



DOYE PUBLISHERS

SCHEMES OF WORK TERM II 2025

GRADE 9 CREATIVE ARTS & SPORTS

Week	Lesson	Strand	Sub-strand	Lesson Learning Outcome	Learning Experiences	Key Inquiry Question	Learning Resources	Assessment	Reflection
1	1	Creating and Performing.	Rugby.	By the end of the lesson, the learner should be able to: -Identify the rules of the rugby game. -Use digital devices to search for information on the rugby game. -Show interest in learning about the rugby game.	In groups, learners are guided to; -brainstorm and share what is rugby. -use digital devices to search for information on rules of the rugby game and take notes. -discuss their findings and present their to the class.	What are the basic rules of a rugby game?	Hummingbird CAS pg 64. Lesson notes. Digital devices.	Oral discussion. Written Assessment Oral presentation. Oral questions.	
	2	Creating and Performing.	Rugby.	By the end of the lesson the learner should be able to: -Identify the passes in the rugby game. -Use digital devices to search and watch video clips on passes in rugby. -Acknowledge the different passes in rugby.	In groups, learners are guided to: -identify the different passes in rugby. -use digital devices to search and watch video clips on passes in rugby. -explain the differences between the three passes (spin,pop and basic) -discuss how the passes in rugby are	Which are the passes in rugby game?	Hummingbird CAS pg 64. Lesson notes. Digital devices. Video clips.	Oral questions. Checklists. Assessment rubrics. Oral discussion. Written tests.	



					done and present to the class.				
	3	Creating and Performing.	Rugby.	By the end of the lesson, the learner should be able to: -Outline the steps for performing the basic pass in rugby. -Demonstrate the basic pass in rugby. -Show interest and confidence while demonstrating the basic pass in rugby.	-In groups, learners are guided through the steps to follow when performing the basic pass in rugby. -watch a short clip showing the basic pass in rugby. -individually, learners to practice performing the basic pass in rugby. -peers to assess the basic pass and give an honest feedback.	How is the basic pass done in rugby?	Hummingbird CAS pg 65. Video clip. Digital devices. Rugby ball. School field.	Observation schedule. Peer and self assessment. Checklists. Learner`s profile.	
	4	Creating and Performing.	Rugby.	By the end of the lesson, the learner should be able to: -Outline the steps for performing the spin pass in rugby. -Demonstrate the spin pass in rugby. -Show confidence while performing the spin pass in rugby.	-In groups, learners are guided through the steps for performing the spin pass in rugby. -watch /observe a video clip or illustration of the spin pass in rugby. -individually or in groups, learners to practice performing the spin pass in rugby. -peers to assess the performance and give an honest feedback.	How is the spin pass done in rugby?	Hummingbird CAS pg 65-66. Rugby ball. School field. Video clip. Digital devices.	Observation schedule. Checklists. Self and peer assessment. Learner`s profile.	
	5	Creating and	Rugby.	By the end of the lesson, the learner should be able to:	-In groups, learners are guided through the	How is the pop pass	Hummingbird CAS pg 66. Rugby ball.	Observation schedule. Checklists.	



		Performing.		<ul style="list-style-type: none"> -Outline the steps for performing the pop pass in rugby. -Demonstrate the pop pass in rugby. -Show confidence while performing the pop pass in rugby. 	steps for performing the pop pass in rugby. -observe/watch an illustration clip of the pop pass in rugby. -in groups, learners to practice the pop pass in rugby. -peers to assess the performance of the pop passes and then give an honest feedback.	done in rugby?	School field. Video clip. Digital devices.	Self and peer assessment. Learner's profile.	
2	1 & 2	Creating and Performing.	Rugby.	By the end of the lesson, the learner should be able to: -Perform the passing skills in rugby for skill acquisition. -Value own and others' efforts in applying passing skills for enjoyment.	-In groups, learners are guided to make a square measuring 5m by 5m. -learners to improvise cones and place them on each end of the square made. -Guide learners to form groups consisting of five learners. -learners to perform the basic, pop and spin passes in rugby. -peers to assess the performance and then give feedback.	What are the best ways to advance a ball in a game of rugby?	Hummingbird CAS pg 66-67. Rugby ball. School field.	Observation schedule. Checklists. Portfolios. Peer Assessment.	
	3	Creating and Performing.	Rugby.	By the end of the lesson, the learner should be able to: -Describe how the drop kick is done in rugby. -Demonstrate the drop kick in rugby.	In groups, learners are guided to; -explain briefly what is a drop kick in rugby. -discuss the body positioning and steps to follow when	When is the drop kick done in rugby? How is the drop kick	Hummingbird CAS pg 68-69. Video clip. Digital device. Lesson notes.	Observation schedule. Checklists. Assessment rubrics. Oral discussion.	



				-Show confidence when performing the drop kick.	performing the drop kick in rugby. -observe an illustration clip of drop kick and pictures to identify the drop kick illustration. -in groups, learners to individually practice the drop kick.	done in rugby?	School field. Rugby ball.	Peer and self assessment.	
	4	Creating and Performing.	Rugby.	By the end of the lesson, the learner should be able to: -Describe how the place kick is done in rugby. -Demonstrate the place kick in rugby. -Show confidence while demonstrating the place kick.	In groups, learners are guided to; -briefly explain what is the place kick in rugby for understanding. -observe pictures and video clips showing the body position and how place kick is done. -discuss the steps to follow while performing the place kick in rugby. -in groups, learners to individually practice the place kick in rugby.	What does the place kick entail in rugby? How is the place kick done?	Hummingbird CAS pg 69. School field. Rugby ball. Lesson notes. Digital devices. Illustration clip.	Oral discussion. Checklists. Assessment rubrics. Observation schedule.	
	5	Creating and Performing.	Rugby.	By the end of the lesson, the learner should be able to: -Practise the drop kicks in rugby. -Value own and others' efforts in performing the drop kick.	In groups, learners are guided to; -set up cones or markers to indicate the kicking area. -in pairs, learners to stand a few metres apart facing each other. -collaborate in practicing dropping the ball and performing	Why is it necessary to increase distance and changing the different angle while practicing the drop kick?	Hummingbird CAS pg 70. Rugby ball. School field. Markers or improvised cones.	Self and peer assessment. Checklists. Learner's profile. Assessment rubrics. Observation schedule.	



					drop kicks to each other. -peers and teacher to give feedback on the performance.				
3	1	Creating and Performing.	Rugby.	By the end of the lesson, the learner should be able to: -Perform activities to practice place kicks in rugby. -Value own and others` efforts in performing the place kick in rugby.	In groups,learners are guided to; -mark a spot on the field to serve as the target for place kicks. -learners to place the rugby ball on the spot. -guide learners to stand in a line. -learners to take turns in kicking the ball using the place kick technique. -learners to observe safety measures and give feedback to each other.	Why is timing ,foot placement and follow through kicks important when performing the place kick?	Hummingbird CAS pg 71. School field. Rugby ball. Digital devices.	Assessment rubrics. Observation schedule. Checklists. Peer assessment. Portifolios.	
	2 & 3	Creating and Performing.	Rugby.	By the end of the lesson,the learner should be able to: -Identify the rules and safety measures to observe during a rugby mini-game. -Play a rugby mini-game applying the skills of passing and kicking. -Value own and others` efforts in applying passing and kicking skills for enjoyment.	In groups,learners are guided to; -mark the field of play measuring 20m by 15m. -Guide learners to divide themselves into two teams. -use the skills of passing and kicking to play a modified game in rugby while observing the rules of the game and safety.	What are rules of a rugby game? Why should players observe safety in a rugby game?	Hummingbird CAS pg 71. Digital devices. School field. Rugby ball.	Checklists. Observation schedule. Assessment rubrics. Portifolios.	



	4	Creating and Performing.	Photography.	By the end of the lesson, the learner should be able to: -Identify the bird's eye viewpoint in photography. -Use digital devices to find examples of photos taken from the bird's eye viewpoint. -Acknowledge the importance of the bird's eye viewpoint in photography.	In groups, learners are guided to; -explain the meaning of the terms photography and viewpoint. -identify the different viewpoints in photography. -describe the bird's eye viewpoint for understanding. -use digital devices to search for examples of photos taken from the bird's eye viewpoint.	What is bird's eye viewpoint in photography?	Hummingbird CAS pg 72-74. Digital devices. Photos /pictures taken from the bird's eye viewpoint. Lesson notes.	Assessment rubrics. Checklists. Oral questions. Oral discussion. Written assessment.	
	5	Creating and Performing.	Photography.	By the end of the lesson, the learner should be able to: -Explain what is the normal viewpoint in photography. -Examine normal viewpoint in virtual and actual photos. -Acknowledge photos taken from the normal viewpoint.	In groups, learners are guided to; -discuss the meaning the normal viewpoint in photography. -observe virtual and actual samples of photographs to analyse the normal viewpoint. -talk about how the pictures feel familiar and easy to understand.	What does the normal viewpoint entail?	Hummingbird CAS pg 72-74. Actual and virtual photos. Lesson notes. Digital devices.	Assessment rubrics. Checklists. Oral discussion. Written Assessment. Oral questions.	
4	1	Creating and Performing.	Photography.	By the end of the lesson, the learner should be able to: -Explain what is worm's eye viewpoint in photography. -Identify photos taken from the worm's eye viewpoint.	In groups, learners are guided to; -discuss what is the worm's eye viewpoint in photography. -observe virtual and actual samples of photographs to analyse	What is a worm's eye viewpoint?	Hummingbird CAS pg 72-74. Photos. Lesson notes. Digital devices.	Assessment rubrics. Checklists. Oral questions. Oral discussions.	



				-Recognise photos taken from the worm`s eye viewpoint easily.	the worm`s eye viewpoint. -use digital devices to search for information on how photos from the worm`s eye viewpoint are taken.			Written Assessment.	
	2	Creating and Performing.	Photography.	By the end of the lesson, the learner should be able to: -Identify scenic points in the environment. -Take a field walk to explore the different scenic points in the environment. -Enjoy identifying scenic points for photography.	In groups, learners are guided to; -explain the meaning of scenic points. -give examples of scenic points for photography. -walk around the surrounding environment and identify scenic points that capture their attention. -present on the identified scenic points for photography.	Why are scenic points important in photography?	Hummingbird CAS pg 76. Surrounding environment. Digital devices.	Assessment rubrics. Checklists. Oral questions. Oral discussion.	
	3	Creating and Performing.	Photography.	By the end of the lesson, the learner should be able to: -Outline the steps for taking great photographs. -Practice capturing photographs in the environment. -Acknowledge the steps to follow in capturing photographs.	In groups, learners are guided to; -brainstorm and share on the steps to follow in taking photographs. -identify and discuss the steps to take great photos. -observe teacher as he/she illustrates how to take photos. -in groups, learners to practice taking great	How do you capture a photograph?	Hummingbird CAS pg 75. Cameras. Digital devices with cameras. School environment.	Assessment rubrics. Illustrations. Oral discussion. Written Assessment. Checklists.	



					photos following the steps learnt. -share their captured photos for assessment and feedback.				
	4	Creating and Performing.	Photography.	By the end of the lesson, the learner should be able to: -Take photographs of a scenery in the bird's eye viewpoint for showcase. -Enjoy taking photographs in the bird's eye viewpoint.	In groups, learners are guided to; -take turns in taking photographs inspired by the environment to showcase beautiful scenes in our country focusing on varied scene and bird's eye viewpoint. -present /display their captured photos for assessment and feedback. -select and store their photographs in an E folder.	How can you capture great photos using the bird's eye viewpoint?	Hummingbird CAS pg 76. Cameras. Digital devices with cameras. Surrounding environment.	Assessment rubrics. Class project. Checklists. Peer assessment.	
	5	Creating and Performing.	Photography.	By the end of the lesson, the learner should be able to: -Take photographs of scenery in the normal viewpoint for showcase. -Enjoy taking photographs from the normal viewpoint.	In groups or pairs, learners are guided to; -take photographs inspired by the environment to showcase beautiful scenes in our country focusing on varied scene and the normal viewpoint. -display/present their captured photographs	How do we take photos from the normal viewpoint?	Hummingbird CAS pg 76. Digital devices. Cameras. Surrounding environment.	Class project. Checklists. Oral discussion. Assessment rubrics.	



					for assessment and feedback. -select and store their photographs in an E folder.				
5	1	Creating and Performing.	Photography.	By the end of the lesson, the learner should be able to: -Outline the steps for preparing photographs for presentation. -Demonstrate how to organize photos for a slideshow. -Acknowledge the need for organizing photographs correctly and appropriately.	-In groups, learners are guided through the steps for preparing photographs for presentation. -discuss the steps for preparing photographs for presentation. -illustrate how to organize photos for a slideshow by writing captions on each photograph and alternating between close-up shots and wider views.	How do you prepare photographs for presentation?	Hummingbird CAS pg 77. Photos. Digital devices.	Assessment rubrics. Oral discussion. Checklists. Illustrations.	
	2 & 3	Creating and Performing.	Photography.	By the end of the lesson, the learner should be able to: -Present the photographs for appreciation. -Show confidence and enthusiasm as he/she presents the photo slideshow.	In groups, learners are guided to; -make a slide presentation of the photographs. -write the appropriate captions for their photographs. -make a presentation for own reflection and peer feedback in a just manner.	Why should photographs be presented in an orderly manner?	Hummingbird CAS pg 77. Photographs. Digital devices. Projector.	Assessment rubrics. Checklists. Peer and self assessment. Portfolios. Learner's profile. Rating scale.	
	4	Creating and	Photography.	By the end of the lesson, the learner should be able to:	In groups, learners are guided to;	Which are the ethical issues to	Lesson notes. Digital devices.	Oral questions.	



		Performing.		<ul style="list-style-type: none"> -Identify the ethical issues to consider in photography. -Conduct an online research on the ethical issues to consider in photography. -Acknowledge ethical issues to consider in photography. 	<ul style="list-style-type: none"> -brainstorm and present on the ethical issues to consider in photography. -use digital devices to research on the ethical issues to consider in photography and take short notes. -discuss the ethical issues to consider in photography and make a class presentation. 	consider in photography ?	Internet. Posters. Grade 9 CAS curriculum design.	Oral discussion. Checklists. Written assessment. Assessment rubrics.	
	5	Creating and Performing.	Descant Recorder.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> -Identify the fingering of notes in the scale of F major. -Practise how to hold the notes in the scale of F major on the descant recorder. -Show interest in learning how to finger the notes in the scale of F major. 	<p>In groups, learners are guided to;</p> <ul style="list-style-type: none"> -study a chart showing the scale of F major and identify the notes. -discuss how to finger the notes in the scale of F major. -observe a clip on how to finger the notes in the scale of F major. -practise how to hold the notes in the scale of F major on the descant recorder. 	<p>Which notes are found in the scale of F major?</p> <p>How do you finger the notes in the scale of F major?</p>	<p>Hummingbird CAS 79.</p> <p>Chart showing the notes on scale of F major and the descant recorder.</p> <p>Lesson notes.</p> <p>Illustration clips.</p> <p>Descant recorder.</p>	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Demonstrations</p> <p>Oral discussion.</p>	
6	1	Creating and Performing.	Descant Recorder.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> -Read and interpret fingering charts of notes in the F major. -Play the notes of the F major scale. 	<p>In groups, learners are guided to;</p> <ul style="list-style-type: none"> -read and interpret fingering charts on the notes of F major scale. -practice fingering the notes in the scale of F major. 	How do you finger the notes in the scale of F major?	<p>Fingering charts.</p> <p>Hummingbird CAS pg 79.</p> <p>Descant recorder.</p> <p>Digital devices.</p>	<p>Practical Activities.</p> <p>Assessment rubrics.</p> <p>Checklists.</p> <p>Rating scales.</p>	



				-Show confidence and enthusiasm in fingering the notes in the scale of F major			Illustration clips.		
	2 & 3	Creating and Performing.	Descant Recorder.	By the end of the lesson, the learner should be able to: -Outline the steps for playing the scale of F major. -Play the scale of F major on a descant recorder. -Enjoy playing the scale of F major.	In groups, learners are guided to; -watch a video clip on how to play the scale of F major ascending and descending on staff notation. -identify the F major notes in the ascending and descending. -discuss the steps for playing the F major scale; ascending and descending on a staff notation. -practice playing the scale of F major ascending and descending on staff notation.	How do you play the scale of F major ascending and descending on staff notation?	Hummingbird CAS PG 79-80		
	4 & 5	Creating and Performing.	Descant Recorder.	By the end of the lesson, the learner should be able to: -Explain the pinching technique on a descant recorder. -Use digital devices to search and watch videos of instrumental tutorials of pinching technique on a descant recorder.	In groups, learners are guided to; -watch a video of instrumental tutorials of pinching technique on a descant recorder. -observe the placement of fingers on the recorder. -explain how to perform the pinching technique on a descant recorder.	How do we perform the pinching technique on a descant recorder?	Hummingbird CAS pg 81. Digital devices. Descant recorders. Video clips.	Checklists. Assessment rubrics. Demonstrations. Observation schedule. Self and peer assessment.	



				-Show interest in learning the pinching technique on descant recorder.	-demonstrate the pinching technique on descant recorders.				
7	1 & 2	Creating and Performing.	Descant Recorder.	By the end of the lesson, the learner should be able to: -Explain the difference between crescendo and diminuendo in musical performance. -Demonstrate the use of crescendo and diminuendo while playing the descant recorder. -Appreciate the role of crescendo and diminuendo in enhancing musical expression.	In groups or pairs, learners are guided to; -listen to short musical excerpts that feature crescendo and diminuendo. -guide learners in identifying and describing the changes in dynamics. -explain the difference between crescendo and diminuendo. -Guide learners to play simple tunes while gradually increasing and decreasing volume based on given cues.	What is the difference between crescendo and diminuendo in musical performance ?	Hummingbird CAS pg80-82. Descant recorders. Lesson notes. Digital devices. Simple tunes.	Assessment rubrics. Checklists. Illustrations. Observation schedule. Self and peer assessment.	
	3	Creating and Performing.	Descant recorder.	By the end of the lesson, the learner should be able to: -Play melodies with lower notes C,D and E. -Enjoy playing melodies with lower notes C,D and E.	In groups, learners are guided to; -outline the steps for playing melodies with lower notes C,D and E. -illustrate how to play melodies with lower notes C,D,E. -Use digital devices to search and identify melodies with lower notes C,D,E. -practice playing melodies with lower	How can you play melodies with lower notes C,D and E?	Hummingbird CAS pg 83-84. Descant recorders. Digital devices. Simple melodies.	Assessment rubrics. Checklists. Illustrations. Observation schedule.	



					notes C,D,E using the descant recorder.				
	4 & 5	Creating and Performing.	Descant recorder.	By the end of the lesson, the learner should be able to: -Identify a solo piece in F major for performance. -Perform a solo piece in F major on a descant recorder applying correct techniques. -Value playing music on the descant recorder.	In groups,learners are guided to; -play simple melodies in 4/4 time and in F major observing performance directions for dynamics. -perform solo pieces in F major on a descant recorder. -use digital devices responsibly to record performances for future reference.	What is the importance of applying technique when playing instrumental music?	Hummingbird CAS pg 81-85. Digital devices. Solo pieces.	Assessment rubrics. Checklists. Oral presentation. Class project.	
8	MID-TERM BREAK								
9	1	Creating and Performing.	Play	By the end of the lesson, the learner should be able to: -Describe the format of a play. -Read samples of play to identify the format of a play. -Acknowledge the format of a play.	In groups,learners are guided to; -brainstorm and share the meaning of a play and play script. -read samples of play scripts to familiarize with the structure and format of a play. -use digital devices to search online for play scripts. -identify and discuss the format of a play script giving relevant examples.	what is the format a play script?	Hummingbird CAS pg 87-89. Digital devices. Samples of play scripts. Lesson notes.	Oral questions. Written assessment. Assessment rubrics. Oral discussion. Checklists.	
	2	Creating and	Play	By the end of the lesson,the learner should be able to:	In groups,learners are guided to;	What are the elements of a play?	Lesson notes. Hummingbird CAS.	Written assessment.	



		Performing.		<ul style="list-style-type: none"> -Define theme as an element of play. -Analyze how a theme develops in a play through dialogue and events. -Appreciate the role of themes in conveying messages about society and human experiences. 	<ul style="list-style-type: none"> -identify the elements of a play. -brainstorm and share the meaning of theme as an element of play. -collaborate in reading a short play and identify the themes in the play. -discuss the identified themes and note them down with supporting examples. -present their findings in class. 		Samples of play. Digital devices. Grade 9 CAS curriculum design.	Assessment rubrics. Checklists. Oral discussion.	
	3	Creating and Performing.	Play	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> -Identify the characters in a play. -Analyse the character traits of the different characters in a play. -Develop empathy by understanding character perspectives. 	In groups, learners are guided to; <ul style="list-style-type: none"> -brainstorm and share the meaning of character. -read a short play and identify the characters. -discuss the character traits of the different characters by analyzing their actions, words. -role play different characters in a play and discuss their motivations. 	How do you know the character traits of a character in a play?	Hummingbird CAS learner's book. Lesson notes. Digital devices. Samples of short plays.	Assessment rubrics. Checklists. Written Assessment. Oral discussion. Oral questions.	
	4	Creating and Performing.	Play	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> -Identify the stages of a plot in a play. 	In groups, learners are guided to; <ul style="list-style-type: none"> -search the meaning of plot in the dictionary and digital devices. 	What is a plot in a play? What are the stages of a	Hummingbird CAS learner's book. Lesson notes. Plays.	Assessment rubrics Checklists. Oral discussions.	



				<ul style="list-style-type: none"> -Outline the plot of a selected play by identifying key moments. -Appreciate how a well-structured plot enhances storytelling. 	<ul style="list-style-type: none"> -read through a short play and identify the stages of a plot in a play. -Guide learners to create a story map of a play's plot and then present their findings in class. 	plot in a play?	Charts.	Oral questions.	
	5	Creating and Performing.	Play.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> -Define setting in a play. -Describe how setting influences the mood and actions of characters. -Acknowledge the importance of setting in creating atmosphere and meaning in a play. 	<p>In groups, learners are guided to;</p> <ul style="list-style-type: none"> -explain the meaning of setting in a play. -differentiate between time and place. -use digital devices to search for information on how setting influences the mood and actions in a play and discuss their finding. -read samples of play and identify the setting. -compare the different settings and discuss how they change a play's interpretation. 	How does setting influence the mood and actions of characters?	Hummingbird CAS learner's book. Digital devices. Lesson notes. Samples of play.	<p>Assessment rubrics.</p> <p>Oral discussions.</p> <p>Oral questions.</p> <p>Written Assessment.</p>	
10	1	Creating and Performing.	Play.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> -Explain the meaning of conflict in a play. -Identify conflicts in a play. 	<p>In groups, learners are guided to:</p> <ul style="list-style-type: none"> -explain the meaning of conflicts in a play. -differentiate between internal and external conflicts in a play and 	What is the role of conflicts in character development?	Hummingbird CAS learner's book. Lesson notes. Digital devices.	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Oral discussion.</p> <p>Oral questions.</p>	



				-Appreciate conflicts as a driving force in storytelling.	give relevant examples. -read through a short play and then identify the conflict in the play. -discuss the role of conflicts in character development. -search and watch a short scene of play and discuss the conflicts present.		Extracts of plays. Short clips of play.	Written assessment	
	2	Creating and Performing.	Play.	By the end of the lesson,the learner should be able to: -Identify the different elements of language in plays. -Analyze how language is used to express emotions,create tension or develop themes. -Appreciate the power of language in shaping a play's meaning.	In groups,learners are guided to; -explain the meaning of language in a play. -read through a play and identify the different elements of language used in the play. -discuss the elements of language used in a play and their functions.	What are the elements of language in a play?	Hummingbird CAS. Lesson notes. Lesson notes. Digital devices. Extracts of plays.	Assessment rubrics. Oral discussions. Oral questions. Written Assessment.	
	3 -5	Creating and Performing.	Play.	By the end of the lesson,the learner should be able to: -Identify a societal issue inorder to create a play. -Create a play addressing a societal issue. -Show creativity in creating a play addressing a societal issue.	In groups,learners are guided to; -brainstorm on a idea or societal issue for a short play. -use digital devices to search for information on how to create a short play addressing a societal issue.	What factors should you consider when creating a play?	Hummingbird CAS pg 89-91. Grade 9 CAS curriculum design. Digital devices.	Class project. Checklists. Observation schedule. Portfolio.	



					-collaborate in creating a short play script using the play elements. -present their created plays to the teacher for assessment and feedback.				
11	1 & 2	Creating and Performing.	Play.	By the end of the lesson, the learner should be able to: -Identify the guidelines to consider when selecting props, costumes and music for the play. -select relevant props, costumes and music for the play performance. -Acknowledge the guidelines to consider when selecting props, costumes and music for the play.	In groups, learners are guided to; -identify the guidelines to consider when selecting props, costumes and music for the play. -discuss the guidelines to consider when selecting props, costumes and music for the play. -collaborate in selecting relevant props, costumes and music for the play performance.	What guidelines should one observe in selecting props, costumes and music for the play? Why is it important to decorate props to be used for performance?	Hummingbird CAS pg 91. Lesson notes. Digital devices. Music, props and costumes.	Oral questions. Oral discussion. Class project. Checklists. Assessment rubrics.	
	2	Creating and Performing.	Play.	By the end of the lesson, the learner should be able to: -Identify warm-up exercises to prepare the body and voice for acting. -Engage in warm-up exercises to prepare the body and voice for acting. -Enjoy doing the warm-up exercises for preparation of	In groups, learners are guided to; -identify warm up exercises for preparation of the body and voice for acting. -perform the breathing exercises, vocal warm-up activities and physical warm up activities. for acting.	Why are warm-up activities important in preparation for the body and voice for acting?	Hummingbird CAS pg 92-93. Play. Open area. Lesson notes.	Checklists. Assessment rubrics. Observation schedule. Peer assessment.	



				the body and voice for acting					
	3 & 4	Creating and Performing.	Play.	By the end of the lesson, the learner should be able to: -Identify a role for performance in a play. -Rehearse the play while paying attention to the use of voice, body, movement, space, use of props, music and costume. -Show confidence in rehearsing a role in a play.	In groups, learners are guided to; -choose a character that he/she will play in a play performance. -study the play script to identify his/her part in the play. -rehearse the role in the play paying attention to use of voice, body, movement, space, use of props, music and costume.	Why is rehearsing of a play important ?	Hummingbird CAS pg 93-94. Play script. Open area. Digital devices.	Assessment rubrics. Checklists. Observation schedule. Peer and self assessment.	
	5	Creating and Performing.	Play.	By the end of the lesson, the learner should be able to: -Perform a role in a play performance before an audience. -Recognise play performance as a channel of addressing societal issues.	In groups, learners are guided to; -prepare the stage for performance of the prepared play. -perform their identified roles in the play before an audience. -record the performance using digital devices and share on the social media (youtube)	How can a play performance be made believable to an audience?	Digital devices. Play. Hummingbird CAS pg 92-94. Open area. Music, costumes and props.	Portfolios. Observation schedule. Class project. Checklists.. Peer assessment.	
12	1	Creating and Performing.	Basketball and Logo Design.	By the end of the lesson, the learner should be able to: -Identify the rules of the basketball.	In groups, learners are guided to; -use digital devices to search for information on the basketball.	How many players play in a basketball game?	Hummingbird CAS pg 95. Lesson notes. Digital devices.	Oral questions. Oral discussion. Written assessment.	



				<ul style="list-style-type: none"> -Use digital devices to search for information and videos on the basketball game. -Acknowledge the rules of a basketball game. 	<ul style="list-style-type: none"> -discuss what the basketball game entails.(number of players,rules etc) -watch a basketball game and identify skills involved in a basketball game. 	Which skills are involved in basketball game?	Video clips.	Checklists.	
	2	Creating and Performing.	Basketball and Logo Design.	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> -Identify the passes in basketball. -Use digital devices to search for videos on passes in basketball. -Acknowledge the passes in the basketball game. 	<p>In groups,learners are guided to;</p> <ul style="list-style-type: none"> -use digital devices to search and watch a video clip on the passes in basketball. -identify the passes in basketball from the clip. -discuss the grip and stance at the beginning,the release of the ball and follow through. -demonstrate how to perform the passes in basketball as seen in the video. 	Which are the passes in basketball?	Hummingbird CAS pg 95-96. Lesson notes. Digital devices. Video clips	Assessment rubrics. Oral questions. Checklists. Oral discussion. Written Assessment.	
	3	Creating and Performing.	Basketball and Logo Design.	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> -Outline the steps for performing the chest pass.. -Demonstrate the chest pass in basketball. -Show confidence while practicing the chest pass in basketball. 	<p>In groups,learners are guided through the steps for performing the chest pass in basketball.</p> <ul style="list-style-type: none"> -observe pictures and identify the body position when performing the chest pass in basketball. 	How do you perform the chest pass in basketball?	School field. Basketball court. Hummingbird CAS pg 96-97. Basketball. Pictures.	Demonstrations. Checklists. Learner`s profile. Assessment rubrics. Observation schedule.	



					<ul style="list-style-type: none"> -watch a clip on the chest pass in basketball. -in pairs, learners are guided to demonstrate the chest pass in basketball in the field. -peers to assess the performance and give a feedback. 				
	4	Creating and Performing.	Basketball and Logo Design.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> -Outline the steps for performing the bounce pass in basketball. -Demonstrate the bounce pass in basketball. -Show confidence when performing the bounce pass in basketball. 	<p>In groups, learners are guided through the steps for performing the bounce pass in basketball.</p> <ul style="list-style-type: none"> -watch a clip on the bounce pass in basketball. -identify the body position during bounce pass in basketball. -in pairs, learners to demonstrate the bounce pass in basketball. 	How do you perform the bounce pass in basketball?	<p>Hummingbird CAS pg 97.</p> <p>Pictures.</p> <p>Basketball court.</p> <p>Lesson notes.</p> <p>School field.</p> <p>Basketball.</p>	<p>Demonstrations.</p> <p>Checklists.</p> <p>Written assessment.</p> <p>Assessment rubrics.</p> <p>Observation schedule.</p>	
	5	Creating and Performing.	Basketball and Logo Design.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> -Outline the steps for performing the overhead pass in basketball. -Demonstrate the overhead pass in basketball. -Show confidence when demonstrating the overhead pass. 	<p>In groups, learners are guided through the steps for performing the overhead pass in basketball.</p> <ul style="list-style-type: none"> -watch a short clip on performance of the overhead pass and identify the body position. 	How do you perform the overhead pass in basketball?	<p>Hummingbird CAS pg 98.</p> <p>Pictures.</p> <p>Lesson notes.</p> <p>Basketball.</p> <p>School field.</p>	<p>Demonstrations.</p> <p>Observation schedule.</p> <p>Checklists.</p> <p>Peer assessment.</p> <p>Oral discussion.</p> <p>Written assessment.</p>	



					-in pairs, learners to demonstrate the overhead pass in basketball. -practice the overhead pass in groups.				
13	REVISION OF WORK COVERED & END OF TERM ASSESSMENT								
14	END OF TERM 2 BREAK								