

DOYEN PUBLISHERS SCHEMES OF WORK TERM II 2025 GRADE 6 CREATIVE ARTS

Wk	ISN	strand	Sub- strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
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		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-sequer gymnast	1 -	sequentin gymna foster creative 2. Why recyclinates beneficiates	eting stics sty? is ng ial to	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	1. How does sequencing in gymnastics foster creativity? 2. Why is recycling beneficial to the environment.	• tak command gymrand g	ner is guided to; e a video and ment on each other's nastic performance give constructive back	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?	• sings 1 t d	nding and ending with accuracy	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	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 syllable (d-d') using la and vow sounds ascending and descending,		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,	audio visual recordings	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.	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

	5	Performajor using Kodal	scale learner should be able to: a. describe Kodaly hand	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	Recog sol-fa sounds aurally		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	Recog sol-fa sounds aurally		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

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	

	6	Writing solfa syllables using calligraphy	learn a. id to s b. v c c. a	ne end of the lesson, the ter should be able to: dentify a calligraphy pen to be used in lettering yllables. Write sol-fa syllables using calligraphy lettering, appreciate melodies created by self and others.	one inter melo	create resting odies?	• use letter sylla	ner is guided to: e calligraphy ing to add sol-fa bles to created ams to form a dy,	recorders audio visi Spotlight Grd 6 Pg. Music Ac	Book Grd 6	Observation schedule Oral questions	
4	1-2	Writing syllable using calligran	S	By the end of the lesson, the learner should be able to: a. identify a calligraphy problem to be used in lettering syllables. b. write sol-fa syllables ure calligraphy lettering, c. appreciate melodies created by self and oth	pen	How ca one cre- interest melodie	ate ing	Learner is guided use calligraphy to add sol-fa syllal created rhythms to melody,	lettering bles to	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 PERFORMAN CE AND DISPLAY	Athletics Long jump High jump- sail technique in long jump (approach/ru n-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.	are long jump and high jump field events performed? 2. Why is it important to maintain	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) Observatio n 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.	are long jump and high jump field events performed? 2. Why is it important to maintain	Learner is guided to: • demonstrate the sail technique in long jump, with emphasis on (approach/run-	 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) Observatio n 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.	are long jump and high jump field events performed? 2. Why is it important to	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) Observatio n 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.	are long jump and high jump field events performed? 2. Why is it	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) Observatio n checklists b) Portfolio c) Progress reports	

5	1	Scissor	Ву	the end of the lesson, the	1.	How	Learner is guided to:	Open places or	[∐] Oral
		technique in	lea	rner should be able to:	are lo	ng	 demonstrate the scissors 	marked	Questions.
		high jump	a.	describe scissors technique	jump	and	technique in high jump, emphasize	Track,	U
		jump		in high jump	high j	jump	on (approach, take-off, flight,	ICT devices,	Observation
		(approach/ru	Ь.	demonstrate the scissors	field	events	scissor motion clearance and	Exercise books.	∐ Peer
		n-up		technique in high jump	perfo	rmed?	landing)	KLB Visionary	Assessment
				using an appropriate	2.	Why	-observe safety of self and others,	Grd 6 TG pg.	and
				tempo for skills acquisition,	is it		 practise the scissors technique 	14-18	Feedback.
			C.	appraise each other's	impo	rtant to	in high jump to a specified tempo	KLB Visionary	
				performance while	maint	tain a	observing safety rules,	Grd 6	
				executing the sail and	tempo	o in	 take a video of each other 	Learners Bk. pg.	
				scissors techniques to an	athlet	ics?	and assess their performance,	22-27	
				appropriate tempo.					

WK	LSN	strand	Sub- strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
	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.	field events	, 5 ,	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.	

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

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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.	are long jump and high jump field events	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.	are long jump and high jump field events performed?	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

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
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 baroque fingering chart the notes C D E F G A D',	of audio visual recordings	Oral
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 baroque fingering chart the notes C D E F G A D',	of audio visual recordings	Oral

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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 C B C' D' using calligraphy, practise playing notes the descant recorder based or 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),	ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.59-66 Spotlight Music	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		1			HALF	TERM	, ,	1
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

		c. show interest in playing the descant recorder.			Grd 6 Pg.59-66 Spotlight Music Act. Learners Book Grd 6 Pg.46	
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	n) [,]	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.	good tone on a descant	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	k N	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	c d u p	Creating classroom lécor using paper craft echniques	learner should be able to: a. list the different types of paper craft techniques p	How do you produce a good tone on descant ecorder?	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)	Craft Act. Learner's book. Grd 6 Pg.98-116	 Question and answer Portfolio Discussion, Observation Demonstration

					- 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 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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	6	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
11	1	Inverted Breastroke in swimming	By the end of the lesson, the	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
	2	Inverted Breastroke in swimming	By the end of the lesson, the	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 Breastroke 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

		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	Questions. Observation
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.

		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	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	Oral Questions. Observation

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2	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 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 Breastroke	By the end of the lesson, the learner should be able to: a. explain the procedure in inverted Breastroke 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

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 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
5-6	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 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

13	1	c u n	Pictorial composition using montage rechnique	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	Question and answer Portfolio Discussion, Observation Demonstration
	2	c u n	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	Pg.26-32 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

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

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