



DOYEN PUBLISHERS

SCHEMES OF WORK TERM II 2025

GRADE 8 CREATIVE ARTS AND SPORTS

Week	Lesson	Strand	Sub-strand	Specific-Learning outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Reflection
1	1	Creating and Performing	Montage; Pictorial composition	By the end of the lesson, the learner should be able to: a) Explain the meaning of montage. b) Discuss the characteristics of montage composition. c) Appreciate the importance of montage composition.	<ul style="list-style-type: none"> Learners are guided to define the meaning of montage. In groups, learners are guided to discuss the characteristics of montage composition. 	What is the meaning of montage composition? What are the characteristics of montage composition?	Pictures Photographs Digital devices Computing devices <i>Curriculum Design; Creative Arts and Sports, Grade 8</i>	Oral questions Oral Report Observation	
	2	Creating and Performing	Interpretation of subject matter	By the end of the lesson, the learner should be able to: a) Identify the materials used to make montage composition. b) Interpret subject matter of montage composition. c) Appreciate interpretation of subject matter in montage composition.	<ul style="list-style-type: none"> Learners are guided to identify the materials used to make montage composition. In groups, learners are guided to interpret subject matter of montage composition. In groups, learners are guided to use digital devices to visit a number of 	How to interpret subject matter of a montage composition?	Pictures Photographs Digital devices Computing devices <i>Curriculum Design; Creative Arts and Sports, Grade 8</i>	Oral questions Oral Report Observation	



					websites showing montage pictures and learn more about this technique of picture making.				
	3	Creating and Performing	Mounting surfaces	By the end of the lesson, the learner should be able to: a) Identify mounting surfaces. b) Collect and prepare mounting surfaces for making montage compositions. c) Appreciate the use of mounting surfaces.	<ul style="list-style-type: none"> Learners are guided to identify mounting surfaces. In groups, learners are guided to collect and prepare mounting surfaces for making montage compositions. 	What are mounting surfaces? How to prepare mounting surfaces for making montage compositions?	Pictures Photographs Digital devices Computing devices Curriculum Design; Creative Arts and Sports, Grade 8	Oral questions Oral Report Observation	
	4	Creating and Performing	Mounting surfaces	By the end of the lesson, the learner should be able to: a) List the wild animals in Kenya. b) Narrate what they have seen from a film or television programme concerning wild animals in Kenya. c) State the importance of taking care of wild animals. d) Appreciate the importance of wild animals.	<p>In groups, learners to list the wild animals in Kenya.</p> <p>In groups, learners to state the importance of taking care of wild animals.</p> <p>In groups, learners to narrate what they have seen from a film or television programme concerning wild animals in Kenya</p>	Which wild animals are referred as the big five?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Photographs Digital devices Computing devices	Oral questions Oral Report Observation	



	5	Creating and Performing	How to create a montage pictorial composition on wild animals	By the end of the lesson, the learner should be able to: a) Outline the procedure to follow when creating a montage composition based on wild animals. b) Create a montage composition based on wild animals. c) Have fun and enjoy making an interesting and appealing montage composition.	Learners are guided to outline the procedure to follow when creating a montage composition based on wild animals. Learners are guided to create a montage composition based on wild animals.	How do you create a montage pictorial composition on wild animals?	Painting materials Papers Pencils Sharpeners Erasers Rulers Pictures Photographs Digital devices Computing devices <i>Curriculum Design; Creative Arts and Sports, Grade 8</i>	Oral questions Oral Report Observation	
2	1	Athletics	Middle Distance Races	By the end of the lesson, the learner should be able to: a) Discuss what is happening in learner's book 8 page 80 b) Describe the body positioning of the athlete in each phase. c) Give two examples of races started in the same way as the one on the picture.	In groups or in pairs, learners are guided to discuss what is happening in learner's book 8 page 80 In groups or in pairs, learners are guided to describe the body positioning of the athlete in each phase.	What is the body position of the athlete in each phase?	Spotlight; Physical Education and Sports Learner's Book Grade 8 pg. 80-81 Pictures Charts Realia	Oral questions Oral Report Observation	



				d) Develop a curiosity to learn more about middle distance races.	In groups or in pairs, learners are guided to give two examples of races started in the same way as the one on the picture.		Computing devices		
	2	Athletics	Middle Distance Races	By the end of the lesson, the learner should be able to: a) Use the link: http://tinurl.com/2p8c7cj2 to watch a video clip on stating position in middle distance races. b) Describe the positioning of the runner on the track. c) Demonstrate how the event started. d) Enjoy watching the video.	In groups or in pairs, learners are guided to use the link: http://tinurl.com/2p8c7cj2 to watch a video clip on stating position in middle distance races. In groups or in pairs, learners are guided to describe the positioning of the runner on the track. In groups or in pairs, learners are guided to demonstrate how the event started.	Where are middle distance races performed?	Spotlight; Physical Education and Sports Learner's Book Grade 8 pg. 81-83 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	3	Athletics	Middle Distance Races	By the end of the lesson, the learner should be able to: a) Identify the facility where middle distance races are performed during athletics competitions. b) Outline the process of performing the take- off position. c) Perform the middle-distance races.	In groups or in pairs, learners are guided to identify the facility where middle distance races are performed during athletics competitions. In groups or in pairs, learners are guided to outline the process of performing the take- off position.	What is the position of the runner on the track?	Spotlight; Physical Education and Sports Learner's Book Grade 8 pg. 83-85 Pictures Charts Realia	Oral questions Oral Report Observation	




				d) Have fun and enjoy performing the middle- distance races.	In groups or in pairs, learners are guided to perform the middle-distance races.		Computing devices		
	4	Athletics	Middle Distance Races	By the end of the lesson, the learner should be able to: a) Identify the safety measures to observe before engaging in any middle distance racing activities. b) Demonstrate take-off position, pacing, stride length and recovery. c) Apply the take- off position, pacing, stride length and recovery in middle distance race. d) Have fun and enjoy performing the middle-distance races.	In groups or in pairs, learners are guided to identify the safety measures to observe before engaging in any middle distance racing activities. In groups or in pairs, learners are guided to demonstrate take-off position, pacing, stride length and recovery. In groups or in pairs, learners are guided to apply the take- off position, pacing, stride length and recovery in middle distance race.	How do you perform the middle distance races?	Spotlight; Physical Education and Sports Learner's Book Grade 8 pg. 85-86 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	5	Creating and Performing	Describing melodic intervals in a simple melody.	By the end of the lesson, the learner should be able to: a) Use digital devices and musical instrument to sound intervals.	In groups or in pairs, learners are guided to use digital devices and musical instrument to sound intervals.	How are different musical features used in interpreting	Curriculum Design; Creative Arts and Sports, Grade 8	Oral questions Oral Report Observation	



				b) Discuss and describe intervals dictated to them. c) Write intervals of music using tonic sol-fa and staff notation in groups. d) Appreciate music written in major keys on treble staff.	In groups or in pairs, learners are guided to discuss and describe intervals dictated to them In groups or in pairs, learners are guided to discuss and describe intervals dictated to them	music in staff notation?	Pictures Realia Computing devices		
3	1	Creating and Performing	Construction of major scales of C,G,D and A	By the end of the lesson, the learner should be able to: a) Sing the scale of C, G, D and A major ascending and descending using appropriate pitching. b) Sing simple melodies using tonic sol-fa and hand signs using metre and tone set. c) Identify opening pitch, rhythmic patterns and sing entire selection while keeping a steady beat. d) Appreciate music written in staff notation.	In groups or in pairs, learners are guided to sing the scale of C, G, D and A major ascending and descending using appropriate pitching. In groups or in pairs, learners are guided to sing simple melodies using tonic sol-fa and hand signs using metre and tone set. In groups or in pairs, learners are guided to identify opening pitch, rhythmic patterns and sing entire selection while keeping a steady beat.	How do you construct major scales of C, G, D and A major on treble staff?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Realia Computing devices	Oral questions Oral Report Observation	
	2	Creating and	The scale C major	By the end of the lesson, the learner should be able to:	In groups or in pairs, learners are guided to	How do we read the	Curriculum Design;	Oral questions	



		Performing		<p>a) Use a piano keyboard to play white keys starting from C to C'.</p> <p>b) Sing melodies with scalar motion and different pitch levels.</p> <p>c) Sing the C major scale ascending and descending using tonic sol-fa</p> <p>d) Appreciate music scale written in staff notation.</p>	<p>use a piano keyboard to play white keys starting from C to C'.</p> <p>In groups or in pairs, learners are guided to sing melodies with scalar motion and different pitch levels.</p> <p>In groups or in pairs, learners are guided to sing the C major scale ascending and descending using tonic sol-fa</p>	<p>melody based on the scale of C major?</p>	<p>Creative Arts and Sports, Grade 8</p> <p>Pictures Realia Computing devices</p>	<p>Oral Report Observation</p>	
3	Creating and Performing	The scale of G and D major.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Construct the diatonic major scales on treble staff.</p> <p>b) Construct major scales of G and D on treble staff.</p> <p>c) Sing the scales of G and D ascending and descending using appropriate pitching.</p> <p>d) Have fun and enjoy singing.</p>	<p>In groups or in pairs, learners are guided to construct the diatonic major scales on treble staff.</p> <p>In groups or in pairs, learners are guided to construct major scales of G and D on treble staff.</p> <p>In groups or in pairs, learners are guided to sing the scales of G and D ascending and descending using appropriate pitching.</p>	<p>How are different musical features used in interpreting music in a staff notation?</p>	<p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures Realia Computing devices</p>	<p>Oral questions Oral Report Observation</p>		



	4	Creating and Performing	Interpret simple melodies in the key of C,D,G and A major	By the end of the lesson, the learner should be able to: a) Sing simple melodies in C, G, D and A major ascending and descending using appropriate pitching. b) Read simple melodies in major keys on treble staff. c) Appreciate different types of melodies.	In groups or in pairs, learners are guided to sing simple melodies in C, G, D and A major ascending and descending using appropriate pitching. In groups or in pairs, learners are guided to read simple melodies in major keys on treble staff.	How do you play melodies using a western music instrument?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Realia Computing devices	Oral questions Oral Report Observation	
	5	Games; Netball	Chest pass in Netball	By the end of the lesson, the learner should be able to: a) Use digital device to watch a video clip and observe the chest pass in netball. b) Demonstrate chest pass in netball by positioning the body arms and legs c) Have fun practicing how to chest pass in netball.	In groups, learners are guided to use digital device to watch a video clip and observe the chest pass in netball. In groups, learners to demonstrate chest pass in netball by positioning the body arms and legs	What is netball?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Realia Computing devices	Oral questions Oral Report Observation	
4	1	Games; Netball	Dodging and marking in Netball	By the end of the lesson, the learner should be able to: a) Define dodging and marking. b) Use digital device to watch a video clip and observe the dodge and marking in netball.	Learners to define dodging and marking. In groups, learners to use digital device to watch a video clip and observe the dodge and marking in netball	Why do you think the players are close to each other?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Realia	Oral questions Oral Report Observation	



				c) Demonstrate dodge and marking in netball. d) Have fun practicing how to dodge and marking in netball.	In groups, learners are guided to demonstrate dodge and marking in netball		Computing devices		
	2	Games; Netball	Dodging and marking in Netball	By the end of the lesson, the learner should be able to: a) Identify the drills in dodging and marking. b) Play the dodge challenger game. c) Have fun and enjoy playing dodge and marking in netball.	In groups, learners to identify the drills in dodging and marking In groups, learners are guided to play the dodge challenger game	Why should two players look at the same direction?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Realia Computing devices	Oral questions Oral Report Observation	
	3	Games; Netball	Footwork in Netball	By the end of the lesson, the learner should be able to: a) Explain the role of pivoting during a game of Netball. b) Use digital device to watch a video clip and observe the compilation of footwork skills in Netball. c) Demonstrate double foot landing, single foot landing and pivoting. d) Have fun practicing footwork in Netball.	In groups, learners to explain the role of pivoting during a game of Netball. In groups, learners are guided to use digital device to watch a video clip and observe the compilation of footwork skills in Netball In groups, learners are guided to demonstrate double foot landing, single foot landing and pivoting	What is the role of pivoting during a game of Netball?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Realia Computing devices	Oral questions Oral Report Observation	



	4	Games; Netball	Footwork in Netball	By the end of the lesson, the learner should be able to: a) Explain how to mark a player with a ball during a Netball match. b) Practise footwork techniques in Netball games such as, the beeline, the sickle. c) Have fun playing netball games.	In groups, learners to explain how to mark a player with a ball during a Netball match In groups, learners are guided to practice footwork techniques in Netball games such as, the beeline, the sickle	How do you mark a player with a ball during Netball match?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Realia Computing devices	Oral questions Oral Report Observation	
	5	Games; Netball	Multi Media Art	By the end of the lesson, the learner should be able to: a) Watch a flip book animation from a digital device and discuss your observations. b) List the tools and materials used when creating a flip book animation. c) Appreciate flip book animations.	Learners are guided in pairs, in groups or individually to: Watch a flip book animation from a digital device and discuss your observations. List the tools and materials used when creating a flip book animation.	What is a flip book in animation?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Realia Computing devices	Oral questions Oral Report Observation	
5	1	Games; Netball	Multi Media Art	By the end of the lesson, the learner should be able to: a) Discuss things to consider when creating a flip book animation.	Learners are guided in pairs, in groups or individually to: Discuss things to consider when creating a flip book animation.	how do we create a flip book animation?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Realia	Oral questions Oral Report Observation	



				b) Write down factors to ensure creation of a smooth transition c) Appreciate creating a flip book animation.	Write down factors to ensure creation of a smooth transition		Computing devices		
	2	Creating and Performing	Multi Media Art	By the end of the lesson, the learner should be able to: a) Define the term dye and wax. b) Recognize the materials used in wax and dye. c) Appreciate the materials used in wax and dye.	In groups or in pair, learners are guided to define the term dye and wax. In groups or in pair, learners are guided to recognize the materials used in wax and dye.	What is dye? What is wax?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Realia Computing devices	Oral questions Oral Report Observation	
	3	Creating and Performing	Multi Media Art	By the end of the lesson, the learner should be able to: a) Identify the technique in tie, dye and batik. b) Analyse tie and dye and batik in fabric decoration. c) Appreciate the use of tie, dye and batik in fabric decorations.	In group or in pairs, learners are guided to identify the technique in tie, dye and batik. In group or in pairs, learners are guided to analyse tie and dye and batik in fabric decoration.	How do you analyse tie and dye?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Realia Computing devices	Oral questions Oral Report Observation	
	4	Creating and	Multi Media Art	By the end of the lesson, the learner should be able to:	In group or in pairs, learners are guided to	Which type of fabric are ironed?	Curriculum Design; Creative	Oral questions Oral	



		Performing		a) List the fabrics used in washing and ironing. b) Source and prepare a recyclable cotton fabric by washing and ironing. c) Appreciate types of fabrics.	list the fabrics used in washing and ironing. In group or in pairs, learners are guided to source and prepare a recyclable cotton fabric by washing and ironing.		Arts and Sports, Grade 8 Pictures Realia Computing devices	Report Observation	
	5	Creating and Performing	Multi Media Art	By the end of the lesson, the learner should be able to: a) Identify source of artificial dye with emphasis on pigment and fixatives. b) Collaboratively prepare natural dye from the environment. c) Appreciate the sources of artificial dyes.	In group or in pairs, learners are guided to identify source of artificial dye with emphasis on pigment and fixatives. In group or in pairs, learners are guided to collaboratively prepare natural dye from the environment.	What are the sources of artificial dyes?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Realia Computing devices	Oral questions Oral Report Observation	
6	1	Creating and Performing	Multi Media Art	By the end of the lesson, the learner should be able to: a) Explain the meaning of batik in fabric. b) Tie and dye to decorate a fabric for in two colours (diamond and pleating)	In group or in pairs, learners are guided to explain the meaning of batik in fabric. In group or in pairs, learners are guided to tie and dye to decorate a fabric for in two colours (diamond and pleating)	What is batik in fabric?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Realia	Oral questions Oral Report Observation	



				c) Appreciate the uses of batik in fabrics.			Computing devices		
	2	Creating and Performing	Multi Media Art	By the end of the lesson, the learner should be able to: a) Recycle candle wax and beeswax. b) Prepare wax for batik from recyclable candle wax and beeswax. c) Have fun and enjoy preparing wax for batik.	In group or in pairs, learners are guided to recycle candle wax and beeswax. In group or in pairs, learners are guided to prepare wax for batik from recyclable candle wax and beeswax.	How do you preparing wax for batik?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Realia Computing devices	Oral questions Oral Report Observation	
	3	Creating and Performing	Multi Media Art	By the end of the lesson, the learner should be able to: a) Prepare the materials to use in batik the fabric. b) Batik the fabric using cracked and textured techniques to make a mat. c) Have fun and enjoy batiking fabrics.	In group or in pairs, learners are guided to prepare the materials to use in batik the fabric. In group or in pairs, learners are guided to batik the fabric using cracked and textured techniques to make a mat	Which materials do use in batik the fabric?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Realia Computing devices	Oral questions Oral Report Observation	
	4	Creating and Performing	Multi Media Art	By the end of the lesson, the learner should be able to: a) List the materials used to dye or batik a curtain.	In group or in pairs, learners are guided to list the materials used to dye or batik a curtain In group or in pairs, learners are guided to	Which materials do you to dye or batik a curtain?	Curriculum Design; Creative Arts and Sports, Grade 8	Oral questions Oral Report Observation	



				b) Collaboratively decorate a fabric with either tie and dye/ batik to make a curtain. c) Have fun and enjoy decorating fabrics with either tie and dye/batik to make a curtain.	collaboratively decorate a fabric with either tie and dye/ batik to make a curtain		Pictures Realia Computing devices		
	5	Creating and Performing	Multi Media Art	By the end of the lesson, the learner should be able to: a) State the techniques to use to finish a fabric. b) Finish the fabric appropriately by dewaxing, ironing and trimming. c) Appreciate resist methods of decorating fabric.	In pairs, learners are guided to state the techniques to use to finish a fabric. In pairs, learners are guided to finish the fabric appropriately by dewaxing, ironing and trimming.	Which technique did you use to finish a fabric?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Realia Computing devices	Oral questions Oral Report Observation	
7	1	Creating and Performing	Multi Media Art	By the end of the lesson, the learner should be able to: a) Discuss what is animation b) Share experiences on animation shows you have seen. c) Appreciate animation as a way of creating art.	In groups, learners are guided to discuss what is animation. In groups, learners are guided to share experiences on animation shows you have seen.	How do you think images are made to appear to be moving and talking?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Digital devices	Oral questions Oral Report Observation	



							Computing devices		
	2	Performing	Descent recorder; G major on staff notation	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Define the term western in music. b) Write the scale of G major on a staff with key signature. c) Sing the scale of G major ascending and descending using tonic sol-fa d) Enjoy singing the scale of G major. 	<p>In groups or in pairs, learners are guided to define the term western in music.</p> <p>In groups or in pairs, learners are guided to write the scale of G major on a staff with key signature.</p> <p>In groups or in pairs, learners are guided to sing the scale of G major ascending and descending using tonic sol-fa</p>	What is major scale?	<p>Moran; Performing Arts Learner's Book Grade 8 pg. 193</p> <p>Pictures Charts Realia Computing devices</p>	<p>Oral questions Oral Report Observation</p>	
	3	Performing	Reading and interpreting the fingering chart for the notes on G major	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Watch a video or a live performance of a person playing the scale of G major on the recorder. b) Read the interpret the fingering chart for the notes on G major. c) Practice playing individual letters of 	<p>In groups or in pairs, learners are guided to watch a video or a live performance of a person playing the scale of G major on the recorder.</p> <p>In groups or in pairs, learners are guided to read the interpret the fingering chart for the notes on G major.</p>	How is the G major scale played?	<p>Moran; Performing Arts Learner's Book Grade 8 pg. 194-196</p> <p>Pictures Charts Realia Computing devices</p>	<p>Oral questions Oral Report Observation</p>	



				<p>the scale of G major using the correct fingering.</p> <p>d) Enjoy singing the scale of G using the correct fingering.</p>	<p>In groups or in pairs, learners are guided to practice playing individual letters of the scale of G major using the correct fingering.</p>				
	4	Performing	Appropriate techniques for playing the descant recorder	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Watch descant recorder performances.</p> <p>b) Identifying techniques used in descant recorder performances.</p> <p>c) Apply and demonstrate the fingering and pinching techniques as they play simple tunes.</p> <p>d) Appreciate the techniques used in descant recorder performances.</p>	<p>In groups or in pairs, learners are guided to watch descant recorder performances.</p> <p>In groups or in pairs, learners are guided to identifying techniques used in descant recorder performances.</p> <p>In groups or in pairs, learners are guided to apply and demonstrate the fingering and pinching techniques as they play simple tunes.</p>	<p>Which part of the fingers is used in order to cover the holes correctly?</p> <p>What is the role of the thumb finger on each hand?</p>	<p>Moran; Performing Arts Learner's Book Grade 8 pg. 197-198</p> <p>Pictures Charts Realia Computing devices</p>	<p>Oral questions</p> <p>Oral Report Observation</p>	
	5	Performing	Identifying techniques used in descant recorder performances	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Define the term embouchure and tonguing.</p> <p>b) Practise playing the scale by separating</p>	<p>In groups or in pairs, learners are guided to define the term embouchure and tonguing.</p> <p>In groups or in pairs, learners are guided to</p>	<p>How will you achieve balanced and blended sounds on your instruments together?</p>	<p>Moran; Performing Arts Learner's Book Grade 8 pg. 198-199</p>	<p>Oral questions</p> <p>Oral Report Observation</p>	




				<p>individual notes using the tonguing technique.</p> <p>c) Play a simple melody using tonguing and slurring.</p> <p>d) Enjoy singing a simple melody using tonguing and slurring.</p>	<p>practice playing the scale by separating individual notes using the tonguing technique.</p> <p>In groups or in pairs, learners are guided to play a simple melody using tonguing and slurring.</p>		<p>Pictures</p> <p>Charts</p> <p>Realia</p> <p>Computing devices</p>		
8				HALF TERM BREAK					
9	1	Creating and Performing	Basic elements of a verse	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Define the term poem, outline and persona.</p> <p>b) Recite a poem and identify the persona.</p> <p>c) Describe the main events which take place in the poem.</p> <p>d) Appreciate the importance of a persona in a poem.</p>	<p>In groups, learners are guided to demonstrate by reading aloud short verses to convey elements of a verse.</p> <p>In groups, learners are guided to recite a poem and identify the persona.</p> <p>In groups, learners are guided to describe the main events which take place in the poem.</p>	What are the characteristic of a verse?	<p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures</p> <p>Digital devices</p> <p>Computing devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	
	2	Creating and Performing	Basic elements of a verse	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Describe the basic elements of a verse.</p>	<p>In groups or in pairs, learners are guided to describe the basic elements of a verse.</p>	How is the language used in a verse?	<p>Curriculum Design; Creative Arts and Sports, Grade 8</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	



				b) Watch a recorded performance of a verse to identify, in collaboration with others, elements of a verse. c) Describe how the language is used in a verse. d) Enjoy watching the recorded performance?	In groups or in pairs, learners are guided to watch a recorded performance of a verse to identify, in collaboration with others, elements of a verse.		Pictures Digital devices Computing devices		
	3	Creating and Performing	Theme in verse	By the end of the lesson, the learner should be able to: a) Explain the meaning of a theme. b) Discuss theme in verse in relation to issues affecting society. c) Watch videos of short verses and identify poetic use of language, meanings and emotions conveyed d) Appreciate the use of themes language in communicating meaning.	In groups or in pairs, learners are guided to explain the meaning of a theme. In groups or in pairs, learners are guided to discuss theme in verse in relation to issues affecting society. In groups or in pairs, learners are guided to watch videos of short verses and identify poetic use of language, meanings and emotions conveyed	What is a theme in poems?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	4	Creating and	Theme in verse	By the end of the lesson, the learner should be able to:	In groups or in pairs, learners are guided to	How does verse address	Curriculum Design;	Oral questions	



		Performing		<ul style="list-style-type: none">a) Identify an issue affecting their local community and brainstorm on the various themes you can say about it.b) Create a web diagram showing an issue and the various themes that can be developed from it.c) Have a desire to curb pertinent and contemporary issues in the society.	<p>identify an issue affecting their local community and brainstorm on the various themes you can say about it.</p> <p>In groups or in pairs, learners are guided to create a web diagram showing an issue and the various themes that can be developed from it.</p>	<p>pertinent and contemporary issues in the society?</p>	<p>Creative Arts and Sports, Grade 8</p> <p>Pictures Digital devices Computing devices</p>	<p>Oral Report Observation</p>	
	5	Creating and Performing	<p>Voice techniques in reading and reciting a verse</p>	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none">a) Read aloud short verses to convey meaning and emotions.b) Use voice techniques in reading and reciting verse to enhance message delivery.c) Appreciate the use of poetic language in communicating meaning.	<p>In groups or in pairs, learners are guided to read aloud short verses to convey meaning and emotions.</p> <p>In groups or in pairs, learners are guided to use voice techniques in reading and reciting verse to enhance message delivery.</p>	<p>How would you use language in a verse?</p>	<p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures Digital devices Computing devices</p>	<p>Oral questions Oral Report Observation</p>	



10	1	Creating and Performing	Use of body and space techniques in a verse.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Watch a video clip on how to use body and space techniques in a verse. b) Perform a verse using their bodies as a media of communication through gestures. c) Appreciate the narrative as a tool for addressing issues in the society. 	<p>In groups or in pairs, learners are guided to watch a video clip on how to use body and space techniques in a verse.</p> <p>In groups or in pairs, learners are guided to perform a verse using their bodies as a media of communication through gestures.</p>	How can the body communicate without use of words?	<p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures Digital devices Computing devices</p>	Oral questions Oral Report Observation	
	2	Creating and Performing	Verse Identify a theme for a verse script	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Watch live or recorded verse performances to help identify pertinent issues in society which can be addressed through verse. b) Identify an appropriate theme in society for a verse script in a group. c) Appreciate appropriate themes 	<p>Learners are guided in pairs, in groups or individually to: Watch live or recorded verse performances to help identify pertinent issues in society which can be addressed through verse.</p> <p>In groups or in pairs, learners are guided to identify an appropriate theme in society for a verse script in a group.</p>	<p>How can you read a poem in order to bring out its meaning?</p> <p>How is a verse structured?</p>	<p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures Digital devices Computing devices</p>	Oral questions Oral Report Observation	



				to address specific issues in the community.					
	3	Creating and Performing	Verse; Writing a poem	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Explain what they understand by the theme of child rights, care and protection. b) Script a verse with a clear structure and developed persona to address the selected theme in the community in collaboration with other learners c) Appreciate creative verse writing to address specific issues in the community. 	<p>Learners are guided in pairs, in groups or individually to: explain what they understand by the theme of child rights, care and protection.</p> <p>Learners are guided in pairs, in groups or individually to: Choose a topic from the theme, narrate their experience based on the topic of choice</p> <p>Learners are guided in pairs, in groups or individually to script a verse with a clear structure and developed persona to address the selected theme in the community in collaboration with other learners.</p>	<p>What is a theme of a verse?</p> <p>From which sources do poets get the idea for writing their poems?</p>	<p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures Digital devices Computing devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	
	4	Creating and Performing	Verse; Using poetic devices to write a verse	By the end of the lesson, the learner should be able to:	Learners are guided in pairs, in groups or individually to identify	Who is a persona in a poem?	Curriculum Design; Creative Arts and	Oral questions	Oral Report



				a) Identify poetic devices from a playing activity. b) Draft a verse script with a clear structure and developed persona using poetic devices. c) Have fun revising and proofreading the script to improve it.	poetic devices from a playing activity. Learners are guided in pairs, in groups or individually to draft a verse script with a clear structure and developed persona using poetic devices.	What is a draft?	Sports, Grade 8 Pictures Digital devices Computing devices	Observation	
	5	Creating and Performing	Verse; Improvising props	By the end of the lesson, the learner should be able to: a) Gather relevant materials for making props from within and without the school. b) Create relevant props using locally available materials to enhance verse delivery. c) Take pride in the improvised props.	Learners are guided in pairs, in groups or individually to gather relevant materials for making props from within and without the school. Learners are guided in pairs, in groups or individually to create relevant props using locally available materials to enhance verse delivery.	How can you improvise a television using locally available materials? Which effects are created by choice of diction, themes and props?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
11	1	Creating and Performing	Verse Persona's point of view	By the end of the lesson the learner should be able to: a) Discuss how a persona's point of view expresses meaning in a verse.	In groups or in pairs, learners are guided to discuss how a persona's point of view expresses meaning in a verse.	What is the theme of the verse?	Curriculum Design; Creative Arts and Sports, Grade 8	Oral questions Oral Report Observation	



				b) Rehearse the verse to internalize the persona. c) Appreciate the use of persona in poems.	In groups or in pairs, learners are guided to rehearse the verse to internalize the persona.		Pictures Digital devices Computing devices		
	2	Creating and Performing	Verse – using voice techniques in a performance	By the end of the lesson the learner should be able to: a) Brainstorm how one would use verbal technique to enhance performance of a selected verse. b) Perform a verse using voice techniques to convey the intended message. c) Appreciate the use of verbal techniques to enhance performance.	In groups or in pairs, learners are guided to brainstorm how one would use verbal technique to enhance performance of a selected verse. In groups or in pairs, learners are guided to perform a verse using voice techniques to convey the intended message.	How do we make the presentation of a verse interesting and memorable?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	3	Creating and Performing	Verse; Using body and space appropriately in a performance	By the end of the lesson the learner should be able to: a) State ways in which verse performance express issues in the society. b) Use body and space appropriately in performing a verse	In groups or in pairs, learners are guided to state ways in which verse performance express issues in the society. In groups or in pairs, learners are guided to use body and space appropriately in	Which kind of body language should be used when reciting a poem?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Digital devices	Oral questions Oral Report Observation	



				to convey the intended message. c) Develop curiosity in defining the persona point of view.	performing a verse to convey the intended message.		Computing devices		
	4	Creating and Performing	Verse; Appreciating verse performance	By the end of the lesson the learner should be able to: a) List ways we can make presentation of a verse interesting and memorable. b) Watch a video clip on verse performance features. c) Appreciate the use of poetic language, voice, paralinguistic features and stage movements as complementary elements in verse performance.	In groups or in pairs, learners are guided to list ways we can make presentation of a verse interesting and memorable. In groups or in pairs, learners are guided to watch a video clip on verse performance features.	How do we make the presentation of a verse interesting and memorable?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	5	Creating and Performing	Use of body, voice and space aids to effectively communicate the intended message	By the end of the lesson the learner should be able to: a) Explain how the use of body, voice and space aids to effectively communicate the intended message.	In groups or in pairs, learners are guided to explain how the use of body, voice and space aids to effectively communicate the intended message. In groups or in pairs, learners are guided to	How does character development in narratives mirror the society?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Digital devices	Oral questions Oral Report Observation	



				b) Demonstrate the use of body, voice and space. c) Appreciate the narrative as a tool of addressing contemporary issues in society.	demonstrate the use of body, voice and space		Computing devices		
12	1	Creating and Performing	Use of costumes and props to enhance communication in a narrative	By the end of the lesson the learner should be able to: a) Explain the role of the costumes and props in a narrative b) Demonstrate the use of costume and props enhances communication in narrative c) Appreciate the narrative as a tool of addressing contemporary issues in society.	In groups or in pairs, learners are guided to explain the role of the costumes and props in a narrative. In groups or in pairs, learners are guided to demonstrate the use of costume and props enhances communication in narrative.	What is the role of costume and decor in the narration process?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	2	Creating and Performing	Verse; criteria for evaluating a verse performance	By the end of the lesson the learner should be able to: a) Examine the criteria for evaluating a verse performance b) Watch a video clip on verse performance.	In groups or in pairs, learners are guided to examine the criteria for evaluating a verse performance In groups or in pairs, learners are guided to	What does one look for when evaluating a verse?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures	Oral questions Oral Report Observation	



				c) Appreciate the use of verse to communicate issues in society.	watch a video clip on verse performance.		Digital devices Computing devices		
	3	Creating and Performing	Examine main characters and events in verse	By the end of the lesson the learner should be able to: a) Examine main characters and events in a verse. b) Comment on the significance of the values promoted in verse. c) Appreciate the use of verse to communicate issues in society.	In groups or in pairs, learners are guided to Examine main characters and events in a verse. In groups or in pairs, learners are guided to Comment on the significance of the values promoted in verse	What is the role of verse in shaping the learner's perspective in society?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	4	Creating and Performing	Use of body, voice and space in a verse	By the end of the lesson the learner should be able to: a) State the meaning of a verse. b) Analyze the use of body, voice and space to effectively communicate topical concerns in verse. c) Appreciate the use of verse to communicate issues in society.	In groups or in pairs, learners are guided to state the meaning of a verse In groups or in pairs, learners are guided to analyze the use of body, voice and space to effectively communicate topical concerns in verse.	What is a verse?	Curriculum Design; Creative Arts and Sports, Grade 8 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	



	5	Creating and Performing	Using verse to communicate issues in society	<p>By the end of the lesson the learner should be able to:</p> <ul style="list-style-type: none"> a) Analyze the use of body, voice and space to effectively communicate topical concerns in verse. b) Demonstrate the use of a verse to communicate issues in the society. c) Appreciate the use of verse to communicate issues in society. 	<p>In groups or in pairs, learners are guided to analyze the use of body, voice and space to effectively communicate topical concerns in verse</p> <p>In groups or in pairs, learners are guided to demonstrate the use of a verse to communicate issues in the society.</p>	How do these elements help communicate the message better?	<p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures Digital devices Computing devices</p>	Oral questions Oral Report Observation	
13				REVISION					
14				ASSESSMENT					