



DOYEN PUBLISHERS

SCHEMES OF WORK TERM II 2025

GRADE 3 CREATIVE ACTIVITIES

Week	Lesson	Strand	Sub-Strand	Specific-Learning Outcomes	Learning Experience	Key Inquiry Questions	Learning Resources	Assessment Methods	Refl.
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 paintings and 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	



				c) Appreciate singing rounds from diverse cultures for enjoyment.	flexibility and coordination		Reference books		
	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 (jumping) 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 (jumping) 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	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 b) Sing rounds with appropriate body movements (jumping) 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 (jumping) 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	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	In groups, pairs or individually learners are guided to: Sing own part in a round on a specific theme for skill development	How are rounds sung?	Creative Arts Curriculum Design Grade 3 Flash cards Digital devices	Oral questions Oral Report Observation Written exercise	



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



				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	Skipping	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	Skipping	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	Skipping	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	



				c) Appreciate skipping in different directions for balance and strength	directions of skipping for body awareness (right)		books Open space		
	3	Performing and display	Skipping	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	Skipping	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	Skipping	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	Skipping	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	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	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	



				skipping					
5	1	Performing and display	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	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 (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	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	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	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 (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	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 (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	



				hurting others and observing rules skipping					
	6	Performing and display	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 (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	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 (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	Skipping	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	Skipping	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	Skipping	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 skipping in different ways for enjoyment.	Sing action songs while skipping in different ways		Pictures Reference books Open space		
	4	Performing and display	Skipping	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. c) Sing action songs while skipping in different ways for enjoyment.	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. Sing action songs while skipping in different ways	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	Dribbling	By the end of the lesson, the learner should be able to: a) Identify different dribbling directions for space awareness through practice. b) Discuss how dribbling a ball is done in various directions. c) Appreciate dribbling in different directions.	In groups, pairs or individually learners are guided to: Identify different dribbling directions for space awareness through practice. Discuss how dribbling a ball is done in various directions.	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	



	6	Performing and display	Dribbling	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	Dribbling	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	Dribbling	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	



				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	Dribbling	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	Dribbling	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	Dribbling	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 ball in different directions (backward). c) Enjoy dribbling in different directions.	space awareness through practice Dribble an improvised ball in different directions (backward).		Digital devices Musical instruments Pictures Open space		
	5	Performing and display	Dribbling	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 (backward). 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 (backward).	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	
	6	Performing and display	Dribbling	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 (backward). 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 (backward).	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	
	7	Performing and display	Dribbling	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).	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 Flash cards Digital devices Musical instruments	Oral questions Oral Report Observation Written exercise	



				c) Enjoy dribbling in different directions.	Dribble an improvised ball in different directions (to the right).		Pictures Open space		
8	MID TERM II 2025 BREAK								
9	1	Performing and display	Dribbling	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	Dribbling	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	Dribbling	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		
	4	Performing and display	Dribbling	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	Dribbling	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	Dribbling	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	Dribbling	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	Dribbling	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	Dribbling	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 Instrument (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 Instrument (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	



				the string instruments from the recordings and pictures			Musical instruments		
	5	Performing and display	Playing Musical Instrument (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 pictures	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 Instrument (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 (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 Instrument (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 Instrument (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 Instrument (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 Instrument (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 Instrument (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 Instrument (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	



				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 Instrument (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 Instrument (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 Instrument (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 Instrument (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 Instrument (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 Instrument (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 Instrument (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 Instrument (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 Instrument (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 - 14		END TERM II 2025 ASSESSMENT							