



DOYEN PUBLISHERS

SCHEMES OF WORK TERM II 2025

GRADE 6 CREATIVE ARTS

| Wk | LSN | strand | Sub-strand | Specific Learning Outcomes | Key Inquiry Question(s) | Learning Experiences | Learning Resources | Assessment Methods | Refl |
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| 1 | 1 | CREATING AND EXECUTION | 3-sequence gymnastics | By the end of the lesson, the learner should be able to: a. Describe 3-sequence gymnastics b. perform a 3-sequence gymnastics performance accompanied by an instrumental ensemble, c. appreciate own and peers' woven mats used for gymnastics performance. | 1. How does sequencing in gymnastics foster creativity? 2. Why is recycling beneficial to the environment? | Learner is guided to; ● demonstrate the gymnastics skills (cartwheel, balances and rolls) to create a 3-phase sequence performance on a woven mat, | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, mats, task cards KLB Visionary PHE Grd 4 Act. Learners Book Grd 6 Pg.90-92 | Practical activities Written exercise Oral questions | |
| | 2-3 | | 3-sequence gymnastics | By the end of the lesson, the learner should be able to: a. Describe 3-sequence gymnastics b. perform a 3-sequence gymnastics performance accompanied by an instrumental ensemble, c. appreciate own and peers' woven mats used for gymnastics performance. | 1. How does sequencing in gymnastics foster creativity? 2. Why is recycling beneficial to the environment? | Learner is guided to; ● practise a 3-phase sequence of a roll, a balance and/or cartwheel on a mat while observing safety, | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, mats, task cards KLB Visionary PHE Grd 4 Act. Learners Book Grd 6 Pg.90-92 | Practical activities Written exercise Oral questions | |



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| 4 | | 3-sequence gymnastics | By the end of the lesson, the learner should be able to: a. Describe 3-sequence gymnastics b. perform a 3-sequence gymnastics performance accompanied by an instrumental ensemble, c. appreciate own and peers' woven mats used for gymnastics performance. | 1. How does sequencing in gymnastics foster creativity? 2. Why is recycling beneficial to the environment? | Learner is guided to; ● perform the 3-phase gymnastics sequence accompanied by a percussion instrumental ensemble, | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, mats, task cards KLB Visionary PHE Grd 4 Act. Learners Book Grd 6 Pg.90-92 | Practical activities Written exercise Oral questions | |
| 5 | | 3-sequence gymnastics | By the end of the lesson, the learner should be able to: a. Describe 3-sequence gymnastics b. perform a 3-sequence gymnastics performance accompanied by an instrumental ensemble, c. appreciate own and peers' woven mats used for gymnastics performance. | 1. How does sequencing in gymnastics foster creativity? 2. Why is recycling beneficial to the environment? | Learner is guided to; ● take a video and comment on each other's gymnastic performance and give constructive feedback | PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, mats, task cards KLB Visionary PHE Grd 4 Act. Learners Book Grd 6 Pg.90-92 | Practical activities Written exercise Oral questions | |
| 6 | Composing melody | Singing the solfa syllables (d-d') | By the end of the lesson, the learner should be able to: a. identify sol-fa syllables (d-d') b. sing the solfa syllables (d-d') ascending and descending, c. appreciate melodies created by self and others. | How can one create interesting melodies? | Learner is guided to: ● sing solfa syllable d r m f s l t d' ascending and descending with accuracy in pitch, | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.109-124 Spotlight Music Act. Learners Book Grd 6 Pg.86-96 | Observation schedule Oral questions | |



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| 2 | 1 | | Singing the solfa syllables (d-d') | By the end of the lesson, the learner should be able to: a. identify sol-fa syllables (d-d') b. sing the solfa syllables (d-d') ascending and descending, c. appreciate melodies created by self and others. | How can one create interesting melodies? | Learner is guided to: ● sing the solfa syllables (d-d') using la and vowel sounds ascending and descending, | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.109-124 Spotlight Music Act. Learners Book Grd 6 Pg.86-96 | Observation schedule Oral questions | |
| | 2 | | Singing the solfa syllables (d-d') | By the end of the lesson, the learner should be able to: a. identify sol-fa syllables (d-d') b. sing the solfa syllables (d-d') ascending and descending, c. appreciate melodies created by self and others. | How can one create interesting melodies? | Learner is guided to: ● imitate solfa pitches sung or played on a melodic instrument for pitch discrimination, | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.109-124 Spotlight Music Act. Learners Book Grd 6 Pg.86-96 | Observation schedule Oral questions | |
| | 3-4 | | Performing major scale using Kodaly | By the end of the lesson, the learner should be able to: a. describe Kodaly hand signs. b. perform the major scale using Kodaly hand signs, c. appreciate melodies created by self and others. | How can one create interesting melodies? | Learner is guided to: ● practice singing and performing the solfa ladder using Kodaly hand signs, ● perform melodies within d-d' using hand signs, | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.109-124 Spotlight Music Act. Learners Book Grd 6 Pg.86-96 | Observation schedule Oral questions | |



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| | 5 | | Performing major scale using Kodaly | By the end of the lesson, the learner should be able to: a. describe Kodaly hand signs. b. perform the major scale using Kodaly hand signs, c. appreciate melodies created by self and others. | How can one create interesting melodies? | Learner is guided to: ● draw hand signs and write their corresponding solfa syllables, | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.109-124 Spotlight Music Act. Learners Book Grd 6 Pg.86-96 | Observation schedule Oral questions | |
| | 6 | | Recognizing sol-fa sounds aurally | By the end of the lesson, the learner should be able to: a. list some of the sol-fa syllables. b. aurally recognize sol-fa sounds (d-d') in familiar melodies, c. appreciate melodies created by self and others. | How can one create interesting melodies? | Learner is guided to: ● listen to and sing familiar songs within the d-d' range using solfa syllables, | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.109-124 Spotlight Music Act. Learners Book Grd 6 Pg.86-96 | Observation schedule Oral questions | |
| 3 | 1 | | Recognizing sol-fa sounds aurally | By the end of the lesson, the learner should be able to: a. list some of the sol-fa syllables. b. aurally recognize sol-fa sounds (d-d') in familiar melodies, c. appreciate melodies created by self and others. | How can one create interesting melodies? | Learner is guided to: ● listen to and sing familiar songs within the d-d' range using solfa syllables, | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.109-124 Spotlight Music Act. Learners Book Grd 6 Pg.86-96 | Observation schedule Oral questions | |



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| 2 | | Recognizing sol-fa sounds aurally | By the end of the lesson, the learner should be able to: a. list some of the sol-fa syllables. b. aurally recognize sol-fa sounds (d-d') in familiar melodies, c. appreciate melodies created by self and others. | How can one create interesting melodies? | Learner is guided to: ● listen to and sing familiar songs within the d-d' range using solfa syllables, | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.109-124 Spotlight Music Act. Learners Book Grd 6 Pg.86-96 | Observation schedule Oral questions | |
| 3 | | Composing short melodies (d-d') | By the end of the lesson, the learner should be able to: a. explain how to compose short melodies. b. compose short melodies within the range of d-d' , c. appreciate melodies created by self and others. | How can one create interesting melodies? | Learner is guided to: ● compose simple melodies based on solfa syllables d r m f s l t d' using narrow leaps (thirds), stepwise motion, repetition, variation and appropriate ending), | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.109-124 Spotlight Music Act. Learners Book Grd 6 Pg.86-96 | Observation schedule Oral questions | |
| 4-5 | | Composing short melodies (d-d') | By the end of the lesson, the learner should be able to: a. explain how to compose short melodies. b. compose short melodies within the range of d-d' , c. appreciate melodies created by self and others. | How can one create interesting melodies? | Learner is guided to: ● sing own and others' created melodies, ● record or present the created melodies to peers for appraisal and improvement. | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.109-124 Spotlight Music Act. Learners Book Grd 6 Pg.86-96 | Observation schedule Oral questions | |



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| | 6 | | Writing solfa syllables using calligraphy | By the end of the lesson, the learner should be able to: a. identify a calligraphy pen to be used in lettering syllables. b. write sol-fa syllables using calligraphy lettering, c. appreciate melodies created by self and others. | How can one create interesting melodies? | Learner is guided to: ● use calligraphy lettering to add sol-fa syllables to created rhythms to form a melody, | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.109-124 Spotlight Music Act. Learners Book Grd 6 Pg.86-96 | Observation schedule Oral questions | |
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| 4 | 1-2 | | Writing solfa syllables using calligraphy | By the end of the lesson, the learner should be able to: a. identify a calligraphy pen to be used in lettering syllables. b. write sol-fa syllables using calligraphy lettering, c. appreciate melodies created by self and others. | How can one create interesting melodies? | Learner is guided to: ● use calligraphy lettering to add sol-fa syllables to created rhythms to form a melody, | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.109-124 Spotlight Music Act. Learners Book Grd 6 Pg.86-96 | Observation schedule Oral questions | |
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| 3 | PERFORMANCE AND DISPLAY | Athletics Long jump High jump-sail technique in long jump (approach/run-up) | By the end of the lesson, the learner should be able to: a. describe sail technique in long jump. b. perform the sail technique in long jump using an appropriate tempo for skills acquisition, c. appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo. | 1. How are long jump and high jump field events performed? 2. Why is it important to maintain a tempo in athletics? | Learner is guided to: • demonstrate the sail technique in long jump, with emphasis on (approach/run-up, take-off, flight/sail position and landing) -observe safety of self and others, • practise the performance of sail technique in long jump accompanied by a music tempo, -observe safety of self and others, • take a video of each other and assess their performance, | • tape measure • long jump facility • rake • video clip • Spotlight P.H.E Grade 5 Learners Bk. Pg. 21-24 Spotlight P.H.E Grade 5 TG Pg. 17-19 | a) Observation checklists b) Portfolio c) Progress reports | |
| 4 | | sail technique in long jump (take off) | By the end of the lesson, the learner should be able to: a. describe sail technique in long jump. b. perform the sail technique in long jump using an appropriate tempo for skills acquisition, c. appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo. | 1. How are long jump and high jump field events performed? 2. Why is it important to maintain a tempo in athletics? | Learner is guided to: • demonstrate the sail technique in long jump, with emphasis on (approach/run-up, take-off, flight/sail position and landing) -observe safety of self and others, • practise the performance of sail technique in long jump accompanied by a music tempo, -observe safety of self and others, • take a video of each other and assess their performance, | • tape measure • long jump facility • rake • video clip • Spotlight P.H.E Grade 5 Learners Bk. Pg. 21-24 Spotlight P.H.E Grade 5 TG Pg. 17-19 | a) Observation checklists b) Portfolio c) Progress reports | |
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| 5 | | sail technique in long jump (flight/sail position) | By the end of the lesson, the learner should be able to: a. describe sail technique in long jump. b. perform the sail technique in long jump using an appropriate tempo for skills acquisition, c. appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo. | 1. How are long jump and high jump field events performed? 2. Why is it important to maintain a tempo in athletics? | Learner is guided to: • demonstrate the sail technique in long jump, with emphasis on (approach/run-up, take-off, flight/sail position and landing) -observe safety of self and others, • practise the performance of sail technique in long jump accompanied by a music tempo, -observe safety of self and others, • take a video of each other and assess their performance, | <ul style="list-style-type: none"> tape measure long jump facility rake video clip Spotlight P.H.E Grade 5 Learners Bk. Pg. 21-24 Spotlight P.H.E Grade 5 TG Pg. 17-19 | a) Observation checklists b) Portfolio c) Progress reports | |
| 6 | | sail technique in long jump (landing) | By the end of the lesson, the learner should be able to: a. describe sail technique in long jump. b. perform the sail technique in long jump using an appropriate tempo for skills acquisition, c. appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo. | 1. How are long jump and high jump field events performed? 2. Why is it important to maintain a tempo in athletics? | Learner is guided to: • demonstrate the sail technique in long jump, with emphasis on (approach/run-up, take-off, flight/sail position and landing) -observe safety of self and others, • practise the performance of sail technique in long jump accompanied by a music tempo, -observe safety of self and others, • take a video of each other and assess their performance, | <ul style="list-style-type: none"> tape measure long jump facility rake video clip Spotlight P.H.E Grade 5 Learners Bk. Pg. 21-24 Spotlight P.H.E Grade 5 TG Pg. 17-19 | a) Observation checklists b) Portfolio c) Progress reports | |



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| 5 | 1 | | Scissor technique in high jump jump (approach/run-up) | By the end of the lesson, the learner should be able to: a. describe scissors technique in high jump b. demonstrate the scissors technique in high jump using an appropriate tempo for skills acquisition, c. appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo. | 1. How are long jump and high jump field events performed? 2. Why is it important to maintain a tempo in athletics? | Learner is guided to: • demonstrate the scissors technique in high jump, emphasize on (approach, take-off, flight, scissor motion clearance and landing) -observe safety of self and others, • practise the scissors technique in high jump to a specified tempo observing safety rules, • take a video of each other and assess their performance, | Open places or marked Track, ICT devices, Exercise books. KLB Visionary Grd 6 TG pg. 14-18 KLB Visionary Grd 6 Learners Bk. pg. 22-27 | □ Oral Questions. □ Observation □ Peer Assessment and Feedback. | |
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| Wk | LSN | strand | Sub-strand | Specific Learning Outcomes | Key Inquiry Question(s) | Learning Experiences | Learning Resources | Assessment Methods | Refl |
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| | 2 | | Scissor technique in high jump jump (take off) | By the end of the lesson, the learner should be able to: a. describe scissors technique in high jump b. demonstrate the scissors technique in high jump using an appropriate tempo for skills acquisition, c. appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo. | 1. How are long jump and high jump field events performed? 2. Why is it important to maintain a tempo in athletics? | Learner is guided to: • demonstrate the scissors technique in high jump, emphasize on (approach, take-off, flight, scissor motion clearance and landing) -observe safety of self and others, • practise the scissors technique in high jump to a specified tempo observing safety rules, • take a video of each other and assess their performance, | Open places or marked Track, ICT devices, Exercise books. KLB Visionary Grd 6 TG pg. 14-18 KLB Visionary Grd 6 Learners Bk. pg. 22-27 | □ Oral Questions. □ Observation □ Peer Assessment and Feedback. | |



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| 3-4 | | Scissor technique in high jump (flight/sail position and landing) | By the end of the lesson, the learner should be able to: a. describe scissors technique in high jump b. demonstrate the scissors technique in high jump using an appropriate tempo for skills acquisition, c. appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo. | 1. How are long jump and high jump field events performed? 2. Why is it important to maintain a tempo in athletics? | Learner is guided to: • demonstrate the scissors technique in high jump, emphasize on (approach, take-off, flight, scissor motion clearance and landing) -observe safety of self and others, • practise the scissors technique in high jump to a specified tempo observing safety rules, • take a video of each other and assess their performance, | Open places or marked Track, ICT devices, Exercise books. KLB Visionary Grd 6 TG pg. 14-18 KLB Visionary Grd 6 Learners Bk. pg. 22-27 | □ Oral Questions. □ Observation □ Peer Assessment and Feedback. | |
| 5 | | Multimedia invitation card | By the end of the lesson, the learner should be able to: a. identify locally available materials that can be used to make invitation card b. design a multimedia invitation card for an athletics event c. appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo. | 1. How are long jump and high jump field events performed? 2. Why is it important to maintain a tempo in athletics? | Learner is guided to: • search virtual sources for samples of multimedia invitation cards to study the use of elements of card design. (layout, lettering, image and colour), | Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.87-90 | • Question and answer • Portfolio • Discussion, • Observation Demonstration | |



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| | 6 | | Multimedia invitation card | By the end of the lesson, the learner should be able to: a. identify locally available materials that can be used to make invitation card b. design a multimedia invitation card for an athletics event c. appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo. | 1. How are long jump and high jump field events performed? 2. Why is it important to maintain a tempo in athletics? | Learner is guided to: • explore the environment to collect found objects, fabric, papers for making a multimedia card, • design a card considering: - card layout - message in calligraphy style. - embellishment (fabric/ coloured paper/) • display and talk about own and others' cards. | Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.87-90 | • Question and answer • Portfolio • Discussion, • Observation Demonstration | |
| 6 | 1-2 | | Multimedia invitation card | By the end of the lesson, the learner should be able to: a. identify locally available materials that can be used to make invitation card b. design a multimedia invitation card for an athletics event c. appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo. | 1. How are long jump and high jump field events performed? 2. Why is it important to maintain a tempo in athletics? | Learner is guided to: • explore the environment to collect found objects, fabric, papers for making a multimedia card, • design a card considering: - card layout - message in calligraphy style. - embellishment (fabric/ coloured paper/) • display and talk about own and others' cards. | Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.87-90 | • Question and answer • Portfolio • Discussion, • Observation Demonstration | |



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| 3 | Descant Recorder | Baroque fingering chart | By the end of the lesson, the learner should be able to: a. define a baroque fingering chart b. observe and interpret baroque fingering chart c. show interest in playing the descant recorder. | How do you produce a good tone on a descant recorder? | Learner is guided to: ● observe and interpret the baroque fingering chart of the notes C D E F G A B C' D', | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.59-66 Spotlight Music Act. Learners Book Grd 6 Pg.46 | Observation schedule Oral questions | |
| 4 | | Baroque fingering chart | By the end of the lesson, the learner should be able to: a. define a baroque fingering chart b. observe and interpret baroque fingering chart c. show interest in playing the descant recorder. | How do you produce a good tone on a descant recorder? | Learner is guided to: ● observe and interpret the baroque fingering chart of the notes C D E F G A B C' D', | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.59-66 Spotlight Music Act. Learners Book Grd 6 Pg.46 | Observation schedule Oral questions | |

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| 5 | | Baroque fingering chart | By the end of the lesson, the learner should be able to: a. define a baroque fingering chart b. observe and interpret baroque fingering chart c. show interest in playing the descant recorder. | How do you produce a good tone on a descant recorder? | Learner is guided to: ● observe and interpret the baroque fingering chart of the notes C D E F G A B C' D', | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.59-66 Spotlight Music Act. Learners Book Grd 6 Pg.46 | Observation schedule Oral questions | |
| 6 | | Baroque fingering chart | By the end of the lesson, the learner should be able to: a. define a baroque fingering chart b. observe and interpret baroque fingering chart c. show interest in playing the descant recorder. | How do you produce a good tone on a descant recorder? | Learner is guided to: ● observe and interpret the baroque fingering chart of the notes C D E F G A B C' D', | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.59-66 Spotlight Music Act. Learners Book Grd 6 Pg.46 | Observation schedule Oral questions | |



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| 7 | 1-2 | | Playing note in ascending and descending | By the end of the lesson, the learner should be able to: a. describe the position of fingers when playing descant recorder. b. play notes C D E F G A B C' D' ascending and descending on the descant recorder, c. show interest in playing the descant recorder. | How do you produce a good tone on a descant recorder? | Learner is guided to: • individually and in groups practise playing the notes C D E F G A B C' D' ascending and descending on the descant recorder with appropriate fingering, tonguing and posture, | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.59-66 Spotlight Music Act. Learners Book Grd 6 Pg.46 | Observation schedule Oral questions | |
| | 3 | | Playing note in ascending and descending | By the end of the lesson, the learner should be able to: a. describe the position of fingers when playing descant recorder. b. play notes C D E F G A B C' D' ascending and descending on the descant recorder, c. show interest in playing the descant recorder. | How do you produce a good tone on a descant recorder? | Learner is guided to: • individually and in groups practise playing the notes C D E F G A B C' D' ascending and descending on the descant recorder with appropriate fingering, tonguing and posture, | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.59-66 Spotlight Music Act. Learners Book Grd 6 Pg.46 | Observation schedule Oral questions | |
| | 4 | | Playing note in ascending and descending | By the end of the lesson, the learner should be able to: a. describe the position of fingers when playing descant recorder. b. play notes C D E F G A B C' D' ascending and descending on the descant recorder, c. show interest in playing the descant recorder. | How do you produce a good tone on a descant recorder? | Learner is guided to: • write notes C D E F G A B C' D' using calligraphy, • practise playing notes on the descant recorder based on notes C D E F G A B C' D' guided by the teacher or a resource person, (N.B observe hygiene measures in the use of the descant recorder), | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.59-66 Spotlight Music Act. Learners Book Grd 6 Pg.46 | Observation schedule Oral questions | |



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| 5 | | Playing note in ascending and descending | By the end of the lesson, the learner should be able to: a. describe the position of fingers when playing descant recorder. b. play notes C D E F G A B C' D' ascending and descending on the descant recorder, c. show interest in playing the descant recorder. | How do you produce a good tone on a descant recorder? | Learner is guided to: • write notes C D E F G A B C' D' using calligraphy, • practise playing notes on the descant recorder based on notes C D E F G A B C' D' guided by the teacher or a resource person, (N.B observe hygiene measures in the use of the descant recorder), | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.59-66 Spotlight Music Act. Learners Book Grd 6 Pg.46 | Observation schedule Oral questions | |
| 6 | | Playing note in ascending and descending | By the end of the lesson, the learner should be able to: a. describe the position of fingers when playing descant recorder. b. play notes C D E F G A B C' D' ascending and descending on the descant recorder, c. show interest in playing the descant recorder. | How do you produce a good tone on a descant recorder? | Learner is guided to: • present melodies before peers for critique and continuous improvement, • search, watch videos and practise playing melodies based on the notes learnt, | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.59-66 Spotlight Music Act. Learners Book Grd 6 Pg.46 | Observation schedule Oral questions | |
| 8 | HALF TERM | | | | | | | |
| 9 | 1 | Playing note in ascending and descending | By the end of the lesson, the learner should be able to: a. describe the position of fingers when playing descant recorder. b. play notes C D E F G A B C' D' ascending and descending on the descant recorder, | How do you produce a good tone on a descant recorder? | Learner is guided to: • present melodies before peers for critique and continuous improvement, • search, watch videos and practise playing melodies based on the notes learnt, | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. | Observation schedule Oral questions | |



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| | | | | c. show interest in playing the descant recorder. | | | Grd 6 Pg.59-66 Spotlight Music Act. Learners Book Grd 6 Pg.46 | | |
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| 2 | | Playing melodies range C-D' | By the end of the lesson, the learner should be able to: a. explain hygienic practices to be observed when playing a descant recorder. b. play a melody within the range of C-D' on the descant recorder, c. show interest in playing the descant recorder. | How do you produce a good tone on a descant recorder? | Learner is guided to: ● practise playing melodies on the descant recorder based on notes C D E F G A B C' D' guided by the teacher or a resource person, (N.B observe hygiene measures in the use of the descant recorder), | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.67-69 Spotlight Music Act. Learners Book Grd 6 Pg.53 | Observation schedule Oral questions | |
| 3 | | Playing melodies range C-D' | By the end of the lesson, the learner should be able to: a. explain hygienic practices to be observed when playing a descant recorder. b. play a melody within the range of C-D' on the descant recorder, c. show interest in playing the descant recorder. | How do you produce a good tone on a descant recorder? | Learner is guided to: ● practise playing melodies on the descant recorder based on notes C D E F G A B C' D' guided by the teacher or a resource person, (N.B observe hygiene measures in the use of the descant recorder), | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.67-69 Spotlight Music Act. Learners Book Grd 6 Pg.53 | Observation schedule Oral questions | |



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| 4 | | Playing melodies range D-D' | By the end of the lesson, the learner should be able to: a. explain hygienic practices to be observed when playing a descant recorder. b. play a melody within the range of C-D' on the descant recorder c. show interest in playing the descant recorder. | How do you produce a good tone on a descant recorder? | Learner is guided to: • practise playing melodies on the descant recorder based on notes C D E F G A B C' D' guided by the teacher or a resource person, (N.B observe hygiene measures in the use of the descant recorder), | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.67-69 Spotlight Music Act. Learners Book Grd 6 Pg.53 | Observation schedule Oral questions | |
| 5-6 | | Melody of Kenya National Anthem | By the end of the lesson, the learner should be able to: a. identify when the Kenya National Anthem is sung. b. play the main melody of the Kenya National Anthem on the descant recorder during gymnastic session c. show interest in playing the descant recorder. | How do you produce a good tone on a descant recorder? | Learner is guided to: • search, watch videos and practise playing melodies based on the notes learnt, • individually and in groups, practice playing the main melody of the Kenya National Anthem before the performance of gymnastic, | Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.67-73 Spotlight Music Act. Learners Book Grd 6 Pg.53-54 | Observation schedule Oral questions | |
| 10 | 1-2 | Creating classroom décor using paper craft techniques | By the end of the lesson, the learner should be able to: a. list the different types of paper craft techniques b. create decor for classroom interior using papercraft techniques, c. show interest in playing the descant recorder. | How do you produce a good tone on a descant recorder? | Learner is guided to: • collect differently coloured papers and in groups, manipulate the papers using the following paper craft techniques, (folding, cutting, twisting and joining) to form decorative; - block letters (music notes) | Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.98-116 | • Question and answer • Portfolio • Discussion, • Observation Demonstration | |



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| | | | | | | - shapes -instruments, sports equipment's - forms, | | | |
| | 3 | | Creating classroom décor using paper craft techniques | By the end of the lesson, the learner should be able to: a. list the different types of paper craft techniques b. create decor for classroom interior using papercraft techniques, c. show interest in playing the descant recorder. | How do you produce a good tone on a descant recorder? | Learner is guided to: • collect differently coloured papers and in groups, manipulate the papers using the following paper craft techniques, (folding, cutting, twisting and joining) to form decorative; - block letters (music notes) - shapes -instruments, sports equipment's - forms, | Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.98-116 | • Question and answer • Portfolio • Discussion, • Observation Demonstration | |
| | 4 | | Creating classroom décor using paper craft techniques | By the end of the lesson, the learner should be able to: a. list the different types of paper craft techniques b. display the decorations in classroom. c. show interest in playing the descant recorder. | How do you produce a good tone on a descant recorder? | Learner is guided to: • display the decorations in the classroom using threads, ribbons and glue, • play melodies during gymnastic activities to provide rhythmic accompaniment to the exercises. | Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.98-116 | • Question and answer • Portfolio • Discussion, • Observation Demonstration | |
| | 5 | Swimming | Inverted Breaststroke in swimming | By the end of the lesson, the learner should be able to: a. explain the inverted breaststroke technique in swimming, b. demonstrate the inverted breaststroke technique in swimming for skill acquisition c. appreciate your own and others' efforts in performing inverted breaststroke and montage creation. | 1. How can we use inverted breaststroke in life saving? 2. Why is overlapping important in a montage work? | Learner is guided to: • watch an actual or virtual performance/illustration of inverted breaststroke, • explain/demonstrate the inverted Breaststroke considering the progression | Swimming pool, floating devices, ropes, hoops, digital devices KLB Visionary Grd 6 TG pg. 105-108 KLB Visionary Grd 6 Learners Bk. pg. 159-167 | □ Oral Questions. □ Observation | |



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| | 6 | | Inverted Breaststroke in swimming | By the end of the lesson, the learner should be able to: a. explain the inverted breaststroke technique in swimming, b. demonstrate the inverted breaststroke technique in swimming for skill acquisition c. appreciate your own and others' efforts in performing inverted breaststroke and montage creation. | 1. How can we use inverted breaststroke in life saving? 2. Why is overlapping important in a montage work? | Learner is guided to: • watch an actual or virtual performance/illustration of inverted breaststroke, • explain/demonstrate the inverted Breaststroke considering the progression | Swimming pool, floating devices, ropes, hoops, digital devices KLB Visionary Grd 6 TG pg. 105-108 KLB Visionary Grd 6 Learners Bk. pg. 159-167 | Oral Questions. Observation | |
| 11 | 1 | | Inverted Breaststroke in swimming | By the end of the lesson, the learner should be able to: a. explain the inverted breaststroke technique in swimming, b. demonstrate the inverted breaststroke technique in swimming for skill acquisition c. appreciate your own and others' efforts in performing inverted breaststroke and montage creation. | 1. How can we use inverted breaststroke in life saving? 2. Why is overlapping important in a montage work? | Learner is guided to: • watch an actual or virtual performance/illustration of inverted breaststroke, • explain/demonstrate the inverted Breaststroke considering the progression | Swimming pool, floating devices, ropes, hoops, digital devices KLB Visionary Grd 6 TG pg. 105-108 KLB Visionary Grd 6 Learners Bk. pg. 159-167 | Oral Questions. Observation | |
| | 2 | | Inverted Breaststroke in swimming | By the end of the lesson, the learner should be able to: a. explain the inverted breaststroke technique in swimming, b. demonstrate the inverted breaststroke technique in swimming for skill acquisition | 1. How can we use inverted breaststroke in life saving? | Learner is guided to: • watch an actual or virtual performance/illustration of inverted breaststroke, • explain/demonstrate the inverted Breaststroke considering the progression | Swimming pool, floating devices, ropes, hoops, digital devices KLB Visionary Grd 6 TG pg. 105-108 KLB Visionary Grd 6 | Oral Questions. Observation | |



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| | | | | c. appreciate your own and others' efforts in performing inverted breaststroke | | | Learners Bk. pg. 159-167 | | |
| | 3 | | Inverted Breastroke in swimming | By the end of the lesson, the learner should be able to: a. explain the inverted breaststroke technique in swimming, b. demonstrate the inverted breaststroke technique in swimming for skill acquisition c. appreciate your own and others' efforts in performing inverted breaststroke and montage creation. | 1. How can we use inverted breaststroke in life saving? 2. Why is overlapping important in a montage work? | Learner is guided to: • watch an actual or virtual performance/illustration of inverted breaststroke, • explain/demonstrate the inverted Breastroke considering the progression | Swimming pool, floating devices, ropes, hoops, digital devices KLB Visionary Grd 6 TG pg. 105-108 KLB Visionary Grd 6 Learners Bk. pg. 159-167 | Oral Questions. Observation | |

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| | 4 | | Procedure for inverted Breastroke | By the end of the lesson, the learner should be able to: a. explain the procedure in inverted Breastroke. b. demonstrate floatation inverted breaststroke technique in swimming for skill acquisition c. appreciate your own and others' efforts in performing inverted breaststroke and montage creation. | 1. How can we use inverted breaststroke in life saving? 2. Why is overlapping important in a montage work? | Learner is guided to: • explain the procedure/practise the execution of an inverted breaststroke while skill in swimming observe; - floatation • explain/practise the skill of inverted breaststroke I and out of the pool to provide feedback to each other, | Swimming pool, floating devices, ropes, hoops, digital devices KLB Visionary Grd 6 TG pg. 105-108 KLB Visionary Grd 6 Learners Bk. pg. 159-167 | Oral Questions. Observation | |
| | 5-6 | | Procedure for | By the end of the lesson, the learner should be able to: | 1. How can we use inverted | Learner is guided to: • explain the procedure/practise the | Swimming pool, floating devices, | Oral Questions. | |



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| | | | inverted Breastroke | a. explain the procedure in inverted Breastroke. b. demonstrate body position inverted breaststroke technique in swimming for skill acquisition c. appreciate your own and others' efforts in performing inverted breaststroke and montage creation. | breaststroke in life saving? 2. Why is overlapping important in a montage work? | execution of an inverted breaststroke while skill in swimming observe; - body position (supine) ● explain/practise the skill of inverted breaststroke I and out of the pool to provide feedback to each other, | ropes, hoops, digital devices KLB Visionary Grd 6 TG pg. 105-108 KLB Visionary Grd 6 Learners Bk. pg. 159-167 | <input type="checkbox"/> Observation | |
| 12 | 1 | | Procedure for inverted Breastroke | By the end of the lesson, the learner should be able to: a. explain the procedure in inverted Breastroke. b. demonstrate arm action inverted breaststroke technique in swimming for skill acquisition c. appreciate your own and others' efforts in performing inverted breaststroke and montage creation. | 1. How can we use inverted breaststroke in life saving? 2. Why is overlapping important in a montage work? | Learner is guided to: ● explain the procedure/practise the execution of an inverted breaststroke while skill in swimming observe; - arm action ● explain/practise the skill of inverted breaststroke I and out of the pool to provide feedback to each other, | Swimming pool, floating devices, ropes, hoops, digital devices KLB Visionary Grd 6 TG pg. 105-108 KLB Visionary Grd 6 Learners Bk. pg. 159-167 | <input type="checkbox"/> Oral Questions. <input type="checkbox"/> Observation | |
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| 2 | | Procedure for inverted Breaststroke | By the end of the lesson, the learner should be able to: a. explain the procedure in inverted Breaststroke. b. demonstrate beathing in inverted breaststroke technique in swimming for skill acquisition c. appreciate your own and others' efforts in performing inverted breaststroke and montage creation. | 1. How can we use inverted breaststroke in life saving? 2. Why is overlapping important in a montage work? | Learner is guided to: ● explain the procedure/practise the execution of an inverted breaststroke while skill in swimming observe; - breathing ● explain/practise the skill of inverted breaststroke I and out of the pool to provide feedback to each other, | Swimming pool, floating devices, ropes, hoops, digital devices KLB Visionary Grd 6 TG pg. 105-108 KLB Visionary Grd 6 Learners Bk. pg. 159-167 | □ Oral Questions. □ Observation | |
| 3 | | Procedure for inverted Breaststroke | By the end of the lesson, the learner should be able to: a. explain the procedure in inverted Breaststroke b. demonstrate establishing rhythm inverted breaststroke technique in swimming for skill acquisition c. appreciate your own and others' efforts in performing inverted breaststroke and montage creation. | 1. How can we use inverted breaststroke in life saving? 2. Why is overlapping important in a montage work? | Learner is guided to: ● explain the procedure/practise the execution of an inverted breaststroke while skill in swimming observe; - establishing rhythm ● explain/practise the skill of inverted breaststroke I and out of the pool to provide feedback to each other, | Swimming pool, floating devices, ropes, hoops, digital devices KLB Visionary Grd 6 TG pg. 105-108 KLB Visionary Grd 6 Learners Bk. pg. 159-167 | □ Oral Questions. □ Observation | |



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| 4 | | Procedure for inverted Breaststroke | By the end of the lesson, the learner should be able to: a. explain the procedure in inverted Breaststroke b. demonstrate establishing rhythm inverted breaststroke technique in swimming for skill acquisition c. appreciate your own and others' efforts in performing inverted breaststroke and montage creation. | 1. How can we use inverted breaststroke in life saving? 2. Why is overlapping important in a montage work? | Learner is guided to: ● explain the procedure/practise the execution of an inverted breaststroke while skill in swimming observe; - floatation - body position (supine) - arm action - leg action - breathing - establishing rhythm ● explain/practise the skill of inverted breaststroke I and out of the pool to provide feedback to each other, | Swimming pool, floating devices, ropes, hoops, digital devices KLB Visionary Grd 6 TG pg. 105-108 KLB Visionary Grd 6 Learners Bk. pg. 159-167 | □ Oral Questions. □ Observation | |
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| 5-6 | | Procedure for inverted Breaststroke | By the end of the lesson, the learner should be able to: a. explain the procedure in inverted Breaststroke b. demonstrate establishing rhythm inverted breaststroke technique in swimming for skill acquisition c. appreciate your own and others' efforts in performing inverted breaststroke and montage creation. | 1. How can we use inverted breaststroke in life saving? 2. Why is overlapping important in a montage work? | Learner is guided to: ● explain the procedure/practise the execution of an inverted breaststroke while skill in swimming observe; - floatation - body position (supine) - arm action - leg action - breathing - establishing rhythm ● explain/practise the skill of inverted breaststroke I and out of the pool to provide feedback to each other, | Swimming pool, floating devices, ropes, hoops, digital devices KLB Visionary Grd 6 TG pg. 105-108 KLB Visionary Grd 6 Learners Bk. pg. 159-167 | □ Oral Questions. □ Observation | |
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| 13 | 1 | | Pictorial composition using montage technique | By the end of the lesson, the learner should be able to: a. explain photomontage technique. b. Analyze the characteristics of montage c. appreciate your own and others' efforts in performing inverted breaststroke and montage creation. | 1. How can we use inverted breaststroke in life saving? 2. Why is overlapping important in a montage work? | Learner is guided to: ● explore actual or virtual samples of montage pictorial compositions with emphasis; - meaning of montage technique, - characteristics of montage | Internet, digital devices, pencils, sharpener, drawing book, samples Spotlight Art & Craft Act. TG. Grd 6 Pg.23-29 Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.26-32 | Question and answer Portfolio Discussion, Observation Demonstration | |
| | 2 | | Pictorial composition using montage technique | By the end of the lesson, the learner should be able to: a. explain photomontage technique. b. Analyze the characteristics of montage c. appreciate your own and others' efforts in performing inverted breaststroke and montage creation. | 1. How can we use inverted breaststroke in life saving? 2. Why is overlapping important in a montage work? | Learner is guided to: ● explore actual or virtual samples of montage pictorial compositions with emphasis; - meaning of montage technique, - characteristics of montage | Internet, digital devices, pencils, sharpener, drawing book, samples Spotlight Art & Craft Act. TG. Grd 6 Pg.23-29 Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.26-32 | Question and answer Portfolio Discussion, Observation Demonstration | |



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| 3 | | Pictorial composition using montage technique | By the end of the lesson, the learner should be able to: a. explain photomontage technique. b. create a pictorial composition on a PCI theme using the montage technique, c. appreciate your own and others' efforts in performing inverted breaststroke and montage creation. | 1. How can we use inverted breaststroke in life saving? 2. Why is overlapping important in a montage work? | Learner is guided to: ● select and cut out pictures from old magazines, newspapers and calendars among others, ● explore and try out new ideas of arranging and pasting cut out images to create a collage composition on “water conservation” with emphasis on; - interpretation of subject matter, - overlapping, - dominance, - finishing | Internet, digital devices, pencils, sharpener, drawing book, samples Spotlight Art & Craft Act. TG. Grd 6 Pg.23-29 Spotlight Art & Craft Act. Learner’s book. Grd 6 Pg.26-32 | Question and answer Portfolio Discussion, Observation Demonstration | |
| 4 | | Pictorial composition using montage technique | By the end of the lesson, the learner should be able to: a. explain photomontage technique. b. create a pictorial composition on a PCI theme using the montage technique, c. appreciate your own and others' efforts in performing inverted breaststroke and montage creation. | 1. How can we use inverted breaststroke in life saving? 2. Why is overlapping important in a montage work? | Learner is guided to: ● select and cut out pictures from old magazines, newspapers and calendars among others, ● explore and try out new ideas of arranging and pasting cut out images to create a collage composition on “water conservation” with emphasis on; - interpretation of subject matter, - overlapping, - dominance, - finishing | Internet, digital devices, pencils, sharpener, drawing book, samples Spotlight Art & Craft Act. TG. Grd 6 Pg.23-29 Spotlight Art & Craft Act. Learner’s book. Grd 6 Pg.26-32 | Question and answer Portfolio Discussion, Observation Demonstration | |



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| | 5-6 | Pictorial composition using montage technique | By the end of the lesson, the learner should be able to: a. explain photomontage technique. b. create a pictorial composition on a PCI theme using the montage technique, c. appreciate your own and others' efforts in performing inverted breaststroke and montage creation. | 1. How can we use inverted breaststroke in life saving? 2. Why is overlapping important in a montage work? | Learner is guided to: ● display and talk about own and others' montages, ● in pairs, record video clips on your own and others' performance and give constructive feedback. | Internet, digital devices, pencils, sharpener, drawing book, samples Spotlight Art & Craft Act. TG. Grd 6 Pg.23-29 Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.26-32 | Question and answer Portfolio Discussion, Observation Demonstration | |
| 14 | END TERM ASSESSMENT/CLOSING | | | | | | | |