specific theme for skill development b) Sing rounds with appropriate body movements (tapping) for flexibility and coordination c) Appreciate singing rounds from diverse cultures for enjoyment. 	Sing own part in a round on a specific theme for skill development Sing rounds with appropriate body movements (tapping) for flexibility and coordination		Flash cards Digital devices Musical instruments Pictures Reference books	Written exercise	
6	Performing and display	Rounds	By the end of the lesson, the learner should be able to: a) Sing rounds with appropriate body movements (swaying, clapping, snapping, walking, turning, jumping, swinging or tapping) for flexibility and coordination b) Record and keep in a portfolio while singing rounds with appropriate body movements c) Appreciate self-awareness and self-esteem as they sing round songs with appropriate body movements.	In groups, pairs or individually learners are guided to: Sing rounds with appropriate body movements (swaying, clapping, snapping, walking, turning, jumping, swinging or tapping) for flexibility and coordination Record and keep in a portfolio while singing rounds with appropriate body movements	How are rounds sung?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books	Oral questions Oral Report Observation Written exercise	
7	Performing and display	Skippin g	By the end of the lesson, the learner should be able to: a) Identify different ways of skipping in different directions for space and	In groups, pairs or individually learners are guided to: Identify different ways of skipping in different directions for space and	How is skipping in patterns done?	Creative Arts Curriculum Design Grade 3 Flash cards	Oral questions Oral Report Observation Written exercise	

				body awareness through practice b) Skip and clearly talk about the different directions of skipping for body awareness (forward) c) Appreciate skipping in different directions for balance and strength	body awareness through practice Skip and clearly talk about the different directions of skipping for body awareness (forward)		Digital devices Musical instruments Pictures Reference books Open space		
4	1	Performing and display	Skippin	By the end of the lesson, the learner should be able to: a) Identify different ways of skipping in different directions for space and body awareness through practice b) Skip and clearly talk about the different directions of skipping for body awareness (backward) c) Appreciate skipping in different directions for balance and strength	In groups, pairs or individually learners are guided to: Identify different ways of skipping in different directions for space and body awareness through practice Skip and clearly talk about the different directions of skipping for body awareness (backward)	How is skipping in patterns done?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
	2	Performing and display	Skippin g	By the end of the lesson, the learner should be able to: a) Identify different ways of skipping in different directions for space and body awareness through practice b) Skip and clearly talk about the different directions of skipping for body awareness (right)	In groups, pairs or individually learners are guided to: Identify different ways of skipping in different directions for space and body awareness through practice Skip and clearly talk about the different	How is skipping in patterns done?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference	Oral questions Oral Report Observation Written exercise	

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			c) Appreciate skipping in different directions for balance and strength	directions of skipping for body awareness (right)		books Open space		
3	Performing and display	Skippin g	By the end of the lesson, the learner should be able to: a) Identify different ways of skipping in different directions for space and body awareness through practice b) Skip and clearly talk about the different directions of skipping for body awareness (left) c) Appreciate skipping in different directions for balance and strength	In groups, pairs or individually learners are guided to: Identify different ways of skipping in different directions for space and body awareness through practice Skip and clearly talk about the different directions of skipping for body awareness (left)	How is skipping in patterns done?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
4	Performing and display	Skippin g	By the end of the lesson, the learner should be able to: a) Clearly talk about the different directions of skipping b) Skip in different directions (low) for skill acquisition c) Appreciate skipping in different directions for balance and strength	In groups, pairs or individually learners are guided to: Clearly talk about the different directions of skipping Skip in different directions (low) for skill acquisition	How is skipping in patterns done?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Open space	Oral questions Oral Report Observation Written exercise	

5	Performing and display	Skippin g	By the end of the lesson, the learner should be able to: a) Clearly talk about the different directions of skipping b) Skip in different directions (medium) for skill acquisition c) Appreciate skipping in different directions for balance and strength	In groups, pairs or individually learners are guided to: Clearly talk about the different directions of skipping Skip in different directions (medium) for skill acquisition	How is skipping in patterns done?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Open space	Oral questions Oral Report Observation Written exercise	
6	Performing and display	Skippin g	By the end of the lesson, the learner should be able to: a) Clearly talk about the different directions of skipping b) Skip in different directions (high) for skill acquisition c) Appreciate skipping in different directions for balance and strength	In groups, pairs or individually learners are guided to: Clearly talk about the different directions of skipping Skip in different directions (high) for skill acquisition	How is skipping in patterns done?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Open space	Oral questions Oral Report Observation Written exercise	
7	Performing and display	Skippin	By the end of the lesson, the learner should be able to: a) Identify different ways of skipping in different pathways for space and body awareness through practice b) Skip in different pathways (line) for creativity. c) Appreciate the virtue of peace by avoiding hurting others and observing rules	In groups, pairs or individually learners are guided to: Identify different ways of skipping in different pathways for space and body awareness through practice Skip in different pathways (line) for creativity.	How is skipping in patterns done?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	

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5	1	Performing and display	Skippin	skipping By the end of the lesson, the learner should be able to: a) Identify different ways of skipping in different pathways for space and body awareness through practice b) Skip in different pathways (line) for creativity. c) Appreciate the virtue of peace by avoiding hurting others and observing rules skipping	In groups, pairs or individually learners are guided to: Identify different ways of skipping in different pathways for space and body awareness through practice Skip in different pathways (line) for creativity.	How is skipping in patterns done?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
	2	Performing and display	Skippin g	By the end of the lesson, the learner should be able to: a) Identify different ways of skipping in different pathways for space and body awareness through practice b) Skip in different pathways (curved) for creativity. c) Appreciate the virtue of peace by avoiding hurting others and observing rules skipping	In groups, pairs or individually learners are guided to: Identify different ways of skipping in different pathways for space and body awareness through practice Skip in different pathways (curved) for creativity.	How is skipping in patterns done?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
	3	Performing and display	Skippin g	By the end of the lesson, the learner should be able to: a) Identify different ways of skipping in different pathways for space and	In groups, pairs or individually learners are guided to: Identify different ways of skipping in different pathways for space and	How is skipping in patterns done?	Creative Arts Curriculum Design Grade 3 Flash cards	Oral questions Oral Report Observation Written exercise	

			body awareness through practice b) Skip in different pathways (curved) for creativity. c) Appreciate the virtue of peace by avoiding hurting others and observing rules skipping	body awareness through practice Skip in different pathways (curved) for creativity.		Digital devices Musical instruments Pictures Reference books Open space		
4	Performing and display	Skippin g	By the end of the lesson, the learner should be able to: a) Identify different ways of skipping in different pathways for space and body awareness through practice b) Skip in different pathways (circular) for creativity. c) Appreciate the virtue of peace by avoiding hurting others and observing rules skipping	In groups, pairs or individually learners are guided to: Identify different ways of skipping in different pathways for space and body awareness through practice Skip in different pathways (circular) for creativity.	How is skipping in patterns done?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
5	Performing and display	Skippin g	By the end of the lesson, the learner should be able to: a) Identify different ways of skipping in different pathways for space and body awareness through practice b) Skip in different pathways (circular) for creativity. c) Appreciate the virtue of peace by avoiding	In groups, pairs or individually learners are guided to: Identify different ways of skipping in different pathways for space and body awareness through practice Skip in different pathways (circular) for creativity.	How is skipping in patterns done?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	

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				hurting others and					
				observing rules skipping					
	6	Performing and display	Skippin	By the end of the lesson, the learner should be able to: a) Identify different ways of skipping in different pathways for space and body awareness through practice b) Skip in different pathways (zigzag) for creativity. c) Appreciate the virtue of peace by avoiding hurting others and observing rules skipping	In groups, pairs or individually learners are guided to: Identify different ways of skipping in different pathways for space and body awareness through practice Skip in different pathways (zigzag) for creativity.	How is skipping in patterns done?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
	7	Performing and display	Skippin	By the end of the lesson, the learner should be able to: a) Identify different ways of skipping in different pathways for space and body awareness through practice b) Skip in different pathways (zigzag) for creativity. c) Appreciate the virtue of peace by avoiding hurting others and observing rules skipping	In groups, pairs or individually learners are guided to: Identify different ways of skipping in different pathways for space and body awareness through practice Skip in different pathways (zigzag) for creativity.	How is skipping in patterns done?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
6	1	Performing and display	Skippin g	By the end of the lesson, the learner should be able to: a) Sing simple songs when playing games that involve skipping in	In groups, pairs or individually learners are guided to: Sing simple songs when playing games that involve skipping in	How is skipping in patterns done?	Creative Arts Curriculum Design Grade 3 Flash cards	Oral questions Oral Report Observation Written exercise	

			different directions for fitness b) Skip while making patterns formation using lines and geometric shapes. c) Develop creativity and imagination: as they make pattern formations using lines and basic geometric shapes.	different directions for fitness Skip while making patterns formation using lines and geometric shapes.		Digital devices Musical instruments Pictures Reference books Open space		
2	Performing and display	Skippin g	By the end of the lesson, the learner should be able to: a) Sing simple songs when playing games that involve skipping in different directions for fitness b) Skip while making patterns formation using lines and geometric shapes. c) Develop creativity and imagination: as they make pattern formations using lines and basic geometric shapes.	In groups, pairs or individually learners are guided to: Sing simple songs when playing games that involve skipping in different directions for fitness Skip while making patterns formation using lines and geometric shapes.	How is skipping in patterns done?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
3	Performing and display	Skippin g	By the end of the lesson, the learner should be able to: a) Identify games involving skipping using digital devices. b) Observe rules and safety while playing games involving skipping.	In groups, pairs or individually learners are guided to: Identify games involving skipping using digital devices. Observe rules and safety while playing games involving skipping.	How is skipping in patterns done?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	

			c) Sing action songs while	Sing action songs while		Pictures		
			skipping in different	skipping in different		Reference		
			ways for enjoyment.	ways		books		
						Open space		
4	Performing	Skippin	By the end of the lesson, the	In groups, pairs or	How is	Creative Arts	Oral	
	and display	g	learner should be able to:	individually learners are	skipping in	Curriculum	questions	
			a) Identify games involving	guided to:	patterns	Design Grade	Oral Report	
			skipping using digital	Identify games involving	done?	3	Observation	
			devices.	skipping using digital		Flash cards	Written	
			b) Observe rules and safety	devices.		Digital devices	exercise	
			while playing games	Observe rules and safety		Musical		
			involving skipping.	while playing games		instruments		
			c) Sing action songs while	involving skipping.		Pictures		
			Sing action songs while		Reference			
					skipping in different		books	
				ways		Open space		
5	Performing	Dribbli	By the end of the lesson, the	In groups, pairs or	How is	Creative Arts	Oral	
	and display	ng	learner should be able to:	individually learners are	dribbling a	Curriculum	questions	
			a) Identify different	guided to:	ball done in	Design Grade	Oral Report	
			dribbling directions for	Identify different	various	3	Observation	
			space awareness through	dribbling directions for	directions?		Written	
			practice.	space awareness through		Flash cards	exercise	
			b) Discuss how dribbling a	practice.		Digital devices		
			ball is done in various	Discuss how dribbling a		Musical		
			directions.	ball is done in various		instruments		
			c) Appreciate dribbling in	directions.		Pictures		
			different directions.			Open space		

	6	Performing and display	Dribbli ng	By the end of the lesson, the learner should be able to: a) Collect locally available reusable materials (carrier bags, papers, dry leaves, old cloth, old sock, polythene bags) b) Improvise a ball using knotting technique for use in dribbling c) Develop the skills of critical thinking and problem solving when using locally available materials to improvise balls	In groups, pairs or individually learners are guided to: Collect locally available reusable materials (carrier bags, papers, dry leaves, old cloth, old sock, polythene bags) Improvise a ball using knotting technique for use in dribbling	How is dribbling a ball done in various directions?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
	7	Performing and display	Dribbli	By the end of the lesson, the learner should be able to: a) Collect locally available reusable materials (carrier bags, papers, dry leaves, old cloth, old sock, polythene bags) b) Improvise a ball using knotting technique for use in dribbling a) Develop the skills of critical thinking and problem solving when using locally available materials to improvise balls	In groups, pairs or individually learners are guided to: Collect locally available reusable materials (carrier bags, papers, dry leaves, old cloth, old sock, polythene bags) Improvise a ball using knotting technique for use in dribbling	How is dribbling a ball done in various directions?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books Open space	Oral questions Oral Report Observation Written exercise	
7	1	Performing and display	Dribbli ng	By the end of the lesson, the learner should be able to: a) Identify different dribbling directions for	In groups, pairs or individually learners are guided to:	How is dribbling a ball done in	Creative Arts Curriculum Design Grade 3	Oral questions Oral Report Observation	

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			space awareness through practice b) Dribble an improvised ball in different directions (forward). c) Enjoy dribbling in different directions.	Identify different dribbling directions for space awareness through practice Dribble an improvised ball in different directions (forward).	various directions?	Flash cards Digital devices Musical instruments Pictures Open space	Written exercise	
2	Performing and display	Dribbli ng	By the end of the lesson, the learner should be able to: a) Identify different dribbling directions for space awareness through practice b) Dribble an improvised ball in different directions (forward). c) Enjoy dribbling in different directions.	In groups, pairs or individually learners are guided to: Identify different dribbling directions for space awareness through practice Dribble an improvised ball in different directions (forward).	How is dribbling a ball done in various directions?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Open space	Oral questions Oral Report Observation Written exercise	
3	Performing and display	Dribbli ng	By the end of the lesson, the learner should be able to: a) Identify different dribbling directions for space awareness through practice b) Dribble an improvised ball in different directions (forward). c) Enjoy dribbling in different directions.	In groups, pairs or individually learners are guided to: Identify different dribbling directions for space awareness through practice Dribble an improvised ball in different directions (forward).	How is dribbling a ball done in various directions?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Open space	Oral questions Oral Report Observation Written exercise	
4	Performing and display	Dribbli ng	By the end of the lesson, the learner should be able to: a) Identify different dribbling directions for space awareness through practice	In groups, pairs or individually learners are guided to: Identify different dribbling directions for	How is dribbling a ball done in various directions?	Creative Arts Curriculum Design Grade 3 Flash cards	Oral questions Oral Report Observation Written exercise	

				b) Dribble an improvised	space awareness through		Digital devices		
				ball in different	practice		Musical		
				directions (backward).	Dribble an improvised		instruments		
				c) Enjoy dribbling in	ball in different		Pictures		
				different directions.	directions (backward).		Open space		
	5	Performing	Dribbli	By the end of the lesson, the	In groups, pairs or	How is	Creative Arts	Oral	
		and display	ng	learner should be able to:	individually learners are	dribbling a	Curriculum	questions	
				a) Identify different	guided to:	ball done in	Design Grade	Oral Report	
				dribbling directions for	Identify different	various	3	Observation	
				space awareness through	dribbling directions for	directions?		Written	
				practice	space awareness through		Flash cards	exercise	
				b) Dribble an improvised	practice		Digital devices		
				ball in different	Dribble an improvised		Musical		
				directions (backward).	ball in different		instruments		
				c) Enjoy dribbling in	directions (backward).		Pictures		
				different directions.			Open space		
	6	Performing	Dribbli	By the end of the lesson, the	In groups, pairs or	How is	Creative Arts	Oral	
	Ü	and display	ng	learner should be able to:	individually learners are	dribbling a	Curriculum	questions	
			8	a) Identify different	guided to:	ball done in	Design Grade	Oral Report	
				dribbling directions for	Identify different	various	3	Observation	
				space awareness through	dribbling directions for	directions?		Written	
				practice	space awareness through	directions.	Flash cards	exercise	
				b) Dribble an improvised	practice		Digital devices	Chereise	
				ball in different	Dribble an improvised		Musical		
				directions (backward).	ball in different		instruments		
				c) Enjoy dribbling in	directions (backward).		Pictures		
				different directions.	directions (buck ward).		Open space		
1	7	Performing	Dribbli	By the end of the lesson, the	In groups, pairs or	How is	Creative Arts	Oral	
	•	and display	ng	learner should be able to:	individually learners are	dribbling a	Curriculum	questions	
		and dispidy	115	a) Identify different	guided to:	ball done in	Design Grade	Oral Report	
				dribbling directions for	Identify different	various	3	Observation	
				space awareness through	dribbling directions for	directions?	3	Written	
				practice	space awareness through	directions:	Flash cards	exercise	
				b) Dribble an improvised	practice		Digital devices	CACICISC	
				ball in different	practice		Musical		
1				directions (to the right).			instruments	ĺ	1

				c) Enjoy dribbling in different directions.	Dribble an improvised ball in different directions (to the right).		Pictures Open space		
8				MID TE	RM II 2025 BRE	AK			
9	1	Performing and display	Dribbli ng	By the end of the lesson, the learner should be able to: a) Identify different dribbling directions for space awareness through practice b) Dribble an improvised ball in different directions (to the right). c) Enjoy dribbling in different directions.	In groups, pairs or individually learners are guided to: Identify different dribbling directions for space awareness through practice Dribble an improvised ball in different directions (to the right).	How is dribbling a ball done in various directions?	Creative Arts Curriculum Design Grade 3 Open space Field makers Landing mats Group makers Improvised balls	Oral questions Oral Report Observation Written exercise	
	2	Performing and display	Dribbli ng	By the end of the lesson, the learner should be able to: a) Identify different dribbling directions for space awareness through practice b) Dribble an improvised ball in different directions (to the right). c) Enjoy dribbling in different directions.	In groups, pairs or individually learners are guided to: Identify different dribbling directions for space awareness through practice Dribble an improvised ball in different directions (to the right).	How is dribbling a ball done in various directions?	Creative Arts Curriculum Design Grade 3 Open space Field makers Landing mats Group makers Improvised balls	Oral questions Oral Report Observation Written exercise	
	3	Performing and display	Dribbli ng	By the end of the lesson, the learner should be able to: a) Identify different dribbling directions for space awareness through practice	In groups, pairs or individually learners are guided to: Identify different dribbling directions for space awareness through practice	How is dribbling a ball done in various directions?	Creative Arts Curriculum Design Grade 3 Open space Field makers Landing mats	Oral questions Oral Report Observation Written exercise	

				b) Dribble an improvised ball in different directions (to the left).c) Enjoy dribbling in different directions.	Dribble an improvised ball in different directions (to the left).		Group makers Improvised balls		
2	4	Performing and display	Dribbli ng	By the end of the lesson, the learner should be able to: a) Identify different dribbling directions for space awareness through practice b) Dribble an improvised ball in different directions (to the left). c) Enjoy dribbling in different directions.	In groups, pairs or individually learners are guided to: Identify different dribbling directions for space awareness through practice Dribble an improvised ball in different directions (to the left).	How is dribbling a ball done in various directions?	Creative Arts Curriculum Design Grade 3 Open space Field makers Landing mats Group makers Improvised balls	Oral questions Oral Report Observation Written exercise	
	5	Performing and display	Dribbli ng	By the end of the lesson, the learner should be able to: a) Identify different dribbling directions for space awareness through practice b) Dribble an improvised ball in different directions (to the left). c) Enjoy dribbling in different directions.	In groups, pairs or individually learners are guided to: Identify different dribbling directions for space awareness through practice Dribble an improvised ball in different directions (to the left).	How is dribbling a ball done in various directions?	Creative Arts Curriculum Design Grade 3 Open space Field makers Landing mats Group makers Improvised balls	Oral questions Oral Report Observation Written exercise	
	6	Performing and display	Dribbli ng	By the end of the lesson, the learner should be able to: a) Perform dribbling in different directions and give self and other group members feedback.	In groups, pairs or individually learners are guided to: Perform dribbling in different directions and give self and other group members feedback.	How is dribbling a ball done in various directions?	Creative Arts Curriculum Design Grade 3 Open space Field makers Landing mats Group makers	Oral questions Oral Report Observation Written exercise	

				b) Sing action songs while dribbling the ball to different directions.c) Have fun doing environmental activities by kicking the ball to different campus points.	Sing action songs while dribbling the ball to different directions.		Improvised balls		
	7	Performing and display	Dribbli	By the end of the lesson, the learner should be able to: a) Perform dribbling in different directions and give self and other group members feedback. b) Sing action songs while dribbling the ball to different directions. c) Have fun doing environmental activities by kicking the ball to different campus points.	In groups, pairs or individually learners are guided to: Perform dribbling in different directions and give self and other group members feedback. Sing action songs while dribbling the ball to different directions.	How is dribbling a ball done in various directions?	Creative Arts Curriculum Design Grade 3 Open space Field makers Landing mats Group makers Resource persons Improvised balls	Oral questions Oral Report Observation Written exercise	
10	1	Performing and display	Dribbli ng	By the end of the lesson, the learner should be able to: a) Identify simple games that involve dribbling using digital devices. b) Observe rules and safety while playing simple games that involve dribbling in different directions. c) Enjoy playing games that involve dribbling in different directions.	In groups, pairs or individually learners are guided to: Identify simple games that involve dribbling using digital devices. Observe rules and safety while playing simple games that involve dribbling in different directions.	How is dribbling a ball done in various directions?	Creative Arts Curriculum Design Grade 3 Open space Field makers Landing mats Group makers Improvised balls	Oral questions Oral Report Observation Written exercise	
	2	Performing and display	Dribbli ng	By the end of the lesson, the learner should be able to:	In groups, pairs or individually learners are guided to:	How is dribbling a ball done in	Creative Arts Curriculum	Oral questions	

			 a) Identify simple games that involve dribbling using digital devices. b) Observe rules and safety while playing simple games that involve dribbling in different directions. c) Enjoy playing games that involve dribbling in different directions. 	Identify simple games that involve dribbling using digital devices. Observe rules and safety while playing simple games that involve dribbling in different directions.	various directions?	Design Grade 3 Open space Field makers Landing mats Group makers Improvised balls	Oral Report Observation Written exercise	
3	Performing and display	Playing Musical Instrum ent (String)	By the end of the lesson, the learner should be able to: a) Discuss how string instruments are played. b) Listen to and watch audio- visual recordings and pictures of varied music instruments, (fiddles, ground bows and mouth bows). c) Appreciate musical string instrument.	In groups, pairs or individually learners are guided to: Discuss how string instruments are played. Listen to and watch audio- visual recordings and pictures of varied music instruments, (fiddles, ground bows and mouth bows).	How are string instruments played?	Creative Arts Curriculum Design Grade 3 Reusable locally available Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
4	Performing and display	Playing Musical Instrum ent (String)	By the end of the lesson, the learner should be able to: a) Identify and talk about the string instruments from the recordings and pictures (fiddles). b) Imitate playing the string instruments individually (fiddles) c) Develop communication and collaboration as they visually and aurally identities and talks about	In groups, pairs or individually learners are guided to: Identify and talk about the string instruments from the recordings and pictures,(fiddles). Imitate playing the string instruments individually (fiddles)	How are string instruments played?	Creative Arts Curriculum Design Grade 3 Open space Reusable locally available Resource persons Digital devices	Oral questions Oral Report Observation Written exercise	

	1	1			1		1	-11
			the string instruments			Musical		
			from the recordings and			instruments		
			pictures					
5	Performing and display	Playing Musical Instrum ent (String)	By the end of the lesson, the learner should be able to: a) Identify and talk about the string instruments from the recordings and pictures (ground bows). b) Imitate playing the string instruments individually (ground bows) c) Develop communication and collaboration as they visually and aurally identities and talks about the string instruments from the recordings and	In groups, pairs or individually learners are guided to: Identify and talk about the string instruments from the recordings and pictures (ground bows). Imitate playing the string instruments individually (ground bows)	How are string instruments played?	Creative Arts Curriculum Design Grade 3 Open space Reusable locally available Resource persons Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
6	Performing and display	Playing Musical Instrum ent (String)	pictures By the end of the lesson, the learner should be able to: a) Identify and talk about the string instruments from the recordings and pictures (mouth bows). b) Imitate playing the string instruments individually (mouth bows) c) Develop communication and collaboration as they visually and aurally identities and talks about the string instruments from the recordings and pictures	In groups, pairs or individually learners are guided to: Identify and talk about the string instruments from the recordings and pictures (mouth bows). Imitate playing the string instruments individually (mouth bows)	How are string instruments played?	Creative Arts Curriculum Design Grade 3 Open space Reusable locally available Resource persons Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	

	7	Performing and display	Playing Musical Instrum ent (String)	By the end of the lesson, the learner should be able to: a) Play the improvised string instrument (apply the skills of striking). b) Sing and make different body movements while playing the improvised string instrument. c) Enjoy singing games while playing an improvised wind instrument	In groups, pairs or individually learners are guided to: Play the improvised string instrument (apply the skills of striking). Sing and make different body movements while playing the improvised string instrument.	How are string instruments played?	Creative Arts Curriculum Design Grade 3 Open space Reusable locally available Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
11	1	Performing and display	Playing Musical Instrum ent (String)	By the end of the lesson, the learner should be able to: a) Play the improvised string instrument (apply the skills of striking). b) Sing and make different body movements while playing the improvised string instrument. c) Enjoy singing games while playing an improvised wind instrument	In groups, pairs or individually learners are guided to: Play the improvised string instrument (apply the skills of striking). Sing and make different body movements while playing the improvised string instrument.	How are string instruments played?	Creative Arts Curriculum Design Grade 3 Open space Reusable locally available Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
	2	Performing and display	Playing Musical Instrum ent (String)	By the end of the lesson, the learner should be able to: a) Play the improvised string instrument (apply the skills of striking). b) Sing and make different body movements while playing the improvised string instrument. c) Enjoy singing games	In groups, pairs or individually learners are guided to: Play the improvised string instrument (apply the skills of striking). Sing and make different body movements while playing the improvised string instrument.	How are string instruments played?	Creative Arts Curriculum Design Grade 3 Open space Reusable locally available	Oral questions Oral Report Observation Written exercise	

			while playing an improvised wind instrument			Digital devices Musical instruments		
3	Performing and display	Playing Musical Instrum ent (String)	By the end of the lesson, the learner should be able to: a) Play the improvised string instrument (apply the skills of plucking) b) Sing and make different body movements while playing the improvised string instrument. c) Enjoy singing games while playing an improvised wind instrument	In groups, pairs or individually learners are guided to: Play the improvised string instrument (apply the skills of plucking) Sing and make different body movements while playing the improvised string instrument.	How are string instruments played?	Creative Arts Curriculum Design Grade 3 Open space Reusable locally available Resource persons Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
4	Performing and display	Playing Musical Instrum ent (String)	By the end of the lesson, the learner should be able to: a) Play the improvised string instrument (apply the skills of plucking) b) Sing and make different body movements while playing the improvised string instrument. c) Enjoy singing games while playing an improvised wind instrument	In groups, pairs or individually learners are guided to: Play the improvised string instrument (apply the skills of plucking) Sing and make different body movements while playing the improvised string instrument.	How are string instruments played?	Creative Arts Curriculum Design Grade 3 Open space Reusable locally available Resource persons Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
5	Performing and display	Playing Musical Instrum ent (String)	By the end of the lesson, the learner should be able to: a) Play the improvised string instrument (apply the skills of plucking)	In groups, pairs or individually learners are guided to:	How are string instruments played?	Creative Arts Curriculum Design Grade 3 Open space	Oral questions Oral Report Observation	

								1
			 b) Sing and make different body movements while playing the improvised string instrument. c) Enjoy singing games while playing an improvised wind instrument 	Play the improvised string instrument (apply the skills of plucking) Sing and make different body movements while playing the improvised string instrument.		Reusable locally available Digital devices Musical instruments	Written exercise	
6	Performing and display	Playing Musical Instrum ent (String)	By the end of the lesson, the learner should be able to: a) Play the improvised string instrument (apply the skills of bowing) b) Sing and make different body movements while playing the improvised string instrument. c) Enjoy singing games while playing an improvised wind instrument	In groups, pairs or individually learners are guided to: Play the improvised string instrument (apply the skills of bowing) Sing and make different body movements while playing the improvised string instrument.	How are string instruments played?	Creative Arts Curriculum Design Grade 3 Open space Reusable locally available Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
7	Performing and display	Playing Musical Instrum ent (String)	By the end of the lesson, the learner should be able to: a) Play the improvised string instrument (apply the skills of bowing) b) Sing and make different body movements while playing the improvised string instrument. c) Enjoy singing games while playing an improvised wind instrument	In groups, pairs or individually learners are guided to: Play the improvised string instrument (apply the skills of bowing) Sing and make different body movements while playing the improvised string instrument.	How are string instruments played?	Creative Arts Curriculum Design Grade 3 Open space Reusable locally available Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	

12	1	Performing and display	Playing Musical Instrum ent (String)	By the end of the lesson, the learner should be able to: a) Play the improvised string instrument (apply the skills of bowing) b) Sing and make different body movements while playing the improvised string instrument. c) Enjoy singing games while playing an improvised wind instrument	In groups, pairs or individually learners are guided to: Play the improvised string instrument (apply the skills of bowing) Sing and make different body movements while playing the improvised string instrument.	How are string instruments played?	Creative Arts Curriculum Design Grade 3 Open space Reusable locally available Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
	2	Performing and display	Playing Musical Instrum ent (String)	By the end of the lesson, the learner should be able to: a) Play the improvised string instrument (apply the skills of strumming) b) Sing and make different body movements while playing the improvised string instrument. c) Enjoy singing games while playing an improvised wind instrument	In groups, pairs or individually learners are guided to: Play the improvised string instrument (apply the skills of strumming) Sing and make different body movements while playing the improvised string instrument.	How are string instruments played?	Creative Arts Curriculum Design Grade 3 Open space Reusable locally available Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
	3	Performing and display	Playing Musical Instrum ent (String)	By the end of the lesson, the learner should be able to: a) Play the improvised string instrument (apply the skills of strumming) b) Sing and make different body movements while playing the improvised string instrument.	In groups, pairs or individually learners are guided to: Play the improvised string instrument (apply the skills of strumming) Sing and make different body movements while playing the improvised string instrument.	How are string instruments played?	Creative Arts Curriculum Design Grade 3 Open space Reusable locally available Digital devices	Oral questions Oral Report Observation Written exercise	

			c) Enjoy singing games while playing an improvised wind instrument			Musical instruments		
4	Performing and display	Playing Musical Instrum ent (String)	By the end of the lesson, the learner should be able to: a) Play the improvised string instrument (apply the skills of strumming) b) Sing and make different body movements while playing the improvised string instrument. c) Enjoy singing games while playing an improvised wind instrument	In groups, pairs or individually learners are guided to: Play the improvised string instrument (apply the skills of strumming) Sing and make different body movements while playing the improvised string instrument.	How are string instruments played?	Creative Arts Curriculum Design Grade 3 Open space Reusable locally available Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
5	Performing and display	Playing Musical Instrum ent (String)	By the end of the lesson, the learner should be able to: a) Play the improvised string instrument. b) Use digital devices to record when playing string instruments c) Develop responsibility by taking care of digital devices as they record and play string musical instruments for enjoyment.	In groups, pairs or individually learners are guided to: Play the improvised string instrument. Use digital devices to record when playing string instruments.	How are string instruments played?	Creative Arts Curriculum Design Grade 3 Open space Reusable locally available Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
6	Performing and display	Playing Musical Instrum ent (String)	By the end of the lesson, the learner should be able to: a) Play the improvised string instrument.	In groups, pairs or individually learners are guided to: Play the improvised string instrument.	How are string instruments played?	Creative Arts Curriculum Design Grade 3 Open space Reusable	Oral questions Oral Report Observation Written exercise	

				 b) Use digital devices to record when playing string instruments c) Develop responsibility by taking care of digital devices as they record and play string musical instruments for enjoyment. 	Use digital devices to record when playing string instruments.		locally available Digital devices Musical instruments		
	7	Performing and display	Playing Musical Instrum ent (String)	By the end of the lesson, the learner should be able to: a) Play the improvised string instrument. b) Use digital devices to record when playing string instruments c) Develop responsibility by taking care of digital devices as they record and play string musical instruments for enjoyment.	In groups, pairs or individually learners are guided to: Play the improvised string instrument. Use digital devices to record when playing string instruments.	How are string instruments played?	Creative Arts Curriculum Design Grade 3 Open space Reusable locally available Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	
13				END TER	M II 2025 ASSES	SMENT			
14									