**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 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 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.  Demonstrations  Oral 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 rubrics  Checklists.  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** | | | | | | | | |