**GRADE 9 RATIONALIZED CREATIVE ARTS AND SPORTS SCHEMES OF WORK TERM 2**

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| **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 AssessmentOral 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 done and present to the class. | 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. |  |
|  | 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 Performing. | Rugby. | By the end of the lesson, the learner should be able to:-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. | -In groups,learners are guided through the 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. | How is the pop pass done in rugby? | Hummingbird CAS pg 66.Rugby ball.School field.Video clip.Digital devices. | Observation schedule.Checklists.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.Portifolios.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.-Show confidence when performing the drop kick. | In groups,learners are guided to;-explain briefly what is a drop kick in rugby.-discuss the body positioning and steps to follow when 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. | When is the drop kick done in rugby?How is the drop kick done in rugby? | Hummingbird CAS pg 68-69.Video clip.Digital device.Lesson notes.School field.Rugby ball. | Observation schedule.Checklists.Assessment rubrics.Oral discussion.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 entails 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 drop kicks to each other.-peers and teacher to give feedback on the performance. | 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. |  |
| 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 entails? | 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.-Recognise photos taken from the worm`s eye viewpoint easily. | 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 the worm`s eye viewpoint.-use digital devices to search for information on how photos from the worm`s eye viewpoint are taken. | What is a worm`s eye viewpoint? | Hummingbird CAS pg 72-74.Photos.Lesson notes.Digital devices. | Assessment rubrics.Checklists.Oral questions.Oral discussions.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.Surroundin 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 photos following the steps learnt.-share their captured photos for assessment and feedback. | 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. |  |
|  | 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 for assessment and feedback.-select and store their photographs in an E folder. | 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. |  |
| 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 enthuasism as he/she present 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 presentantion 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.Portifolios.Learner`s profile.Rating scale. |  |
|  | 4 | Creating and Performing. | Photography. | By the end of the lesson, the learner should be able to:-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. | In groups,learners are guided to;-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. | Which are the ethical issues to consider in photography? | Lesson notes.Digital devices.Internet.Posters.Grade 9 CAS curriculum design. | Oral questions.Oral discussion.Checklists.Written assessment.Assessment rubrics. |  |
|  | 5 | Creating and Performing. | Descant Recorder. | By the end of the lesson,the learner should be able to:-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. | In groups,learners are guided to;-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. | Which notes are found in the scale of F major?How do you finger the notes in the scale of F major? | Hummingbird CAS 79.Chart showing the notes on scale of F major and the descant recorder.Lesson notes.Illustration clips.Descant recorder. | Assessment rubrics.Checklists.DemonstrationsOral discussion. |  |
| 6 | 1 | Creating and Performing. | Descant Recorder. | By the end of the lesson, the learner should be able to:-Read and interpret fingering charts of notes in the F major.-Play the notes of the F major scale.-Show confidence and enthuasism in fingering the notes in the scale of F major | In groups,learners are guided to;-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? | Fingering charts.Hummingbird CAS pg 79.Descant recorder.Digital devices.Illustration clips. | Practical Activities.Assessment rubrics.Checklists.Rating scales. |  |
|  | 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.-Show interest in learning the pinching technique on 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.-demonstrate the pinching technique on descant recorders. | 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. |  |
|  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 notes C,D.E using the descant recorder. | 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. |  |
|  | 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 Performing. | Play | By the end of the lesson,the learner should be able to:-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. | In groups,learners are guided to;-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. | What are the elements of a play? | Lesson notes.Hummingbird CAS.Samples of play.Digital devices.Grade 9 CAS curriculum design. | Written assessment.Assessment rubrics.Checklists.Oral discussion. |  |
|  | 3 | Creating and Performing. | Play | By the end of the lesson,the learner should be able to:-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;-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:-Identify the stages of a plot in a play.-Outline the plot of a selected play by identifying key moments.-Appreciate how a well-structured plot enhances storytelling. | In groups,learners are guided to;-search the meaning of plot in the dictionary and digital devices.-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. | What is a plot in a play?What are the stages of a plot in a play? | Hummingbird CAS learner`s book.Lesson notes.Plays.Charts. | Assessment rubricsChecklists.Oral discussions.Oral questions. |  |
|  | 5 | Creating and Performing. | Play. | By the end of the lesson,the learner should be able to:-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. | In groups,learners are guided to;-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. | Assessment rubrics.Oral discussions.Oral questions.Written Assessment. |  |
| 10 | 1 | Creating and Performing. | Play. | By the end of the lesson, the learner should be able to:-Explain the meaning of conflict in a play.-Identify conflicts in a play.-Appreciate conflicts as a driving force in storytelling. | In groups ,learnrs are guided to:-explain the meaning of conflicts in a play.-differentiate between internal and external conflicts in a play and 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. | What is the role of conflicts in character development? | Hummingbird CAS learner`s book.Lesson notes.Digital devices.Extracts of plays.Short clips of play. | Assessment rubrics.Checklists.Oral discussion.Oral questions.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.-collaborate in creating a short play script using the play elements.-present their created plays to the teacher for assessment and feedback. | 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.Portifolio. |  |
| 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 the body and voice for acting | 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. |  |
|  | 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. | Portifolios.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.-Use digital devices to search for information and videos on the basketball game.-Acknowledge the rules of a basketball game. | In groups,learners are guided to;-use digital devices to search for information on the basketball.-discuss what the basketball game entails.(number of players,rules etc)-watch a basketball game and identify skills involved in a basketball game. | How many players play in a basketball game?Which skills are involved in basketball game? | Hummingbird CAS pg pg 95.Lesson notes.Digital devices.Video clips. | Oral questions.Oral discussion.Written assessment.Checklists. |  |
|  | 2 | Creating and Performing. | Basketball and Logo Design. | By the end of the lesson,the learner should be able to:-Identify the passes in basketball.-Use digital devices to search for videos on passes in basketball.-Acknowledge the passes in the basketball game. | In groups,learners are guided to;-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. | By the end of the lesson,the learner should be able to:-Outline the steps for performing the chest pass..-Demonstrate the chest pass in basketball.-Show confidence while practicing the chest pass in basketball. | In groups,learners are guided through the steps for performing the chest pass in basketball.-observe pictures and identify the body position when performing the chest pass in basketball.-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. | 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. |  |
|  | 4 | Creating and Performing. | Basketball and Logo Design. | By the end of the lesson, the learner should be able to:-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. | In groups,learners are guided through the steps for performing the bounce pass in basketball.-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? | Hummingbird CAS pg 97.Pictures.Basketball court.Lesson notes.School field.Basketball. | Demonstrations.Checklists.Written assessment.Assessment rubrics.Observation schedule. |  |
|  | 5 | Creating and Performing. | Basketball and Logo Design. | By the end of the lesson,the learner should be able to:-Outline the steps for performing the overhead pass in basketball.-Demonstrate the overhead pass in basketball.-Show confidence when demonstrating the overhead pass. | In groups,learners are guided through the steps for performing the overhead pass in basketball.-watch a short clip on performance of the overhead pass and identify the body position.-in pairs,learners to demonstrate the overhead pass in basketball.-practice the overhead pass in groups. | How do you perform the overhead pass in basketball? | Hummingbird CAS pg 98.Pictures.Lesson notes.Basketball.School field. | Demonstrations.Observation schedule.Checklists.Peer assessment.Oral discussion.Written assessment. |  |
| 13 | **REVISION OF WORK COVERED & END OF TERM ASSESSMENT**  |
| 14 | **END OF TERM 2 BREAK**  |