DOYEN PUBLISHERS
SCHEMES OF WORK TERM II 2025
GRADE 7 CREATIVE ARTS AND SPORTS

Week	Lesson	Strand	Sub-strand	Lesson Oearning Outcomes	Learning Experiences	Key Inquiry Questions	Learning Resources	Assessment	Reflection
1	1	Creating and performing	Storytelling and Animation	By the end of the lesson the learner should be able to; a) Identify the features of a narrative. b) Discuss the features of a narrative. c) Search the internet or library for a narrative . d) Acknowledge the features of a narrative.	In groups, pairs, learners are guided to; Search the internet or library for narratives. Study the narratives and identify the features of a narrative. Discuss the features of narratives. Make short notes on the features of a narrative.	What is a story/narrative? What are the features of narratives?	Teachers notes. MTP Performing Arts pg 47-48. Narratives. Digital devices.	Assessment rubrics. Written tests. Oral questions.	
	2	Creating and Performing.	Storytelling and Animation.	By the end of the lesson,the learner should be able to; a) Identify the techniques used in storytelling. b) Describe the techniques used in storytelling. c) Appreciate the techniques used in storytelling.	In groups,pairs,learners are guided to; Watch a live or recorded performance of a narrative. Identify the techniques used in the storytelling of the narrative. Discuss and present the storytelling techniques used in narratives.	Which techniques are used in storytelling?	MTP Performing Arts pg 49. Digital devices. Recorded narratives.	Assessment rubric. Written tests. Observation. Oral questions.	

| | 3 & 4 | Creating and Performing. | Storytelling and Animation. | By the end of the lesson,the learner should be able to;
a) Select a narrative from the library or internet for presentation.
b) Use storytelling techniques in presenting the selected narrative.
c) Enjoy storytelling using the storytelling techniques. | In groups,pairs,learners are guided to;

collaborate in searching and selecting a narrative from the internet or library for presentation.

present the selected narrative using the storytelling techniques.

use digital devices to record themselves and peers to assess the presentation and give feedback. | How can you ensure you use the storytelling techniques while presenting a narrative? | Digital devices. Library. Narratives | Practical work. Observation schedule. Checklists. Assessment rubric. | |
| | 5 | Creating and Performing. | Storytelling and Animation. | By the end of the lesson,the learner should be able to;
a) Identify a pertinent and contemporary issue in society for storytelling.
b) Compose a 3 to 5 minute story addressing the pertinent and contemporary issue in society.
c) Recognize the power of storytelling in addressing pertinent and contemporary issues in society. | In groups,pairs,learners are guided to;

identify at least one pertinent and contemporary issue in society for storytelling.

collaborate in composing a story addressing the selected and identified pertinent and contemporary issue in society.

use a digital device to compose a story addressing at least one pertinent and | How can you compose a story addressing a pertinent and contemporary issue in the society? | Digital devices. Internet. | Assessment rubric. Checklists. Observation schedule. | |

				contemporary issue in the society. present their composed story in class for peer assessment.				

2	1	Creating and Performing.	Storytelling and Animation.	By the end osf the lesson,the learner should be able to;
				  a) Identify the qualities of a good flipbook.
				  b) Search the internet for qualities of a good flipbook.
				  c) Acknowledge the qualities of a good flipbook.
					In groups,pairs,learners are guided to;
					
					search the internet for the meaning of flipbook and qualities of a good flipbook.
					
					observe pictures of flipbbooks and real flipbooks.
					
					describe the qualities of good flipbook and present in class.
					
					summarize the qualities of a good flipbook in their note books.
						What is a flipbook?
						
						What are the qualities of a good flipbook?
							Teacher's Notes.
							Digital devices.
							Internet.
							Flipbooks.
							pictures.
							Top Scholar Visual Arts pg 43-45.
								Assessment rubric.
								Written tests.
								Oral questions.
								Checklists.
								Observation

	2 & 3	Creating and Performing.	Storytelling and Animation.	By the end of the lesson,the learner should be able to;
				  a) Identify the key elements of a compelling storyline.
				  b) Develop a well structured storyline for a given scenario
					In groups,learners are guided to;
					identify the key elements of any storyline.
					
					develop characters for a story.
					
					collaborate in arranging milestones in a
						What are the key elements of a storyline?	Digital devices.
							Internet.
							Teacher's Notes.
								Assessment rubrics.
								Checklists.
								Practical work.
								Portfolios.

Week	Lesson	Strand	Sub-strand	Specific Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment	Reflection
				incorporating all the elements. c) Demonstrate increased confidence in their ability to craft a compelling and meaningful storyline.	sequential order (beginning, middle and end) to create a short story. compose a short story.				
	4 & 5	Creating and Performing.	Storytelling and Animation.	By the end of the lesson,the learner should be able to; a) Perform their short story to an audience. b) Appreciate each other's effort in performing the short story.	In groups,learners are guided to: rehearse the short story for performance. perform a short story to an audience. record the narration using digital devices and avail it on a digital platform.	How can storytelling be made interesting?	Storytelling resources: books,	Assessment rubric. Checklists. Observation. Practical task. Oral presentation.	
3	1 & 2	Creating and Performing.	Storytelling and Animation.	By the end of the lesson,the learner should be able to; a) Identify the techniques involved in creating flipbook animation. b) Create a basic flipbook animation using the traditional pen and paper methods. c) Demonstrate a sense of creativity	In groups,pairs, individually,learners are guided to; outline the techniques used in creating flipbook animation. watch a clip on making of a flipbook. draw a sequence of a moving character to create a flipbook	Which locally available materials can you use to create a flipbook animation? What techniques are used in creating flipbook animation?	Locally available materials;Pens, marker pens, pencil. Papers. Scissors. Stapler and pins. Top Scholar Visual Arts pg 44 & pg 46-49.	Assessment rubric. Project. Practical Task. Observation Checklist.	

				and innovation in designing unique and visually appealing flipbook animations.	animation focusing on sequencing images, positioning of objects on subsequent pages and storyline. finish and present the flipbook with focus on craftsmanship in use of materials and tools, collating the papers and binding of papers. riffle the flipbook by emphasising on frequency of images, speed of flick per second to animate the story.				
	3	Creating and Performing.	Football.	By the end of the lesson, the learner should be able to; a) Identify the skills used in football. b) Describe the skills used in football. c) Search the internet for the football skills. d) Appreciate the skills used in football.	In groups,pairs,learners are guided to: identify the skills used in football. describe how to perform the skills used in football. use digital devices to search the internet for clips on the identified football skills.	Which football skills do you know?	Teacher's notes Digital devices. Internet. Video clips. Spotlight PE and Sports Grade 8 pg 39.	Assessment rubrics. Written tests. Observation. Checklists.	
	4	Creating and	Football.	By the end of the lesson,the learner should be able to;	In groups,pairs,learners are guided to;	What is trapping in football?	Teacher's Notes.	Assessment rubrics. Observation.	

		Performing.		a) Define the term Trapping as used in football. b) Outline the procedure of performing trapping skill in football. c) Search the internet for clips on how to perform trapping skill in football. d) Appreciate the use of trapping skill in football.	state the meaning of trapping in football. outline the procedure of performing the trapping skill in football. watch video clips on the foot,thigh and chest trapping skill in football. discuss the trapping skill in football.	How do you perform the foot,thigh and chest trapping skill?	Digital devices. Internet. Video clips on foot,thigh and chest trapping skills.	Written tests. Oral questions and discussions.	
	5	Creating and Performing.	Football.	By the end of the lesson,the learner should be able to; a) Execute the trapping skill in football on the school field. b) Appreciate each other's effort as they perform the trapping skill in football.	In pairs, groups and individually learners are guided to; warm up before performing the trapping skill. collaborate in performing the chest,thigh and foot trapping skill in football. record using digital devices as they perform the trapping skill.	How do you perform the chest,thigh and foot trapping skill?	School field. Digital devices. Soccer balls.	Checklists. Assessment rubrics. Observation schedule.	
4	1	Creating and Performing.	Football.	By the end of the lesson,the learner should be able to; a) Define the term dribbling as used in football.	In groups,pairs,learners are guided to: state the meaning of dribbling as used in football.	What is dribbling in football? What is the difference	Spotlight PE and Sports pg 45-47. Pictures. Digital devices.	Assessment rubrics. Written tests. Observation. Oral questions.	

				b) Identify the types of dribble in football. c) Describe how to perform the dribbling skill in football. d) Appreciate the use of dribbling skill in football.	identify the types of dribble in football. search and watch clips showing how dribbling skill are done(inside and outside of the foot, double and single dribbling) describe how to perform the single and double dribbling in football.	between a double and single dribble techniques in soccer?	Video clips. Teacher's notes.	
	2 & 3	Creating and Performing.	Football.	By the end of the lesson,the learner should be able to; a) Search and watch clips showing famous football executing the dribbling skills. b) Perform the dribbling skill in football. c) Appreciate each other's effort in executing the dribbling skill.	Individually, in pairs or groups,learners are guided to; use digital devices to search and watch clips of famous footballers performing dribbling skill. perform the dribbling skill in the school field and record themselves using digital devices.	How do you perform the dribbling skill in. football?	School field. Soccer balls. Digital devices. Internet. Video clips of famous footballers dribbling.	Assessment rubrics. Checklists. Observation schedule. Practical task.
	4	Creating and Performing.	Football.	By the end of the lesson,the learner should be able to; a) Identify the techniques of shooting in football .	In groups,pairs,learners are guided to; brainstorm and present on some of the shooting techniques used in football.	What is shooting in football? What types of shots do you know in football?	Digital devices. Spotlight PE and Sports Grade 8 pg 39-41. Internet.	Assessment rubric. Checklists. Written tests. Oral questions.

				b) Describe the shooting techniques used in football. c) Desire to perform the shooting techniques in a football game.	identify the shooting techniques used in football. search the internet for information on the techniques used in shooting and types of shots. discuss the different techniques of shooting and types of shots in football.	Which techniques are used in shooting in football?	Teacher's notes.		
	5	Creating and Performing.	Football.	By the end of the lesson,the learner should be able to; a) Search the internet for clips on shooting techniques used in football. b) Execute shooting skill in football. c) Appreciate each other's effort in performing the shooting skill in football.	In groups,pairs, individually,learners are guided to: use digital devices to watch clips of shooting skill in football. individually learner to demonstrate confidence as he or she perform the shooting skill in football.	How do you shoot in a football game?	Digital devices. Video clips. School Field. Soccer balls.	Assessment rubrics. Checklists. Observation schedule. Practical work.	
5	1	Creating and Performing.	Football.	By the end of the lesson,the learner should be able to; a) Identify locally available materials that can be used to improvise crayons for drawing.	In groups,pairs,learners are guided to; collaborate in identifying the locally available materials that can be used to improvise crayons for drawing.	Which locally available materials can be used in making improvised crayons for drawing?	Environment. Digital devices.	Practical work. Checklists.	

				b) Collect the identified locally available materials for improvisation of drawing crayons.	search the internet for the appropriate locally available materials that can be used to improvise crayons for drawing. collect the identified locally available materials for improvisation of drawing crayons.				
	2	Creating and Performing.	Football.	By the end of the lesson,the learner should be able to; a) Outline the procedure for making improvised crayons for drawing. b) Make improvised crayons for drawing. c) Value team effort in making improvised crayons for drawing.	In groups,pairs,learners are guided to; outline the procedure for making improvised crayons for drawing. watch a clip on making improvised crayons. collaborate in making improvised crayons for drawing. display their prepared crayons for assessment.	How do you make improvised crayons for drawing using locally available materials?	School compound. Locally available materials; Candle wax, colour pigment, source of heat)	Assessment rubric. Checklists. Observation schedule. Peer assessment. Practical work.	
	3	Creating and Performing.	Football.	By the end of the lesson,the learner should be able to; a) State the meaning of Crayon etching. b) Describe the procedure of crayon etching .	In groups,pairs,learners are guided to; explain the meaning of crayon etching.	What is crayon etching? How is crayon etching done?	Teacher's notes Digital devices. Print materials. Video clips. Internet.	Assessment rubric. Oral questions. Oral discussion.	

				c) Search the internet for clips on crayon etching art technique. d) Appreciate the use of crayon etching art technique in expressing one's ideas.	search the internet and outline the procedure of crayon etching. discuss the process of creating a crayon etching. watch clips showing the crayon etching art techniques.			
	4 & 5	Creating and Performing.	Football.	By the end of the lesson,the learner should be able to; a) Create a pictorial composition using crayon etching inspired by football game. b) Value team effort in crayon etched drawing.	In groups,pairs, individually,learners are guided to; outline the steps for creating a crayon etching inspired by football game. source to cut out images inspired by the football skills. apply crayon to fill the paper in varried shapes. coat the surface with black media and trace the images to create a composition. scratch creatively within the outline on the black media.	How can you create a pictorial composition using crayon etching?	Crayons. Wax paper. Printing papers. Black ink. Working area in the environment.	Assessment rubrics. Checklists. Observation. Practical work. Portfolios.

				display their work for assessment.				
6	1	Creating and Performing.	Drawing and Painting.	By the end of the lesson,the learner should be able to; a) Define the term balance of forms in drawing. b) Identify the key aspects of balance of forms in drawing. c) Use digital devices to search for information on the key aspects of balance of forms. d) Acknowledge the key aspects of balance of forms.	In groups, pairs or individually,learners are guided to; search the internet for the meaning of balance of forms in pictures. search and identify the key aspects of balance of forms in pictures. discuss the key aspects of balance of forms.	What is balance in drawing?	Digital devices. Teacher's notes. Internet.	Assessment rubrics. Written tests. Oral questions. Oral discussion. observation. Checklists.	
	2	Creating and Performing.	Drawing and Painting.	By the end of the lesson,the learner should be able to; a) Define the terms asymmetrical and symmetrical balance in pictures. b) Analyze pictures or images to identify the symmetrical and asymmetrical balance c) Create drawings that demonstrate the two types of balance.	In groups,pairs,learners are guided to; use digital devices to search the internet for information on symmetrical and asymmetrical balance. watch clips on asymmetrical and symmetrical balance. analyze different pictures and images to identify the symmetrical	What is the difference between asymmetrical and symmetrical balance in drawings?	Digital devices. Images. Drawings. Photographs. Teacher's notes. Video clips.	Assessment rubric. Oral questions. Checklists. Written tests.	

			d) Acknowledge the symmetrical and asymmetrical balance in drawings.	and asymmetrical balance. create drawings that demonstrate the symmetrical and asymmetrical balance.					
3	Creating and Performing.	Drawing and Painting.	By the end of the lesson,the learner should be able to; a) Define radial balance in drawing. b) Use digital devices to search for information on radial balance in drawings . c) Create artwork using radial balance. d) Acknowledge radial balance in drawings.	Individually or in pairs, groups,learners are guided to; search the internet for the meaning of radial balance in drawings. watch clips on radial balance. discuss radial balance in drawings. creatively create artworks or drawings using radial balance and display in class.	What is radial balance in drawing?.	Digital devices. Teacher's notes. Internet. Video clips.	Assessment rubrics. Checklists. Peer Assessment. Written test. Practical work. Observation.	
4	Creating and Performing.	Drawing and Painting.	By the end of the lesson,the learner should be able to; a) Identify the techniques for achieving balance in drawing. b) Discuss the techniques for	In groups,pairs,learners are guided to; search the internet for the techniques used to ensure balance is achieved in drawings.	How can balance be achieved in drawing?	Digital devices. Internet. Teacher's notes.	Assessment rubrics. Oral questions. Checklists.	

				achieving balance in drawing. c) Use digital resources to search for information on techniques for achieving balance in drawing. d) Appreciate the techniques used in achieving balance in drawings.	discuss the techniques used in ensuring balance is achieved in drawings. observe the teacher as he/she demonstrates how balance can be achieved in drawings.			
	5	Creating and Performing.	Drawing and Painting.	By the end of the lesson,the learner should be able to; a) Draw pictures to apply balance. b) Appreciate own and other's pictures.	Individually or in pairs or groups,learners are guided to; learners to select a picture on which he/she intends to draw.(sport) creatively draw a themed picture of a sports activity using any dry media focusing on balance of forms in a space.	How can you ensure you achieve balance of forms in your drawings?	Dry media. Drawing books.	Assessment rubrics. Portfolios. Practical task. Checklists. Observation schedule.

7	1	Creating and Performing.	Drawing and Painting.	By the end of the lesson the learner should be able to: a) Identify the different types of lines used in drawing. b) Discuss the different types of lines used in drawing. c) Draw the different types of lines used in drawing. d) .Acknowledge the different types of lines used in drawing.	In groups,pairs, or individually,learners are guided to; identify the different lines used in drawing. discuss the uses of the different types lines used in drawing. draw the different types of lines in books and charts.	Which types of lines are used in drawing?	Digital devices. Internet. Teacher's notes.	Oral questions. Written tests. Checklists. Assessment rubrics.	
	2	Creating and Performing.	Drawing and Painting.	By the end of the lesson,the learner should be able to; a) Define tone in drawing. b) Discuss the key aspects of tone in drawing c) Use digital devices to search for information on aspects of tone in drawing. d) Appreciate the role of tone in drawing.	In groups,pairs or individually,learners are guided to; Search the internet and State the meaning of tone in drawing. use digital devices to search for information on aspects of tone in drawing. identify and discuss the aspects of tone in drawing.	What is tone as an element of art?	Sample drawing. Teacher's notes. Digital devices. Internet.	Assessment rubrics. Checklists. Oral questions. Observation.	

	3	Creating and Performing.	Drawing and Painting.	By the end of the lesson,the learner should be able to; a) Define the smudging technique in drawing. b) Discuss the key aspects of smudging technique in drawing. c) Create tone on pictures using the smudging technique. d) Appreciate own and other's pictorial compositiotn.	In groups,pairs,learners are guided to; watch a clip on the smudging technique in drawing. brainstorm and present the meaning of smudging technique. search the internet for the aspects of smudging technique and discuss them. creatively create tone on pictures using the smudging technique.	What is smudging technique in drawing? How is smudging technique done?	Artwork and drawings samples. Video clips. pictures. Digital devices. Internet. Teacher's notes.	Assessment rubrics. Observation. Checklists. Oral questions. Checklists.	
	4	Creating and Performing.	Drawing and Painting.	By the end of the lesson,the learner should be able to; a) Identify cool and warm colours on the colour wheel. b) Discuss the characteristics and visual effects of	In groups,pairs,learners are guided to; Study the colour wheels presented and identify the cool and warm colours.	What is painting? What is the difference between warm and cool colours?	Teacher's notes. Internet. Colour wheels. Pictures of paintings. Digital devices.	Assessment rubrics. Oral questions. Written tests. Checklists. Observation.	

				cool and warm colours c) Categorize cool and warm colours in the colour wheel. d) Appreciate the use of warm and cool colours in artwork.	Discuss the characteristics of warm and cool colours. Analyse artworks that show the cool and warm colours.		Top scholar visual arts grade 8 pg 25-28.		
	5	Creating and Performing.	Drawing and Painting.	By the end of the lesson,the learner should be able to; a) Paint a scenery for expression using the cool and warm colours. b) Appreciate own and other's pictorial composition.	In groups,pairs ,learners are guided to; collaborate in painting a scenery using the cool colours (recession) and warm colours.(progression) mat mount the pictures considering contrast. Display their artworks for peer assessment.	What effects are created by the colours in the artworks created?	Drawing books. Paint. Paint brush. Water and palette. Top Scholar Visual Arts grade 8 pg 28-31.	Assessment rubrics. Checklists. Observation schedule. Practical task.	
8					**MID-TERM BREAK**				
9	1	Creating and Performing.	Descant Recorder	By the end of the lesson,the learner should be able to; a) Outline factors to consider in intepreting melodies on staff notation. b) Describe the factors considered in interpreting melodies on staff notation.	In groups,pairs,learners are guided to; Use digital devices to search the internet for factors considered in interpreting melodies on staff notation. Discuss the factors considered when interpreting melodies on staff notation.	Which factors are considered when interprenting melodies on staff notation? What is a descant recorder?	Digital devices. Internet. Teacher's notes.	Assessment rubric. Checklists. Oral discussions. Oral questions.	

				c) Acknowledge factors considered in interpreting melodies on staff notation.					
	2	Creating and Performing.	Descant Recorder.	By the end of the lesson,the learner should be able to; a) Outline the steps for sight reading simple melodies on a descant recorder from staff notation. b) Describe the steps for sight reading simple melodies on a descant recorder from staff notation. c) Acknowledge the steps for sight reading simple melodies on descant recorder.	In groups,pairs,learners are guided to; Search the internet for steps for sight reading simple melodies on a descant recorder. Discuss the steps for sight reading simple melodies on a descant recorder from staff notation. Practice sight reading melodies in the key of C major.	What is the value of sight reading music?	MTP Performing Arts pg 112-113. Digital devices. Internet. Teacher's notes.	Assessment rubric. Observation. Checklists. Oral questions.	
	3	Creating and Performing.	Descant Recorder.	By the end of the lesson,the learner should be able to; a) Sight read simple melodies on descant recorder from staff notation. b) Enjoy sight reading melodies on descant recorder.	In groups,pairs,learners are guided to; Identify the starting note,note values and rhythms of the melody. Sight read melodies by playing them once without stopping to correct mistakes.	What is the value of sight reading music?	Sheet music for simple melodies. MTP Performing Arts pg 112. Descant recorders.	Practical task. Observation. Checklists. Assessment rubrics.	

		Creating and Performing.	Descant Recorder.	By the end of the lesson, the learner should be able to; a) Identify the techniques of playing the descant recorder. b) Search the internet for clips on the technique of playing descant recorder. c) Desire to practice the technique of playing descant recorder.	In groups, pairs, learners are guided tio; Watch video clips on the techniques of playing the descant recorder. Identify the techniques used in playing descant recorder. Practice the techniques of playing the descant recorder for perfection.	Which techniques are used in playing descant recorder?	MTP Performing Arts pg 113-114. Picture. Descant recorder. Digital devices. Video clips.	Assessment rubrics. Checklists. Practical work. Observation.	
	4 & 5								
10	1	Creating and Performing.	Descant Recorder.	By the end of the lesson, the learner should be able to; a) Identify the notes in the C major scale on the descant recorder. b) Practice basic exercises to develop familiarity with the C major scale. c) Desire to play the C major scale on descant recorder.	In groups, pairs, individually, learners are guided to; observe keenly as teacher demonstrates the fingering for the C major scale on the descant recorder. watch clips showing how to play the C major scale on descant recorder.	How do you finger the C major scale on a descant recorder?	Descant recorders. MTP Performing Arts pg 108-111. Pictures. Video clips.	Assessment rubrics. Practical work. Checklists Observation schedule.	
	2 & 3	Creating and Performing.	Descant Recorder.	By the end of the lesson, the learner should be able to; a) Perform a piece in C major on a	In groups, pairs, individually, learners are guided to; choose a suitable piece of C major .	How do you perform a C major on a descant recorder?	Descant recorders. Digital devices.	Practical work. Portfolios. Assessment rubrics.	

				descant recorder with accuracy and expression. b) Appreciate playing music on the descant recorder.	perform a solo descant recorder piece in C major and in 2/4 time and record using digital devices. demonstrate proper breath control,tone quality and dynamics while playing. give feedback and make improvements in playing technique.		MTP Performing Arts pg 109-111. Melodies.	Observation. Checklists.	
	4 & 5	Creating and Performing .	Descant Recorder.	By the end of the lesson,the learner should be able to; a) State the meaning of Performance directions. b) Identify performance directions provided on the sheets of music. c) Discuss the different directions techniques used in descant recorders. d) Perform simple melodies on descant recorder observing performance directions. e) Appreciate playing music on the descant recorder.	In groups,pairs or individually,learners are guided to; identify and discuss the performance directions techniques used in descant recorder. identify performance directions provided on sheets of music. observe performance directions on Solo piece in C major. perform familiar melodies and new pieces of music on descant recorder observing performance directions learnt.	Why are performance directions important in music? what are performance directions in music?	MTP Performing Arts pg 114-117. Digital devices. Descant recorders. Simple pieces or melodies. Video clips.	Assessment rubrics. Checklists Portfolios. Checklists Oral questions. Observation schedule.	

11	1	Creating and Performing.	Kenyan Folk Songs.	By the end of the lesson, the learner should be able to: a) Define the term Folk songs. b) Identify the ways in which folk songs are classified. c) Discuss community of origin as one way of classifying the folk songs in the society. d) Use digital devices to search for folk songs based on the community of origin. e) Appreciate the folk songs classified according to community of origin.	In groups,learners are guided to: watch a recorded performances of African folk songs and present the meaning of folk songs. study the pictures in learner's book and answer the questions provided. identify the ways in which Folk songs are classified in the society. discuss the community of origin as a way of classifying Kenyan folk songs. use digital devices to search and watch folk songs based on the community of origin.	How are African folk songs classified? What are folk songs?	MTP Performing Arts Grade 7 pg 87-88. Pictures. Folk songs. Digital devices.	Oral questions. Written tests Observation.	
	2	Creating and Performing.	Kenyan Folk Songs.	By the end of the lesson, the learner should be able to: a) Identify the occasions in which folk songs are sang in the community. b) Discuss occasion as a way of classifying Kenyan folk songs in the society. c) Use digital devices to search for folk	In groups,learners are guided to: list the different occasions in which folk songs are sang in the community. search information on occasion as a way of classifying folk songs from the internet or textbook.	How are African folk songs classified? Which occasions were/are folk songs sang in the different communities?	MTP Performing Arts Grade 7 pg 88. Teacher's notes Digital devices. Folk songs.	Oral questions. Written tests. Project. Observation.	

				songs based on different occasions in the community. d) Appreciate the different occasions in which folk songs are sang in the community.	discuss occasion as way of classifying folk songs. use digital devices to search and watch folk songs based on the occasions of different communities.				
	3	Creating and Performing.	Kenyan Folk Songs.	By the end of the lesson, the learner should be able to; a) Discuss gender as way of classifying folk songs in the community. b) Use digital devices to search for folksongs based on gender in the community. c) Appreciate the folk songs classified according to gender.	In groups,learners are guided to: define the term gender. discuss gender as a way of classifying folk songs in the community. search and watch folk songs classified according to gender. classify the different folks in Kenyan communities based on gender, occasion and community of origin.	How are folk songs classified in the community? What is the role of folk songs in Kenyan society?	Digital devices. Teacher's notes. Recorded Folk songs. Internet.	Oral questions. Written tests. Checklists.	
	4	Creating and Performing.	Kenyan Folk Songs.	By the end of the lesson, the learner should be able to; a) Identify the techniques used in performing folk songs in the different communities. b) Discuss voice projection and balance, phrasing	In groups,learners are guided to: list the techniques used in performing of folk songs. search for information on phrasing,tempo,voice projection and balance as techniques of performing folk songs.	Which techniques are used in performing of folk songs?	Digital devices Internet. Teacher's notes Folk songs.	Oral questions. Observation Checklists. Written tests.	

				and tempo as techniques in performing of folk songs. c) Use digital devices to search for information on the tempo, phrasing, voice projection and balance as techniques of performing folk songs d) Acknowledge the techniques used in performing of folk songs.	discuss tempo, phrasing, voice projection and balance as techniques of performing folk songs listen to folk songs to identify the techniques in performing folk songs (tempo, phrasing, voice projection and balance)				
	5	Creating and Performing	Kenyan Folk Songs.	By the end of the lesson, the learner should be able to: a) Discuss tone, dynamics, expression and interpretation as techniques of performing folk songs. b) Use digital resources to search for information on tone, dynamics, expression and interpretation as techniques of performing folk songs .	In groups, learners are guided to: use digital devices or print resources to search for information on tone, dynamics, expression and interpretation as techniques used in performing folk songs. discuss tone, dynamics, expression and interpretation as techniques used in performing folk songs.	Which techniques are used in performing of folk songs?	Digital devices. Internet. Teacher's notes Folk songs.	Assessment rubrics. Checklists. Oral questions. Written tests.	

				c) Acknowledge the techniques used in performing of folk songs.	listen and watch folk songs to identify the discussed techniques in performing folk songs.				
12	1	Creating and Performing.	Kenyan Folk Songs.	By the end of the lesson, the learner should be able to: a) Discuss gestures and movement, intensity,mood and authenticity as techniques in performing folk songs. b) Use digital devices to search for information on the mood, intensity, authenticity, gestures and movement as techniques of performing folk songs. c) Acknowledge the techniques used in performing folk songs.	In groups,learners are guided to: search the internet or print resources for information on mood, intensity, authenticity and gestures and movement as techniques of performing folk songs. discuss the techniques as used in performing folk songs. listen and watch selected folk songs to identify the discussed techniques in performing folk songs.	How can performance of Kenyan folk songs be made interesting?	Folk songs. Teacher's notes. Digital devices. Internet	Oral/aural questions. Checklists. Written tests.	
	2	Creating and Performing.	Kenyan Folk Songs.	By the end of the lesson, the learner should be able to: a) Define the term Solo folk songs. b) Outline steps that guide one in	In groups,learners are guided to: brainstorm and present the meaning of solo folk song.	How do you perform a solo folk song?	MTP Performing Arts pg 91-92. Folk songs Digital devices.	Oral questions. Checklists. Assessment rubrics.	

				performing a solo Kenyan folk song. c) Discuss the steps one goes through in performing a solo folk song. d) Use digital devices to select the appropriate folk song for solo performance. e) Desire to perform a solo folk song.	outline and discuss the steps that guide one in performing a solo folk song. Use digital devices to watch a solo folk song. select a folk song to perform solo.				
	3	Creating and Performing.	Kenyan Folk Songs.	By the end of the lesson, the learner should be able to: a) State meaning of African group folk song. b) Outline steps that guides one in performing a group Kenyan folk song c) Use digital devices to search,select and watch a group folk song. d) Desire to collaborate in performing a group folk song.	In groups,learners are guided to; brainstorm and present the meaning of group folk songs. outline and discuss the steps that guide one in performing a group folk song. watch folk songs presented in groups. search the internet for folk songs and select one for performance.	How do you perform a group folk song?	MTP Performing Arts pg 93-94. Digital devices. Folk songs.	Oral questions. Written tests. Checklists.	
	4 & 5	Creating and Performing.	Kenyan Folk Songs.	By the end of the lesson, the learner should be able to: a) Perform a folk song from a Kenyan	In groups,learners are guided to rehearse their selected group folk song using the performance techniques.	How can you make the performance of Kenyan	Digital devices. Selected folk songs.	Oral presentation. Observation schedule. Checklists.	

				community with appropriate techniques. b) Appreciate folk songs performance as means of cultural preservation .	individually,learners to rehearse on selected solo folk song using the performance techniques. learners to perform their selected folk songs to the school audience.	folk songs interesting?		Assessment rubric	
13	REVISION AND END OF TERM ASSESSMENT								
14	CLOSURE OF SCHOOL								