

DOYEN PUBLISHERS SCHEMES OF WORK TERM II 2025 GRADE 4 CREATIVE ARTS

Wk	NST	Strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
1	1	CREATING AND EXECUTION	Composing melody identifying solfa syllables	By the end of the lesson, the learner should be able to: a. Identify solfa syllables d, r, and m in a simple melody, b. Sing familiar songs based on solfa syllables. c. Enjoy creating short melodies using solfa syllables.	create	Learner is guided to: • individually and in groups sing familiar songs based on solfa syllables d r m, and identify the solfa syllables,	Clay, rolling pins, waterbased paint, brushes, clay cutting tools Foundation Music Act. Learner's book. Grd 4 Pg.49-52	Portfolio, project, observation schedule, written tests	
	2		Identifying solfa syllables	By the end of the lesson, the learner should be able to: a. Identify solfa syllables d, r, and m in a simple melody, b. Sing familiar songs based on solfa syllables. c. Enjoy creating short melodies using solfa syllables.	create	Learner is guided to: • individually and in groups sing familiar songs based on solfa syllables d r m, and identify the solfa syllables,	Clay, rolling pins, waterbased paint, brushes, clay cutting tools Foundation Music Act. Learner's book. Grd 4 Pg.49-52	Portfolio, project, observation schedule, written tests	
	3		Identifying solfa syllables	By the end of the lesson, the learner should be able to: a. Identify solfa syllables d, r, and m in a simple melody b. Sing familiar songs based on solfa syllables. c. Enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	Learner is guided to: • individually and in groups sing familiar songs based on solfa syllables d r m, and identify the solfa syllables,	Clay, rolling pins, waterbased paint, brushes, clay cutting tools Foundation Music Act. Learner's book. Grd 4 Pg.49-52	Portfolio, project, observation schedule, written tests	

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	4	Interpreting hand signs	By the end of the lesson, the learner should be able to: a. identify hand signs for the solfa syllables. b. interpret hand signs for the solfa syllables d, r, and m for pitch discrimination, c. enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	Learner is guided to: watch videos/demonstrations of execution of the Kodaly hand signs for the solfa syllables d, r m and practice performing the hand signs, perform the hand signs for solfa syllables (d r m) in familiar songs,	Clay, rolling pins, waterbased paint, brushes, clay cutting tools Foundation Music Act. Learner's book. Grd 4 Pg.54-55	Portfolio, project, observation schedule, written tests	
	5-6	Interpreting hand signs	By the end of the lesson, the learner should be able to: a. identify hand signs for the solfa syllables. b. interpret hand signs for the solfa syllables d, r, and m for pitch discrimination, c. enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	Learner is guided to: watch videos/demonstrations of execution of the Kodaly hand signs for the solfa syllables d, r m and practice performing the hand signs, perform the hand signs for solfa syllables (d r m) in familiar songs,	Clay, rolling pins, waterbased paint, brushes, clay cutting tools Foundation Music Act. Learner's book. Grd 4 Pg.54-55	Portfolio, project, observation schedule, written tests	
2	1	Interpreting hand signs	By the end of the lesson, the learner should be able to: a. identify hand signs for the solfa syllables. b. interpret hand signs for the solfa syllables d, r, and m for pitch discrimination, c. enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	Learner is guided to: • watch videos/demonstrations of execution of the Kodaly hand signs for the solfa syllables d, r m and practice performing the hand signs, • perform the hand signs for solfa syllables (d r m) in familiar songs,	Clay, rolling pins, waterbased paint, brushes, clay cutting tools Foundation Music Act. Learner's book. Grd 4 Pg.54-55	Portfolio, project, observation schedule, written tests	

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	2	Interpreting hand signs	By the end of the lesson, the learner should be able to: a. identify hand signs for the solfa syllables. b. interpret hand signs for the solfa syllables d, r, and m for pitch discrimination, c. enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	Learner is guided to: watch videos/demonstrations of exe of the Kodaly hand signs for solfa syllables d, r m and prac performing the hand signs, perform the hand signs solfa syllables (d r m) in familiar songs,	the ctice	Clay, rolling pins, waterbased paint, brushes, clay cutting tools Foundation Music Act. Learner's book. Grd 4 Pg.54-55	Portfolio, project, observation schedule, written tests	
	3	Writing sol-fa syllables	By the end of the lesson, the learner should be able to: a. identify hand signs for the sol-fa syllables. b. Write sol-fa syllables through free hand lettering. c. enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	Learner is guided to: • write solfa syllables (d r m) using free hand lettering (ascenders and descenders) • recognize solfa syllables (d r m) in familiar songs by ear individually and in groups,	waterly brushed tools Found Learned Pg.54- KLB Craft Act. L	rolling pins, based paint, es, clay cutting lation Music Act. er's book. Grd 4 -55 Visionary Art & Learner's book. Pg.66-71	Portfolio, project, observation schedule, written tests	
•	4	Writing sol-fa syllables	By the end of the lesson, the learner should be able to: a. identify hand signs for the sol-fa syllables. b. Write sol-fa syllables through free hand lettering. c. enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	Learner is guided to: • write solfa syllables (d r m) using free hand lettering (ascenders and descenders) • recognize solfa syllables (d r m) in familiar songs by ear individually and in groups,	Clay, waterly brushed tools Found Learned KLB Craft Act. L	rolling pins, based paint, es, clay cutting lation Music Act. er's book. Grd 4	Portfolio, project, observation schedule, written tests	

	5-6	Sol-fa pitches	By the end of the lesson, the learner should be able to: a. identify hand signs for the sol-fa syllables. b. Write sol-fa syllables through free hand lettering. c. enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	• list pitche on a minstru recog	ner is guided to: en and identify solfa es (d r m) as sounded melodic ment/voice, • gnize solfa syllables (d in familiar songs by	waterl brushe tools Found	rolling pins, based paint, es, clay cutting lation Music Act. er's book. Grd 4	Portfolio, project, observation schedule, written tests
3	1	Qualities of a good melody	By the end of the lesson, the learner should be able to: a. describe the qualities of a good melody, b. demonstrate the qualities of a good melody. c. enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	 bra the qu meloe motion syllate 	ner is guided to: instorm on and discuss ualities of a good dy, (use of stepwise on, variation of the solfa bles and sound duration, ng and ending on d),	water brushe tools KLB ' Music	er's book. Grd 7	Portfolio, project, observation schedule, written tests
	2	Qualities of a good melody	By the end of the lesson, the learner should be able to: a. describe the qualities of a good melody, b. demonstrate the qualities of a good melody. c. enjoy creating short melodies using solfa syllables.	How can one create intere melodies?	esting	Learner is guided to: • brainstorm on and disc the qualities of a good m (use of stepwise motion, variation of the solfa syll and sound duration, start and ending on d),	elody, lables	Clay, rolling pins, waterbased paint, brushes, clay cutting tools KLB Top Scholar Music Act. Learner's book. Grd 7 Pg.107- 111	Portfolio, project, observation schedule, written tests

3	Creating short melodies	By the end of the lesson, the learner should be able to: a. state the different ways of creating melodies. b. create short melodies using solfa syllables d r and m, c. enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	Learner is guided to: • perform vocal warm ups in preparation to perform melodies created by self and others, • sing melodies (using solfa syllables) created by self and peers and talk in turns respecting each other's opinions. • in groups apply various techniques to create short melodies using the solfa syllables d, r, m and the French rhythm names taa and ta-te,	Clay, rolling pins, waterbased paint, brushes, clay cutting tools Foundation Music Act. Learner's book. Grd 4 Pg.56-57 Spotlight Music Act. Learner's book. Grd 4 Pg.91-93	Portfolio, project, observation schedule, written tests	
4	Creating short melodies	By the end of the lesson, the learner should be able to: a. state the different ways of creating melodies. b. create short melodies using solfa syllables d r and m, c. enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	Learner is guided to: perform vocal warm ups in preparation to perform melodies created by self and others, • sing melodies (using solfa syllables) created by self and peers and talk in turns respecting each other's opinions. in groups apply various techniques to create short melodies using the solfa syllables d, r, m and the French rhythm names taa and ta-te,	Clay, rolling pins, waterbased paint, brushes, clay cutting tools Foundation Music Act. Learner's book. Grd 4 Pg.56-57 Spotlight Music Act. Learner's book. Grd 4 Pg.91-93	Portfolio, project, observation schedule, written tests	

	5-6		Modelling clay slabs of sol-fa syllables	By the end of the lesson, the learner should be able to: a. state the different ways of creating melodies. b. model clay slabs with solfa syllables, c. enjoy creating short melodies using solfa syllables.		Learner is guided to: • roll clay into slab and cut out three rectangular pieces of three different sizes, • Attach clay models (coiling technique) of solfa syllables (d, r, m) to the rectangular slabs, allow to dry and paint using primary colours,	Clay, rolling pins, waterbased paint, brushes, clay cutting tools Foundation Music Act. Learner's book. Grd 4 Pg.56-57	Portfolio, project, observation schedule, written tests	
4	1 PERFORMA CE AND DISPLAY		AN Athletic – skills sprint st	in learner should be able to:	of the appropriation important sprinting? is the Kenya National Aperformed during an athletic ex	te posture explain/demonstrate a medium and elongated sprint start technique, (onto your marks, set position, stance and body alignment, reaction	with marked lines and lanes	Portfolio, observation schedule, checklist, project	

1. Why is

posture

Kenya

appropriate

important in

sprinting? 2.

National Anthem

Why is the

performed

during an

athletic event?

Learner is guided to:

explain/demonstrate a

elongated sprint start

technique, (onto your

marks, set position,

alignment, reaction

stance and body

and take off),

medium and

Athletics track,

open places or

marked fields

with marked

PHE Act.

lines and lanes

KLB Visionary

Learner's book.

Grd 6 Pg.133

Kenyan flag and singing the Kenya National Anthem during

a. explain the performance of the

b. demonstrate the various sprint

c. recognize the value of flying

Kenyan flag and singing the

Kenya National Anthem during

skills of sprint starts and

an athletics event.

learner should be able to:

By the end of the lesson, the

sprinting techniques,

skills and techniques

an athletics event.

the

Athletics

– skills in

sprint start

2

Portfolio,

schedule.

checklist.

project

observation

3	- sr	printing echniques	By the end of the lesson, the learner should be able to: a. explain the performance of skills of sprint starts and sprinting techniques, b. demonstrate the various sprinting skills and techniques c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem due an athletics event.	rint ng e	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National An performed during an athletic even	them	Learner is guided to: explain/demonstrate a medium and elongated sprint start technique, (onto your marks, set position, stance and body alignment, reaction and take off),	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grd 6 Pg.133	Portfolio, observation schedule, checklist, project
4	Athletics - sprinting technique	should a. exp skil tecl b. den skil c. reco Ken	end of the lesson, the learner be able to: clain the performance of the ls of sprint starts and sprinting uniques, nonstrate the various sprint ls and techniques ognize the value of flying the nyan flag and singing the nya National Anthem during an letics event.	appropostulimp	ortant in nting? 2. is the ya onal	• exp mediu sprint your r stance	er is guided to: lain/demonstrate a um and elongated start technique, (onto marks, set position, e and body alignment, on and take off),	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grd 6 Pg.133	Portfolio, observation schedule, checklist, project
5-6	Athletics - sprinting technique	should a. exp skil tecl b. den skil	end of the lesson, the learner be able to: clain the performance of the ls of sprint starts and sprinting miques, monstrate the various sprint ls and techniques ognize the value of flying the	1. W appropostu impo sprin Why Keny Natio	Thy is opriate ure ortant in nting? 2. v is the ya	• exp mediu sprint your r stance	er is guided to: lain/demonstrate a am and elongated start technique, (onto marks, set position, e and body alignment, on and take off),	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grd 6 Pg.133	Portfolio, observation schedule, checklist, project

			Kenyan flag and singing the Kenya National Anthem during an athletics event.	during an athletic event?				
5	1	Elongated sprints	By the end of the lesson, the learner should be able to: a. differentiate between elongated and medium sprints. b. perform the skill of elongated sprint starts and sprinting techniques for knowledge and skill development, c. perform a sprint in an athletics event, d. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: • in pairs practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, practise a sprint in an athletics competition in groups while observing safety, record a sprint competition and critique the application of the techniques used (starting and sprinting)	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grd 5 Pg.4-6	Portfolio, observation schedule, checklist, project	

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2	Elongated sprints	By the end of the lesson, the learner should be able to: a. differentiate between elongated and medium sprints. b. perform the skill of elongated sprint starts and sprinting techniques for knowledge and skill development, c. perform a sprint in an athletics event, recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: • in pairs practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, • practise a sprint in an athletics competition in groups while observing safety, • record a sprint competition and critique the application of the techniques used (starting and sprinting)	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grd 5 Pg.4-6	Portfolio, observation schedule, checklist, project
3	Elongated sprints	By the end of the lesson, the learner should be able to: a. differentiate between elongated and medium sprints. b. perform the skill of elongated sprint starts and sprinting techniques for knowledge and skill development, c. perform a sprint in an athletics event, d. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: • in pairs practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, • practise a sprint in an athletics competition in groups while observing safety, • record a sprint competition and critique the application of the techniques used (starting and sprinting)	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grd 5 Pg.4-6	Portfolio, observation schedule, checklist, project

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4	Elongated sprints	learner should be able to: a. differentiate between elongated and medium sprints. b. perform the skill of elongated sprint starts and sprinting techniques for knowledge and skill development, c. perform a sprint in an athletics event,	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: • in pairs practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, • practise a sprint in an athletics competition in groups while observing safety, • record a sprint competition and critique the application of the techniques used (starting and sprinting)	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grd 5 Pg.4-6	Portfolio, observation schedule, checklist, project	
5-6	Elongated sprints	By the end of the lesson, the learner should be able to: a. differentiate between elongated and medium sprints. b. perform the skill of elongate sprint starts and sprinting techniques for knowledge and skill development, c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	Kenya National Anthem performed during an	211011115 500 50), 501111111115	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grd 5 Pg.4-6	Portfolio, observation schedule, checklist, project	

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6	1	Medium sprints sprints	By the end of the lesson, the learner should be able to: a. differentiate between elongated and medium sprints. b. perform the skill of elongated sprint starts and sprinting techniques for knowledge and skill development, c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: • in pairs practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, in groups while observing safety, • record a sprint competition and critique the application of the techniques used (starting and sprinting)	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grd 5 Pg.1-3	Portfolio, observation schedule, checklist, project
	2	Medium sprints sprints	By the end of the lesson, the learner should be able to: a. differentiate between elongated and medium sprints. b. perform the skill of elongated sprint starts and sprinting techniques for knowledge and skill development, c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: • in pairs practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, in groups while observing safety, • record a sprint competition and critique the application of the techniques used (starting and sprinting)	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grd 5 Pg.1-3	Portfolio, observation schedule, checklist, project

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3	Medium sprints sprints	By the end of the lesson, the learner should be able to: a. differentiate between elongated and medium sprints. b. perform the skill of elongated sprint starts and sprinting techniques for knowledge and skill development, c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: • in pairs practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, in groups while observing safety, • record a sprint competition and critique the application of the techniques used (starting and sprinting)	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grd 5 Pg.1-3	Portfolio, observation schedule, checklist, project	
4	Medium sprints sprints	By the end of the lesson, the learner should be able to: a. differentiate between elongated and medium sprints. b. perform the skill of elongated sprint starts and sprinting techniques for knowledge and skill development, c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: • in pairs practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, in groups while observing safety, • sing the Kenya National Anthem in groups applying performance techniques (with accuracy in tune, proper pronunciation of words, appropriate tempo and observing the appropriate etiquette),	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grd 5 Pg.1-3	Portfolio, observation schedule, checklist, project	
5-6	Medium sprints sprints	By the end of the lesson, the learner should be able to: a. differentiate between elongated and medium sprints. b. perform the skill of elongated sprint starts and sprinting	1. Why is appropriate posture important in sprinting? 2. Why is the	Learner is guided to: • in pairs practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish,	Athletics track, open places or marked fields with marked lines and lanes	Portfolio, observation schedule, checklist, project	

	C.	techniques for knowledge and skill development, recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	National	in groups while observing safety, • sing the Kenya National Anthem in groups applying performance techniques (with accuracy in tune, proper pronunciation of words, appropriate tempo and observing the appropriate etiquette),	KLB Visionary PHE Act. Learner's book. Grd 5 Pg.1- 3	
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Wk	ISN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
7	1		Painting Kenyan flag	By the end of the lesson, the learner should be able to: a. paint the Kenyan flag for athletic event, b. perform a sprint in an athletics event, c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: sketch and paint the Kenyan Flag on paper using the six colours, attach the flag to a suitable handle to be used during an athletics performance, practise a sprint in an athletics competition in groups while observing safety,	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grd 5 Pg.1- 3	Portfolio, observation schedule, checklist, project	

2	Painting Kenyan flag	By the end of the lesson, the learner should be able to: a. paint the Kenyan flag for athletic event, b. perform a sprint in an athletics event, c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: sketch and paint the Kenyan Flag on paper using the six colours, attach the flag to a suitable handle to be used during an athletics performance, practise a sprint in an athletics competition in groups while observing safety,	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grd 5 Pg.1-3	Portfolio, observation schedule, checklist, project	
3-4	Painting Kenyan flag	By the end of the lesson, the learner should be able to: a. paint the Kenyan flag for athletic event, b. perform a sprint in an athletics event, c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: sketch and paint the Kenyan Flag on paper using the six colours, attach the flag to a suitable handle to be used during an athletics performance, practise a sprint in an athletics competition in groups while observing safety,	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grd 5 Pg.1-3	Portfolio, observation schedule, checklist, project	

5	Gymnastics	Head balance	By the end of the lesson, the learner should be able to: a. differentiate between head balance and crab balance. b. perform a demonstration of the head balance in gymnastics c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: demonstration/illustration of the head balance, crab balance Explain/demonstrate the head balance, (start, weight distribution, balancing, leg extension, descent) and backward and side roll (stance, initiation, rolling phase, compilation, spotting) skill progression in gymnastics	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grd 4 Pg.82-84	Observation schedule, written tests, checklist,	
6		Head balance	By the end of the lesson, the learner should be able to: a. differentiate between head balance and crab balance. b. perform a demonstration of the head balance in gymnastics c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: demonstration/illustration of the head balance, crab balance Explain/demonstrate the head balance, (start, weight distribution, balancing, leg extension, descent) and backward and side roll (stance, initiation, rolling phase, compilation, spotting) skill progression in gymnastics	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grd 4 Pg.82-84	Observation schedule, written tests, checklist,	

9	1	Head balance	By the end of the lesson, the learner should be able to: a. differentiate between head balance and crab balance. b. perform a demonstration of the head balance in gymnastics c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: demonstration/illustration of the head balance, crab balance Explain/demonstrate the head balance, (start, weight distribution, balancing, leg extension, descent) and backward and side roll (stance, initiation, rolling phase, compilation, spotting) skill progression in gymnastics	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grd 4 Pg.82-84	Observation schedule, written tests, checklist,
	2	Head balance	By the end of the lesson, the learner should be able to: a. differentiate between head balance and crab balance. b. perform a demonstration of the head balance in gymnastics c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: demonstration/illustration of the head balance, crab balance Explain/demonstrate the head balance, (start, weight distribution, balancing, leg extension, descent) and backward and side roll (stance, initiation, rolling phase, compilation, spotting) skill progression in gymnastics	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grd 4 Pg.82-84	Observation schedule, written tests, checklist,

3	Crab balance	By the end of the lesson, the learner should be able to: a. differentiate between head balance and crab balance. b. perform a demonstration of the crab balance in gymnastics c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: demonstration/illustration of the head balance, crab balance Explain/demonstrate the crab balance, (start, weight distribution, balancing, leg extension, descent) and backward and side roll (stance, initiation, rolling phase, compilation, spotting) skill progression in gymnastics	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grd 6 Pg.198-204	Observation schedule, written tests, checklist,
4	Crab balance	By the end of the lesson, the learner should be able to: a. differentiate between head balance and crab balance. b. perform a demonstration of the crab balance in gymnastics c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: demonstration/illustration of the head balance, crab balance Explain/demonstrate the crab balance, (start, weight distribution, balancing, leg extension, descent) and backward and side roll (stance, initiation, rolling phase, compilation, spotting) skill progression in gymnastics	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grd 6 Pg.198-204	Observation schedule, written tests, checklist,

	5-6	Crab balance	By the end of the lesson, the learner should be able to: a. differentiate between head balance and crab balance. b. perform a demonstration of the crab balance in gymnastics c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: demonstration/illustration of the head balance, crab balance Explain/demonstrate the crab balance, (start, weight distribution, balancing, leg extension, descent) and backward and side roll (stance, initiation, rolling phase, compilation, spotting) skill progression in gymnastics	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grd 6 Pg.198-204	Observation schedule, written tests, checklist,
10	1	Crab balance	By the end of the lesson, the learner should be able to: a. differentiate between head balance and crab balance. b. perform a demonstration of the crab balance in gymnastics c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: demonstration/illustration of the head balance, crab balance Explain/demonstrate the crab balance, (start, weight distribution, balancing, leg extension, descent) and backward and side roll (stance, initiation, rolling phase, compilation, spotting) skill progression in gymnastics	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grd 6 Pg.198-204	Observation schedule, written tests, checklist,
	2	Performing crab and side roll balance accompanied by a percussion instrument	By the end of the lesson, the learner should be able to: a. sing patriotic songs during warm ups before performance of gymnastics with proper diction, b. perform the crab balance and side roll accompanied	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the	Learner is guided to: • in groups, sing relevant patriotic songs during general warm up with proper diction, • In pairs, practise the crab balance and side roll and get feedback from peers,	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grd 6	Observation schedule, written tests, checklist,

	by a percussion instrument performance, c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	performance of gymnastics?	 play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities, in pairs, practise the side roll and crab balance and get feedback from each other while observing safety measures in gymnastics, 	Pg.198-204		
Performing crab and side roll balance accompanied by a percussion instrument	By the end of the lesson, the learner should be able to: a. sing patriotic songs during warm ups before performance of gymnastics with proper diction, b. perform the crab balance and side roll accompanied by a percussion instrument performance, c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: in groups, sing relevant patriotic songs during general warm up with proper diction, In pairs, practise the crab balance and side roll and get feedback from peers, play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities, in pairs, practise the side roll and crab balance and get feedback from each other while observing safety measures in gymnastics,	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grd 6 Pg.198-204	Observation schedule, written tests, checklist,	

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i a	Performing crab and side roll balance accompanied by a percussion instrument	By the end of the lesson, the learner should be able to: a. sing patriotic songs during warm ups before performance of gymnastics with proper diction, b. perform the crab balance and side roll accompanied by a percussion instrument performance, c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: in groups, sing relevant patriotic songs during general warm up with proper diction, In pairs, practise the crab balance and side roll and get feedback from peers, play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities, in pairs, practise the side roll and crab balance and get feedback from each other while observing safety measures in gymnastics,	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grd 6 Pg.198-204	Observation schedule, written tests, checklist,
6 C T E E E E E E E E E	Performing crab and side roll balance accompanied by a percussion instrument	By the end of the lesson, the learner should be able to: a. sing patriotic songs during warm ups before performance of gymnastics with proper diction, b. perform the crab balance and side roll accompanied by a percussion instrument performance, c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: in groups, sing relevant patriotic songs during general warm up with proper diction, In pairs, practise the crab balance and side roll and get feedback from peers, play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities, in pairs, practise the side roll and crab balance and get feedback from each other while observing safety measures in gymnastics,	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grd 6 Pg.198-204	Observation schedule, written tests, checklist,

11	1	Performing crab and side roll balance accompanied by a rhythmic pattern	a. perform the balances ar	nd crab warm hmic	1. How do performan of rolls and balances enhance gymnastic 2. How do Music support the performan of gymnastic	ce d s? es	Learner is guided to: in groups, sing relevant patriotic songs during general warm up with proper diction, In pairs, practise the crab balance and side roll and get feedback from peers, play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities, take turns to perform the side roll in pairs as they recite French rhythm names of a rhythmic pattern involving taa (stance), and ta-te (progression),		Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grd 6 Pg.198-204	Observation schedule, written tests, checklist,	
	2		By the end of the lesson, the learner should be able to: Description:	perfo of rol balan enhar gymr 2. Ho Musi suppo perfo of	nce nastics? ow does	patri war proj bala feed pinst drun acti	rner is guided to: in groups, sing relevant iotic songs during general m up with per diction, In pairs, practise the crab ance and side roll and get liback from peers, ay rhythmic percussion ruments (shakers, rattles, m) to accompany gymnastic vities, take turns to perform the e roll in pairs as they recite acch rhythm names of a	pa so K V Pl Le bo	epertoire of atriotic ongs, LB isionary HE Act. earner's ook. Grd 6 g.198-204	Observation schedule, written tests, checklist,	

				rhythmic pattern involving taa (stance), and ta-te (progression),			
3	Performing crab and side roll balance accompanied by a rhythmic pattern	By the end of the lesson, the learner should be able to: a. perform the balances and rolls in gymnastics b. perform a side roll and crab balance to a rhythmic pattern, c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: in groups, sing relevant patriotic songs during general warm up with proper diction, In pairs, practise the crab balance and side roll and get feedback from peers, play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities, take turns to perform the side roll in pairs as they recite French rhythm names of a rhythmic pattern involving taa (stance), and ta-te (progression),	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grd 6 Pg.198-204	Observation schedule, written tests, checklist,	
4	Performing crab and side roll balance accompanied	By the end of the lesson, the learner should be able to: a. perform the balances and rolls in gymnastics	1. How does performance of rolls and balances enhance	Learner is guided to: • in groups, sing relevant patriotic songs during general warm up with proper diction,	Repertoire of patriotic songs,	Observation schedule, written tests, checklist,	

	by a rhythmic pattern	crab balance to a rhythmic pattern, c. appreciate performing warm and gymnastics skills accompanied with	gymnastics? 2. How does Music support the performance of gymnastics?	crab ba get feed • play instrum drum)	In pairs, practise the alance and side roll and edback from peers, rhythmic percussion ments (shakers, rattles, to accompany astic activities,	KLB Visionary PHE Act. Learner's book. Grd 6 Pg.198-204	
5-6	Performing crab and side roll balance accompanied by a rhythmic pattern	By the end of the lesson, the learner should be able to: a. perform the balances and rolls in gymnastics b. perform a side roll and crabalance to a rhythmic pattern c. appreciate performing war and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	gymnastics? How does Music supporting the performation of gymnastic	e of rid with the property of	Learner is guided to: in groups, sing relevant patriotic songs during general warm up with proper diction, In pairs, practise the crab balance and side roll and get feedback from peers, play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities, take turns to perform the side roll in pairs as they recite French rhythm names of a rhythmic pattern involving taa (stance), and ta-te (progression),	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grd 6 Pg.198-204	Observation schedule, written tests, checklist,

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	12	1	Descant recorder	Parts of a descant recorder	By the end of the lesson, the learner should be able to: a. identify the parts of a descant recorder in readiness for playing b. assessable and disassemble the descant recorder c. enjoy playing melodies on the descant recorder	How can a good tone be produced on the descant recorder?	Learner is guided to: • explore the descant recorder and identify the parts (head joint, middle joint and foot joint, finger holes) • assemble and disassemble the descant recorder,	Descant recorder, Baroque fingering chart, Recorder melodies based on G, A B. yarns, Foundation Music Act. Learner's book. Grd 4 Pg.26	Aural tests, observation schedule, checklist, portfolio, project, written tests,	
		2		Parts of a descant recorder	By the end of the lesson, the learner should be able to: a. identify the parts of a descant recorder in readiness for playing b. assessable and disassemble the descant recorder c. enjoy playing melodies on the descant recorder	How can a good tone be produced on the descant recorder?	Learner is guided to: • explore the descant recorder and identify the parts (head joint, middle joint and foot joint, finger holes) • assemble and disassemble the descant recorder,	Descant recorder, Baroque fingering chart, Recorder melodies based on G, A B. yarns, Foundation Music Act. Learner's book. Grd 4 Pg.26	Aural tests, observation schedule, checklist, portfolio, project, written tests,	
		3		Parts of a descant recorder	By the end of the lesson, the learner should be able to: a. identify the parts of a descant recorder in readiness for playing b. assessable and disassemble the descant recorder	How can a good tone be produced on the descant recorder?	Learner is guided to: explore the descant recorder and identify the parts (head joint, middle joint and foot joint, finger holes) assemble and disassemble the descant recorder,	Descant recorder, Baroque fingering chart, Recorder melodies based on G, A	Aural tests, observation schedule, checklist, portfolio, project, written tests,	

		c. enjoy playing melodies on the descant recorder			B. yarns, Foundation Music Act. Learner's book. Grd 4 Pg.26	
4	Practicing holding and blowing a descant recorder	By the end of the lesson, the learner should be able to: a. identify the parts of a descant recorder in readiness for playing b. demonstrate how to hold and blow on the descant recorder. c. enjoy playing melodies on the descant recorder	How can a good tone be produced on the descant recorder?	Learner is guided to: • practice holding and blowing the descant recorder,	Descant recorder, Baroque fingering chart, Recorder melodies based on G, A B. yarns, Foundation Music Act. Learner's book. Grd 4 Pg.27-30	Aural tests, observation schedule, checklist, portfolio, project, written tests,
5-6	Practicing holding and blowing a descant recorder	By the end of the lesson, the learner should be able to: a. identify the parts of a descant recorder in readiness for playing b. demonstrate how to hold and blow on the descant recorder. c. enjoy playing melodies on the descant recorder	How can a good tone be produced on the descant recorder?	Learner is guided to: • practice holding and blowing the descant recorder,	Descant recorder, Baroque fingering chart, Recorder melodies based on G, A B. yarns, Foundation Music Act. Learner's book. Grd 4 Pg.27-30	Aural tests, observation schedule, checklist, portfolio, project, written tests,

13	1	Practicing holding and blowing a descant recorder	By the end of the lesson, the learner should be able to: a. identify the parts of a descant recorder in readiness for playing b. demonstrate how to hold and blow on the descant recorder. c. enjoy playing melodies on the descant recorder	How can a good tone be produced on the descant recorder?	Learner is guided to: • practice holding and blowing the descant recorder,	Descant recorder, Baroque fingering chart, Recorder melodies based on G, A B. yarns, Foundation Music Act. Learner's book. Grd 4 Pg.27-30	Aural tests, observation schedule, checklist, portfolio, project, written tests,	
	2	Practicing holding and blowing a descant recorder	By the end of the lesson, the learner should be able to: a. identify the parts of a descant recorder in readiness for playing b. demonstrate how to hold and blow on the descant recorder. c. enjoy playing melodies on the descant recorder	How can a good tone be produced on the descant recorder?	Learner is guided to: • practice holding and blowing the descant recorder,	Descant recorder, Baroque fingering chart, Recorder melodies based on G, A B. yarns, Foundation Music Act. Learner's book. Grd 4 Pg.27-30	Aural tests, observation schedule, checklist, portfolio, project, written tests,	
	3	Care and maintenance of a descant recorder	By the end of the lesson, the learner should be able to: a. identify the parts of a descant recorder in readiness for playing b. care and maintain a descant recorder. c. enjoy playing melodies on the descant recorder	How can a good tone be produced on the descant recorder?	Learner is guided to: • in groups, brainstorm on ways of caring for and maintaining a descant recorder and its importance; - observing hygiene - proper storage	Descant recorder, Baroque fingering chart, Recorder melodies based on G, A B. yarns, Foundation Music Act. Learner's book. Grd 4 Pg.27	Aural tests, observation schedule, checklist, portfolio, project, written tests,	

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	4	Care and maintenance of a descant recorder	By the end of the lesson, the learner should be able to: a. identify the parts of a descant recorder in readiness for playing b. care and maintain a descant recorder. c. enjoy playing melodies on the descant recorder	How can a good tone be produced on the descant recorder?	- proper handling Learner is guided to: • in groups, brainstorm on ways of caring for and maintaining a descant recorder and its importance; - observing hygiene - proper storage - proper handling	Descant recorder, Baroque fingering chart, Recorder melodies based on G, A B. yarns, Foundation Music Act. Learner's book. Grd 4 Pg.27	Aural tests, observation schedule, checklist, portfolio, project, written tests,	
	5-6	Care and maintenance of a descant recorder	By the end of the lesson, the learner should be able to: a. identify the parts of a descant recorder in readiness for playing b. care and maintain a descant recorder. c. enjoy playing melodies on the descant recorder	How can a good tone be produced on the descant recorder?	Learner is guided to: • in groups, brainstorm on ways of caring for and maintaining a descant recorder -	Descant recorder, Baroque fingering chart, Recorder melodies based on G, A B. yarns, Foundation Music Act. Learner's book. Grd 4 Pg.27	Aural tests, observation schedule, checklist, portfolio, project, written tests,	
4			END TERM ASSESS	SMENT/CLOSI	NG	014 1 1 5.27	<u> </u>	