



DOYEN PUBLISHERS

SCHEMES OF WORK TERM II 2025

GRADE 5 CREATIVE ARTS

Week	Lesson	Strand	Sub-Strand	Specific-Learning Outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Reflection
1	1	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Observe illustrations/ actual samples of bats to identify the (knob, handle, grip, head, length and thickness) b) Identify the features of a rounders bat through practice. c) Appreciate the features of a rounders bat.	In groups, pairs or individually learners are guided to: Observe illustrations/ actual samples of bats to identify the (knob, handle, grip, head, length and thickness) Identify the features of a rounders bat through practice.	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	
	2	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Identify the features of a rounders bat through practice. b) Carve a bat for playing the game of rounders from wood. c) Appreciate the features of a rounders bat.	In groups, pairs or individually learners are guided to: Identify the features of a rounders bat through practice. Carve a bat for playing the game of rounders from wood.	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	



3	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Identify the features of a rounders bat through practice. b) Carve a bat for playing the game of rounders from wood. c) Appreciate the features of a rounders bat.	In groups, pairs or individually learners are guided to: Identify the features of a rounders bat through practice. Carve a bat for playing the game of rounders from wood.	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	
4	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Collect locally available materials for marking a rounder's post b) Use locally available materials to mark and improvise rounders' posts c) Observe caution while collecting locally available materials.	In groups, pairs or individually learners are guided to: Collect locally available materials for marking a rounder's post Use locally available materials to mark and improvise rounders' posts	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	
5	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Collect locally available materials for marking a rounder's post b) Use locally available materials to mark and	In groups, pairs or individually learners are guided to: Collect locally available materials for marking a rounder's post Use locally available materials to mark and	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle <i>Creative Arts Curriculum</i>	Oral questions Oral Report Observation Written exercise	



				improvise rounders' posts c) Observe caution while collecting locally available	improvise rounders' posts		Design Grade 5		
	6	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Improvise a ball using recyclable materials (papers/ papier mache, rubber bands, plastic among others) for playing rounders. b) Decorate the ball using suitable techniques (spray painting) c) Display safety measures while handling spray painting for self and others.	In groups, pairs or individually learners are guided to: Improvise a ball using recyclable materials (papers/ papier mache, rubber bands, plastic among others) for playing rounders. Decorate the ball using suitable techniques (spray painting)	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle Creative Arts Curriculum Design Grade 5	Oral questions Oral Report Observation Written exercise	
2	1	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Improvise a ball using recyclable materials (papers/ papier mache, rubber bands, plastic among others) for playing rounders. b) Decorate the ball using suitable techniques (spray painting)	In groups, pairs or individually learners are guided to: Improvise a ball using recyclable materials (papers/ papier mache, rubber bands, plastic among others) for playing rounders.	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle Creative Arts Curriculum Design Grade 5	Oral questions Oral Report Observation Written exercise	



				c) Display their improvised balls for peer feedback.	Decorate the ball using suitable techniques (spray painting)				
	2	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Warm-up while singing appropriate songs observing expressive elements-dynamics, gestures, facial expressions b) Execute batting (stance) using the improvised bat - observing safety rules c) Value the safety of other players when playing the game of rounders.	In groups, pairs or individually learners are guided to: Warm-up while singing appropriate songs observing expressive elements-dynamics, gestures, facial expressions Execute batting (stance) using the improvised bat - observing safety rules	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	
	3	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Warm-up while singing appropriate songs observing expressive elements-dynamics, gestures, facial expressions b) Execute batting (grip) using the improvised	In groups, pairs or individually learners are guided to: Warm-up while singing appropriate songs observing expressive elements-dynamics, gestures, facial expressions Execute batting (grip) using the	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	



				bat -observing safety rules c) Value the safety of other players when playing the game of rounders.	improvised bat - observing safety rules				
	4	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Warm-up while singing appropriate songs observing expressive elements-dynamics, gestures, facial expressions b) Execute batting (swing) using the improvised bat - observing safety rules c) Value the safety of other players when playing the game of rounders.	In groups, pairs or individually learners are guided to: -up while singing appropriate songs observing expressive elements-dynamics, gestures, facial expressions Execute batting (swing) using the improvised bat - observing safety rules	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	
	5	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Warm-up while singing appropriate songs observing expressive elements-dynamics, gestures, facial expressions b) Execute batting follow-through and post running) using the	In groups, pairs or individually learners are guided to: Warm-up while singing appropriate songs observing expressive elements-dynamics, gestures, facial expressions Execute batting follow-through and	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	



				improvised bat - observing safety rules c) Value the safety of other players when playing the game of rounders.	post running) using the improvised bat - observing safety rules				
	6	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Warm-up while singing appropriate songs observing expressive elements-dynamics, gestures, facial expressions b) Execute batting follow-through and post running) using the improvised bat - observing safety rules c) Value the safety of other players when playing the game of rounders.	In groups, pairs or individually learners are guided to: Warm-up while singing appropriate songs observing expressive elements-dynamics, gestures, facial expressions Execute batting follow-through and post running) using the improvised bat - observing safety rules	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	
3	1	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Distribute rounders bats equitably among themselves b) Demonstrate fielding in the game of rounders c) Value the safety of other players when	In groups, pairs or individually learners are guided to: equitably among themselves Demonstrate fielding in the game of rounders	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	



				playing the game of rounders.					
	2	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Distribute rounders bats equitably among themselves b) Demonstrate fielding in the game of rounders c) Value the safety of other players when playing the game of rounders.	In groups, pairs or individually learners are guided to: equitably among themselves Demonstrate fielding in the game of rounders	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	
	3	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Practise the skills of batting and fielding in the game of rounders b) Execute fielding, (bowling) in the game of rounders for skill acquisition c) Value the safety of other players when playing the game of rounders.	In groups, pairs or individually learners are guided to: Practise the skills of batting and fielding in the game of rounders Execute fielding, (bowling) in the game of rounders for skill acquisition	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	



4	Creating and Execution	Rounders	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Practise the skills of batting and fielding in the game of rounders b) Execute fielding, (catching the ball) in the game of rounders for skill acquisition c) Value the safety of other players when playing the game of rounders. 	<p>In groups, pairs or individually learners are guided to:</p> <p>Practise the skills of batting and fielding in the game of rounders</p> <p>Execute fielding, (catching the ball) in the game of rounders for skill acquisition</p>	Why is it important to follow-through after hitting the ball?	<p>Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle</p> <p><i>Creative Arts Curriculum Design Grade 5</i></p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	
5	Creating and Execution	Rounders	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Practise the skills of batting and fielding in the game of rounders for skill acquisition b) Execute fielding, (tagging) in the game of rounders for skill acquisition c) Value the safety of other players when playing the game of rounders. 	<p>In groups, pairs or individually learners are guided to:</p> <p>Practise the skills of batting and fielding in the game of rounders for skill acquisition</p> <p>Execute fielding, (tagging) in the game of rounders for skill acquisition</p>	Why is it important to follow-through after hitting the ball?	<p>Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle</p> <p><i>Creative Arts Curriculum Design Grade 5</i></p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	



	6	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Demarcate the field of play b) Play a rounders game c) Maintain the safety of others when batting in the game of rounders.	In groups, pairs or individually learners are guided to: Demarcate the field of play Play a rounders game	Why is it important to follow-through after hitting the ball?	Marked field, carved bats, posts, balls, whistle <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	
4	1	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Demarcate the field of play b) Play a rounders game c) Maintain the safety of others when batting in the game of rounders.	In groups, pairs or individually learners are guided to: Demarcate the field of play Play a rounders game	Why is it important to follow-through after hitting the ball?	Marked field, carved bats, posts, balls, whistle <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	
	2	Performance and Display	Athletics - Visual baton exchange Nonvisual baton exchange	By the end of the lesson, the learner should be able to: a) Discuss how relay is performed b) Identify appropriate materials for plaiting a skipping rope and for making a relay baton c) Have fun collecting appropriate locally available materials for plaiting a rope (sisal, leather, recycled bag, old fabric)	In groups, pairs or individually learners are guided to: Discuss how relay is performed Identify appropriate materials for plaiting a skipping rope and for making a relay baton	How is a relay performed?	Wood, carving/cutting tools, sand papers, paints, polish, sisal, leather, fabric, recyclable <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	



3	Performance and Display	Athletics - Visual baton exchange Nonvisual baton exchange	By the end of the lesson, the learner should be able to: a) Explore virtual samples of plaited basketry items b) Discuss how plaiting materials is prepared c) Appreciate plaited items	In groups, pairs or individually learners are guided to: Explore actual samples of plaited basketry items Prepare and decorate the material for plaiting by dyeing / painting.	How are plaiting materials prepared?	Sand papers, paints, polish, sisal, leather, fabric, recyclable <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	
4	Performance and Display	Athletics - Visual baton exchange Nonvisual baton exchange	By the end of the lesson, the learner should be able to: a) Explore actual samples of plaited basketry items b) Prepare and decorate the material for plaiting by dyeing / painting. c) Observe caution when handling dyes/ paints.	In groups, pairs or individually learners are guided to: Explore actual samples of plaited basketry items Prepare and decorate the material for plaiting by dyeing / painting.	How is a relay performed?	Paints, polish, sisal, leather, fabric, recyclable <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	
5	Performance and Display	Athletics - Visual baton exchange Nonvisual baton exchange	By the end of the lesson, the learner should be able to: a) Plait a 3 strand rope for warm up activity in a relay race b) Use the skipping rope for warm-up before skill demonstration c) Enjoy warming up using the plaited skipping rope	In groups, pairs or individually learners are guided to: Plait a 3 strand rope for warm up activity in a relay race Use the skipping rope for warm-up before skill demonstration	How are plaiting materials prepared?	Wood, carving/cutting tools, sand papers, paints, polish, sisal, leather, fabric, recyclable <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	



	6	Performance and Display	Athletics - Visual baton exchange Nonvisual baton exchange	By the end of the lesson, the learner should be able to: a) Plait a 3 strand rope for warm up activity in a relay race b) Use the skipping rope for warm-up before skill demonstration c) Enjoy warming up using the plaited skipping rope	In groups, pairs or individually learners are guided to: Plait a 3 strand rope for warm up activity in a relay race Use the skipping rope for warm-up before skill demonstration	How are plaiting materials prepared?	Wood, carving/cutting tools, sand papers, paints, polish, sisal, leather, fabric, recyclable <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	
5	1	Performance and Display	Athletics - Visual baton exchange Nonvisual baton exchange	By the end of the lesson, the learner should be able to: a) Collect locally available resources (cutting, peeling the bark, drying, decorate by painting, smoking, incising) b) Make a baton for use in a relay. c) Appreciate their own and others baton for use in a relay.	In groups, pairs or individually learners are guided to: Collect locally available resources (cutting, peeling the bark, drying, decorate by painting, smoking, incising) Make a baton for use in a relay.	How are plaiting materials prepared?	Wood, carving/cutting tools, sand papers, paints, polish, sisal, leather, fabric, recyclable <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	



2	Performance and Display	Athletics - Visual baton exchange Nonvisual baton exchange	By the end of the lesson, the learner should be able to: a) Collect locally available resources (cutting, peeling the bark, drying, decorate by painting, smoking, incising) b) Make a baton for use in a relay. c) Appreciate their own and others baton for use in a relay.	In groups, pairs or individually learners are guided to: Collect locally available resources (cutting, peeling the bark, drying, decorate by painting, smoking, incising) Make a baton for use in a relay.	How is a relay performed?	Wood, carving/cutting tools, sand papers, paints, polish, sisal, leather, fabric, recyclable <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	
3	Performance and Display	Athletics - Visual baton exchange Nonvisual baton exchange	By the end of the lesson, the learner should be able to: a) Demonstrate the skill of baton exchange b) Practise the skill of visual baton exchange in a relay race while safely maintaining own lane. c) Appraise peers' performance in a relay.	In groups, pairs or individually learners are guided to: Demonstrate the skill of baton exchange Practise the skill of visual baton exchange in a relay race while safely maintaining own lane.	How are plaiting materials prepared?	Cutting tools, sand papers, paints, polish, sisal, leather, fabric, recyclable <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	
4	Performance and Display	Athletics - Visual baton exchange Nonvisual baton exchange	By the end of the lesson, the learner should be able to: a) Demonstrate the skill of baton exchange b) Practise the skill of visual baton exchange in a relay race while	In groups, pairs or individually learners are guided to: Demonstrate the skill of baton exchange Practise the skill of visual baton exchange in a relay	How is a relay performed?	Wood, carving/cutting tools, sand papers, paints, polish, sisal, leather, fabric, recyclable <i>Creative Arts Curriculum</i>	Oral questions Oral Report Observation Written exercise	



				safely maintaining own lane. c) Appraise peers' performance in a relay.	race while safely maintaining own lane.		Design Grade 5		
	5	Performance and Display	Athletics - Visual baton exchange Nonvisual baton exchange	By the end of the lesson, the learner should be able to: a) Demonstrate the skill of baton exchange b) Practise the skill of visual baton exchange in a relay race while safely maintaining own lane. c) Appraise peers' performance in a relay.	In groups, pairs or individually learners are guided to: Demonstrate the skill of baton exchange Practise the skill of visual baton exchange in a relay race while safely maintaining own lane.	How are plaiting materials prepared?	Wood, carving/cutting tools, sand papers, paints, polish, sisal, leather, fabric, recyclable Creative Arts Curriculum Design Grade 5	Oral questions Oral Report Observation Written exercise	
	6	Performance and Display	Athletics - Visual baton exchange Nonvisual baton exchange	By the end of the lesson, the learner should be able to: a) Demonstrate the skill of baton exchange b) Practise the skill of non-visual baton exchange in a relay race while safely maintaining own lane. c) Appraise peers' performance in a relay.	In groups, pairs or individually learners are guided to: Demonstrate the skill of baton exchange Practise the skill of non-visual baton exchange in a relay race while safely maintaining own lane. Participate in a relay race.	How is a relay performed?	Wood, carving/cutting tools, sand papers, paints, polish, sisal, leather, fabric, recyclable Creative Arts Curriculum Design Grade 5	Oral questions Oral Report Observation Written exercise	
6	1	Performance and Display	Athletics - Visual baton exchange	By the end of the lesson, the learner should be able to: a) Demonstrate the skill of baton exchange	In groups, pairs or individually learners are guided to:	How are plaiting materials prepared?	Wood, carving/cutting tools, sand papers, paints, polish, sisal,	Oral questions Oral Report Observation	



			Nonvisual baton exchange	b) Practise the skill of non-visual baton exchange in a relay race while safely maintaining own lane. c) Appraise peers' performance in a relay.	Demonstrate the skill of baton exchange Practise the skill of non-visual baton exchange in a relay race while safely maintaining own lane. Participate in a relay race.		leather, fabric, recyclable Creative Arts Curriculum Design Grade 5	Written exercise	
	2	Performance and Display	Athletics - Visual baton exchange Nonvisual baton exchange	By the end of the lesson, the learner should be able to: a) Demonstrate the skill of baton exchange b) Practise the skill of non-visual baton exchange in a relay race while safely maintaining own lane. c) Appraise peers' performance in a relay.	In groups, pairs or individually learners are guided to: Demonstrate the skill of baton exchange Practise the skill of non-visual baton exchange in a relay race while safely maintaining own lane. Participate in a relay race.	How is a relay performed?	Wood, carving/cutting tools, sand papers, paints, polish, sisal, leather, fabric, recyclable Creative Arts Curriculum Design Grade 5	Oral questions Oral Report Observation Written exercise	
	3	Performance and Display	Athletics - Visual baton exchange Nonvisual baton exchange	By the end of the lesson, the learner should be able to: a) Sing the three verses of the EastAfrican Community Anthem observing etiquette. b) Discuss the East African Community Anthem focusing on	In groups, pairs or individually learners are guided to: Sing the three verses of the EastAfrican Community Anthem observing etiquette. Discuss the East African Community	How are plaiting materials prepared?	Wood, carving/cutting tools, sand papers, paints, polish, sisal, leather, fabric, recyclable Creative Arts Curriculum	Oral questions Oral Report Observation Written exercise	



				message, value and occasions when it is performed. c) Appreciate the East African Anthem as a song of unity and oneness.	Anthem focusing on message, value and occasions when it is performed.		Design Grade 5		
	4	Performance and Display	Athletics - Visual baton exchange Nonvisual baton exchange	By the end of the lesson, the learner should be able to: a) Perform the East African Community Anthem before a relay race. b) Participate in a relay race. c) Appraise peers' performance in a relay.	In groups, pairs or individually learners are guided to: Perform the East African Community Anthem before a relay race. Participate in a relay race.	How is a relay performed?	Sand papers, paints, polish, sisal, leather, fabric, recyclable Creative Arts Curriculum Design Grade 5	Oral questions Oral Report Observation Written exercise	
	5	Performance and Display	Puppetry	By the end of the lesson, the learner should be able to: a) Discuss the role of puppetry in society b) Identify materials used in making puppets c) Have fun exploring the environment to gather recyclable materials for making glove puppets, (found objects)	In groups, pairs or individually learners are guided to: Discuss the role of puppetry in society Identify materials used in making puppets Explore the environment to gather recyclable materials for making glove puppets, (found objects)	What is the role of puppetry in society?	Found objects, dyes/paints, threads, needles, glue, topical songs. Creative Arts Curriculum Design Grade 5	Oral questions Oral Report Observation Written exercise	



	6	Performance and Display	Puppetry	By the end of the lesson, the learner should be able to: a) Make a glove puppet using recyclable materials with emphasis on functionality and exaggeration b) Decorate the puppet to bring out features and for aesthetic effects c) Appreciate own and other's hand puppets.	In groups, pairs or individually learners are guided to: Make a glove puppet using recyclable materials with emphasis on functionality and exaggeration Decorate the puppet to bring out features and for aesthetic effects	What is the role of puppetry in society?	Found objects, dyes/paints, threads, glue, topical songs. <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	
7	1	Performance and Display	Puppetry	By the end of the lesson, the learner should be able to: a) Make a glove puppet using recyclable materials with emphasis on functionality and exaggeration b) Decorate the puppet to bring out features and for aesthetic effects c) Appreciate own and other's hand puppets.	In groups, pairs or individually learners are guided to: Make a glove puppet using recyclable materials with emphasis on functionality and exaggeration Decorate the puppet to bring out features and for aesthetic effects	What is the role of puppetry in society?	Found objects, dyes/paints, threads, glue, topical songs <i>Creative Arts Curriculum Design Grade 5.</i>	Oral questions Oral Report Observation Written exercise	
	2	Performance and Display	Puppetry	By the end of the lesson, the learner should be able to: a) Make a glove puppet using recyclable materials with emphasis on	In groups, pairs or individually learners are guided to: Make a glove puppet using recyclable materials with emphasis on	What is the role of puppetry in society?	Found objects, dyes/paints, threads, glue, topical songs. <i>Creative Arts Curriculum</i>	Oral questions Oral Report Observation Written exercise	



				functionality and exaggeration b) Decorate the puppet to bring out features and for aesthetic effects c) Appreciate own and other's hand puppets.	functionality and exaggeration Decorate the puppet to bring out features and for aesthetic effects		Design Grade 5		
	3	Performance and Display	Puppetry	By the end of the lesson, the learner should be able to: a) Perform a puppet show while singing topical songs with proper voice blending b) Talk about your own and peers' puppets fairly. c) Appreciate own and other's hand puppets.	By the end of the lesson, the learner should be able to: Perform a puppet show while singing topical songs with proper voice blending Talk about your own and peers' puppets fairly.	What is the role of puppetry in society?	Found objects, dyes/paints, threads, glue, topical songs. Creative Arts Curriculum Design Grade 5	Oral questions Oral Report Observation Written exercise	
	4	Performance and Display	Puppetry	By the end of the lesson, the learner should be able to: a) Perform a puppet show while singing topical songs with proper voice blending b) Talk about your own and peers' puppets fairly. c) Appreciate own and other's hand puppets.	By the end of the lesson, the learner should be able to: Perform a puppet show while singing topical songs with proper voice blending Talk about your own and peers' puppets fairly.	What is the role of puppetry in society?	Found objects, dyes/paints, threads, glue, topical songs. Creative Arts Curriculum Design Grade 5	Oral questions Oral Report Observation Written exercise	
	5	Performance and Display	Swimming	By the end of the lesson, the learner should be able to:	In groups, pairs or individually learners are guided to:	Why is the front crawl technique the	Swimming facility, Clothing and gear, safety	Oral questions Oral Report Observation	



				a) Watch an actual or real performance of a front crawl execution and explain /demonstrate the execution b) Describe the front crawl technique in swimming. c) Appreciates own and others' efforts in performing the front crawl technique	Watch an actual or real performance of a front crawl execution and explain /demonstrate the execution Describe the front crawl technique in swimming.	fastest stroke?	equipment, first aid kit, spine board; Swimming aids, floatation devices. Creative Arts Curriculum Design Grade 5	Written exercise	
	6	Performance and Display	Swimming	By the end of the lesson, the learner should be able to: a) Explain the front crawl skill in swimming b) Demonstrate the front crawl skill in swimming, observing; - floatation for skill acquisition c) Appreciates own and others' efforts in performing the front crawl technique.	In groups, pairs or individually learners are guided to: Explain the front crawl skill in swimming Demonstrate the front crawl skill in swimming, observing; - floatation for skill acquisition	Why is the front crawl technique the fastest stroke?	Swimming facility, Clothing and gear, safety equipment, first aid kit, spine board; Swimming aids, floatation devices. Creative Arts Curriculum Design Grade 5	Oral questions Oral Report Observation Written exercise	
8				MIDTERM BREAK					
9	1	Performance and Display	Swimming	By the end of the lesson, the learner should be able to: a) Explain the front crawl skill in swimming b) Demonstrate the front crawl skill in swimming, observing;	In groups, pairs or individually learners are guided to: Explain the front crawl skill in swimming Demonstrate the front crawl skill in	Why is the front crawl technique the fastest stroke?	Swimming facility, Clothing and gear, safety equipment, first aid kit, spine board; Swimming	Oral questions Oral Report Observation Written exercise	



				- floatation for skill acquisition c) Appreciates own and others' efforts in performing the front crawl technique.	swimming, observing; - floatation for skill acquisition		aids, floatation devices. <i>Creative Arts Curriculum Design Grade 5</i>		
	2	Performance and Display	Swimming	By the end of the lesson, the learner should be able to: a) Explain the front crawl skill in swimming b) Demonstrate the front crawl skill in swimming, observing; - body position for skill acquisition c) Appreciates own and others' efforts in performing the front crawl technique.	In groups, pairs or individually learners are guided to: Explain the front crawl skill in swimming Demonstrate the front crawl skill in swimming, observing; - body position for skill acquisition	Why is the front crawl technique the fastest stroke?	Swimming facility, Clothing and gear, safety equipment, first aid kit, spine board; Swimming aids, floatation devices. <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	
	3	Performance and Display	Swimming	By the end of the lesson, the learner should be able to: a) Explain the front crawl skill in swimming b) Demonstrate the front crawl skill in swimming, observing; - body position for skill acquisition c) Appreciates own and others' efforts in performing the front crawl technique.	In groups, pairs or individually learners are guided to: Explain the front crawl skill in swimming Demonstrate the front crawl skill in swimming, observing; - body position for skill acquisition	Why is the front crawl technique the fastest stroke?	Creative Arts Curriculum Design Grade 5 Swimming facility, Clothing and gear, safety equipment, first aid kit, spine board; Swimming	Oral questions Oral Report Observation Written exercise	



							aids, floatation devices.		
	4	Performance and Display	Swimming	By the end of the lesson, the learner should be able to: a) Explain the front crawl skill in swimming b) Demonstrate the front crawl skill in swimming, observing; - arm action for skill acquisition c) Appreciates own and others' efforts in performing the front crawl technique	In groups, pairs or individually learners are guided to: Explain the front crawl skill in swimming Demonstrate the front crawl skill in swimming, observing; - arm action for skill acquisition	Why is the front crawl technique the fastest stroke?	Creative Arts Curriculum Design Grade 5 Swimming facility, Clothing and gear, safety equipment, first aid kit, spine board; Swimming aids, floatation devices.	Oral questions Oral Report Observation Written exercise	
	5	Performance and Display	Swimming	By the end of the lesson, the learner should be able to: a) Explain the front crawl skill in swimming b) Demonstrate the front crawl skill in swimming, observing; - arm action for skill acquisition c) Appreciates own and others' efforts in performing the front crawl technique.	In groups, pairs or individually learners are guided to: Explain the front crawl skill in swimming Demonstrate the front crawl skill in swimming, observing; - arm action for skill acquisition	Why is the front crawl technique the fastest stroke?	Swimming facility, Clothing and gear, safety equipment, first aid kit, spine board; Swimming aids, floatation devices. <i>Creative Arts Curriculum Design Grade 5</i>	Oral questions Oral Report Observation Written exercise	
	6	Performance and Display	Swimming	By the end of the lesson, the learner should be able to:	In groups, pairs or individually learners are guided to:	Why is the front crawl technique the	Creative Arts Curriculum	Oral questions	



				a) Explain the front crawl skill in swimming b) Demonstrate the front crawl skill in swimming, observing; - leg action for skill acquisition c) Appreciates own and others' efforts in performing the front crawl technique.	Explain the front crawl skill in swimming Demonstrate the front crawl skill in swimming, observing; - leg action for skill acquisition	fastest stroke?	Design Grade 5 Swimming facility, Clothing and gear, safety equipment, first aid kit, spine board; Swimming aids, floatation devices.	Oral Report Observation Written exercise	
10	1	Performance and Display	Swimming	By the end of the lesson, the learner should be able to: a) Explain the front crawl skill in swimming b) Demonstrate the front crawl skill in swimming, observing; - leg action for skill acquisition c) Appreciates own and others' efforts in performing the front crawl technique.	In groups, pairs or individually learners are guided to: Explain the front crawl skill in swimming Demonstrate the front crawl skill in swimming, observing; - leg action for skill acquisition	Why is the front crawl technique the fastest stroke?	Creative Arts Curriculum Design Grade 5 Swimming facility, Clothing and gear, safety equipment, first aid kit, spine board; Swimming aids, floatation devices.	Oral questions Oral Report Observation Written exercise	
	2	Performance and Display	Swimming	By the end of the lesson, the learner should be able to: a) Explain the front crawl skill in swimming	In groups, pairs or individually learners are guided to:	Why is the front crawl technique the fastest stroke?	Creative Arts Curriculum Design Grade 5	Oral questions Oral Report Observation	



				b) Demonstrate the front crawl skill in swimming, observing; - breathing for skill acquisition c) Appreciates own and others' efforts in performing the front crawl technique.	Explain the front crawl skill in swimming Demonstrate the front crawl skill in swimming, observing; - breathing for skill acquisition		Swimming facility, Clothing and gear, safety equipment, first aid kit, spine board; Swimming aids, floatation devices.	Written exercise	
	3	Performance and Display	Swimming	By the end of the lesson, the learner should be able to: a) Explain the front crawl skill in swimming b) Demonstrate the front crawl skill in swimming, observing; - breathing for skill acquisition c) Appreciates own and others' efforts in performing the front crawl technique.	In groups, pairs or individually learners are guided to: Explain the front crawl skill in swimming Demonstrate the front crawl skill in swimming, observing; - breathing for skill acquisition	Why is the front crawl technique the fastest stroke?	Creative Arts Curriculum Design Grade 5 Swimming facility, Clothing and gear, safety equipment, first aid kit, spine board; Swimming aids, floatation devices.	Oral questions Oral Report Observation Written exercise	
	4	Performance and Display	Swimming	By the end of the lesson, the learner should be able to: a) Explain the front crawl skill in swimming b) Demonstrate the front crawl skill in swimming, observing; - establishing rhythm for skill acquisition	In groups, pairs or individually learners are guided to: Explain the front crawl skill in swimming Demonstrate the front crawl skill in swimming, observing; -	Why is the front crawl technique the fastest stroke?	Creative Arts Curriculum Design Grade 5 Swimming facility, Clothing and gear, safety equipment, first aid kit,	Oral questions Oral Report Observation Written exercise	



				c) Appreciates own and others' efforts in performing the front crawl technique.	establishing rhythm for skill acquisition		spine board; Swimming aids, floatation devices.		
	5	Performance and Display	Swimming	By the end of the lesson, the learner should be able to: a) Explain/observe pool hygiene and water safety and rules; - warm up b) Practise/illustrate the skill of front crawl while ensuring smooth progression (leg, arm action, rhythm and tempo) c) Appreciates own and others' efforts in performing the front crawl technique	In groups, pairs or individually learners are guided to: Explain/observe pool hygiene and water safety and rules; - warm up - Practise/illustrate the skill of front crawl while ensuring smooth progression (leg, arm action, rhythm and tempo)	Why is the front crawl technique the fastest stroke?	Creative Arts Curriculum Design Grade 5 Swimming facility, Clothing and gear, safety equipment, first aid kit.	Oral questions Oral Report Observation Written exercise	
	6	Performance and Display	Swimming	By the end of the lesson, the learner should be able to: a) Explain/observe pool hygiene and water safety and rules; - safe entry b) Practise/illustrate the skill of front crawl while ensuring smooth progression (leg, arm action, rhythm and tempo)	In groups, pairs or individually learners are guided to: Explain/observe pool hygiene and water safety and rules; - safe entry Practise/illustrate the skill of front crawl while ensuring smooth progression (leg, arm action, rhythm and tempo)	Why is the front crawl technique the fastest stroke?	Creative Arts Curriculum Design Grade 5 Swimming facility, Clothing and gear, safety equipment, first aid kit, spine board; Swimming aids, floatation devices.	Oral questions Oral Report Observation Written exercise	



				c) Appreciates own and others' efforts in performing the front crawl technique					
11	1	Performance and Display	Swimming	By the end of the lesson, the learner should be able to: a) Explain/observe pool hygiene and water safety and rules - safe skill execution b) Practise/illustrate the skill of front crawl while ensuring smooth progression (leg, arm action, rhythm and tempo) c) Appreciates own and others' efforts in performing the front crawl technique	In groups, pairs or individually learners are guided to: Explain/observe pool hygiene and water safety and rules - safe skill execution Practise/illustrate the skill of front crawl while ensuring smooth progression (leg, arm action, rhythm and tempo)	Why is the front crawl technique the fastest stroke?	Creative Arts Curriculum Design Grade 5 Swimming facility, Clothing and gear, safety equipment, first aid kit, spine board; Swimming aids, floatation devices.	Oral questions Oral Report Observation Written exercise	
	3	Performance and Display	Swimming	By the end of the lesson, the learner should be able to: a) Explain/observe pool hygiene and water safety and rules; - safety of others b) Practise/illustrate the skill of front crawl while ensuring smooth progression (leg, arm	In groups, pairs or individually learners are guided to: Explain/observe pool hygiene and water safety and rules; - safety of others Practise/illustrate the skill of front crawl while ensuring smooth	Why is the front crawl technique the fastest stroke?	Creative Arts Curriculum Design Grade 5 Swimming facility, Clothing and gear, safety equipment, first aid kit, spine board; Swimming	Oral questions Oral Report Observation Written exercise	



				action, rhythm and tempo) c) Appreciates own and others' efforts in performing the front crawl technique	progression (leg, arm action, rhythm and tempo)		aids, floatation devices.		
	4	Performance and Display	Swimming	By the end of the lesson, the learner should be able to: a) Collect and prepare materials for making mosaic by cleaning, sorting and cutting: (coloured paper or banana fibres, suitable adhesives, supports). b) Draw a sketch of any one swimming facility and equipment (pool, floatation board, swim suit,) on the support c) Appreciates own and others' efforts in creation of a mosaic composition.	In groups, pairs or individually learners are guided to: Collect and prepare materials for making mosaic by cleaning, sorting and cutting: (coloured paper or banana fibres, suitable adhesives, supports). Draw a sketch of any one swimming facility and equipment (pool, floatation board, swim suit,) on the support	Why is the front crawl technique the fastest stroke?	Creative Arts Curriculum Design Grade 5 Swimming facility, Clothing and gear, safety equipment, first aid kit, spine board; Swimming aids, floatation devices.	Oral questions Oral Report Observation Written exercise	
	5	Performance and Display	Swimming	By the end of the lesson, the learner should be able to: a) Create the composition of a swimming pool with emphasis on: - mono media - colour contrast - spacing of the material	In groups, pairs or individually learners are guided to: Create the composition of a swimming pool with emphasis on: - mono media - colour contrast -	Why is the front crawl technique the fastest stroke?	Creative Arts Curriculum Design Grade 5 Swimming facility, Clothing and gear, safety equipment,	Oral questions Oral Report Observation Written exercise	



				b) Record video clips on own and others' performance and give constructive feedback. c) Appreciates own and others' efforts in creation of a mosaic composition.	spacing of the material Record video clips on own and others' performance and give constructive feedback.		first aid kit, spine board; Swimming aids, floatation devices.		
	6	Performance and Display	Swimming	By the end of the lesson, the learner should be able to: a) Create the composition of a swimming pool with emphasis on: - mono media - colour contrast - spacing of the material b) Record video clips on own and others' performance and give constructive feedback. c) Appreciates own and others' efforts in creation of a mosaic composition.	In groups, pairs or individually learners are guided to: Create the composition of a swimming pool with emphasis on: - mono media - colour contrast - spacing of the material Record video clips on own and others' performance and give constructive feedback.	Why is the front crawl technique the fastest stroke?	Creative Arts Curriculum Design Grade 5 Swimming facility, Clothing and gear, safety equipment, first aid kit, spine board; Swimming aids, floatation devices.	Oral questions Oral Report Observation Written exercise	
12	1	Performance and Display	Performing a Kenyan Folk Dance	By the end of the lesson, the learner should be able to: a) Watch a Kenyan folk dance performance. b) Discuss the components Kenyan folk dance performance:	In groups, pairs or individually learners are guided to: Watch a Kenyan folk dance performance. Discuss the components Kenyan folk dance performance:	Why is it important to perform a folk song?	Creative Arts Curriculum Design Grade 5 Pictures, audio recording, digital devices, sheet music,	Oral questions Oral Report Observation Written exercise	



				<p>participants and body movement.</p> <p>c) Appreciate the components of a Kenyan folk dance</p>	<p>participants and body movement.</p>		<p>pitching device</p>		
	2	Performance and Display	Performing a Kenyan Folk Dance	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the role of costumes and body decorations in a dance.</p> <p>b) Discuss the components Kenyan folk dance performance: costumes and body decorations.</p> <p>c) Appreciate the components of a Kenyan folk dance</p>	<p>In groups, pairs or individually learners are guided to:</p> <p>Identify the role of costumes and body decorations in a dance.</p> <p>Discuss the components Kenyan folk dance performance: costumes and body decorations.</p>	<p>What is the role of costumes, body adornment and ornaments in a dance?</p>	<p>Creative Arts Curriculum Design Grade 5</p> <p>Pictures, audio recording, digital devices, sheet music, pitching device</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	
	3	Performance and Display	Performing a Kenyan Folk Dance	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the role of ornaments and formation.</p> <p>b) Discuss the components Kenyan folk dance performance: ornaments and formations.</p> <p>c) Appreciate the components of a Kenyan folk dance</p>	<p>In groups, pairs or individually learners are guided to:</p> <p>Identify the role of ornaments and formation.</p> <p>Discuss the components Kenyan folk dance performance: ornaments and formations.</p>	<p>How do the aspects of a folk dance contribute to its performance?</p>	<p>Creative Arts Curriculum Design Grade 5</p> <p>Pictures, audio recording, digital devices, sheet music, pitching device</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	



4	Performance and Display	Performing a Kenyan Folk Dance	By the end of the lesson, the learner should be able to: a) Identify the role of occasion and songs. b) Discuss the components Kenyan folk dance performance: occasion and songs. c) Appreciate the components of a Kenyan folk dance	In groups, pairs or individually learners are guided to: Identify the role of occasion and songs. Discuss the components Kenyan folk dance performance: occasion and songs.	Why is it important to perform a folk song?	Creative Arts Curriculum Design Grade 5 Pictures, audio recording, digital devices, sheet music, pitching device	Oral questions Oral Report Observation Written exercise	
5	Performance and Display	Performing a Kenyan Folk Dance	By the end of the lesson, the learner should be able to: a) Watch a Kenyan folk dance performance. b) Discuss the components Kenyan folk dance performance: props and instruments c) Appreciate the components of a Kenyan folk dance	In groups, pairs or individually learners are guided to: Watch a Kenyan folk dance performance. Discuss the components Kenyan folk dance performance: props and instruments	What is the role of costumes, body adornment and ornaments in a dance?	Creative Arts Curriculum Design Grade 5 Pictures, audio recording, digital devices, sheet music, pitching device	Oral questions Oral Report Observation Written exercise	
6	Performance and Display	Performing a Kenyan Folk Dance	By the end of the lesson, the learner should be able to: a) Discuss why it is important to perform a folk song. b) Discuss the components Kenyan folk dance	In groups, pairs or individually learners are guided to: Discuss why it is important to perform a folk song. Discuss the components Kenyan folk dance	How do the aspects of a folk dance contribute to its performance?	Creative Arts Curriculum Design Grade 5 Pictures, audio recording, digital devices, sheet music,	Oral questions Oral Report Observation Written exercise	



				performance: props and instruments c) Appreciate the components of a Kenyan folk dance	performance: props and instruments		pitching device		
13-14				END TERM TWO ASSESSMENT					