**CREATIVE ARTS GRADE 4 SCHEMES OF WORK – TERM 2**

| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
| --- | --- | --- | --- | --- |
|  | 4 | CREATIVE ARTS | 2 |  |

| **Week** | **Lesson** | **Strand** | **Sub-Strand** | **Specific-Learning Outcomes** | **Learning Experience** | **Key Inquiry Question(S)** | **Learning**  **Resources** | **Assessment Methods** | **Reflection** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **1** | Performance and Display | Athletics | By the end of the lesson, the learner should be able to:   1. Explain/demonstrate a medium and elongated sprint start technique, (onto your marks) 2. Demonstrate the sprinting technique with a focus body posture, acceleration, transition and finish 3. Observe safety of self and others. | In groups, pairs or individually learners are guided to:  Explain/demonstrate a medium and elongated sprint start technique, (onto your marks)  Demonstrate the sprinting technique with a focus body posture, acceleration, transition and finish. | Why is appropriate posture important in sprinting? | Creative Arts Curriculum Design Grade 4  Athletics track, open places or marked fields with marked lines and lanes, digital devices, whistle, clapper | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Performance and Display | Athletics | By the end of the lesson, the learner should be able to:   1. Explain/demonstrate a medium and elongated sprint start technique, (set position). 2. Demonstrate the sprinting technique with a focus body posture, acceleration, transition and finish 3. Observe safety of self and others. | In groups, pairs or individually learners are guided to:  Explain/demonstrate a medium and elongated sprint start technique, (set position).  Demonstrate the sprinting technique with a focus body posture, acceleration, transition and finish. | Why is the Kenya National Anthem performed during an athletic event? | Creative Arts Curriculum Design Grade 4  Athletics track, open places or marked fields with marked lines and lanes, digital devices, whistle, clapper | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | Performance and Display | Athletics | By the end of the lesson, the learner should be able to:   1. Explain/demonstrate a medium and elongated sprint start technique, (stance and body alignment) 2. Demonstrate the sprinting technique with a focus body posture, acceleration, transition and finish 3. Observe safety of self and others. | In groups, pairs or individually learners are guided to:  Explain/demonstrate a medium and elongated sprint start technique, (stance and body alignment)  Demonstrate the sprinting technique with a focus body posture, acceleration, transition and finish. | Why is appropriate posture important in sprinting? | Creative Arts Curriculum Design Grade 4  Athletics track, open places or marked fields with marked lines and lanes, digital devices, whistle, clapper | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | Performance and Display | Athletics | By the end of the lesson, the learner should be able to:   1. Explain/demonstrate a medium and elongated sprint start technique, (reaction and take off) 2. Demonstrate the sprinting technique with a focus body posture, acceleration, transition and finish 3. Observe safety of self and others | In groups, pairs or individually learners are guided to:  Explain/demonstrate a medium and elongated sprint start technique, (reaction and take off)  Demonstrate the sprinting technique with a focus body posture, acceleration, transition and finish | Why is the Kenya National Anthem performed during an athletic event? | Creative Arts Curriculum Design Grade 4  Athletics track, open places or marked fields with marked lines and lanes, digital devices, whistle, clapper | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | Performance and Display | Athletics | By the end of the lesson, the learner should be able to:   1. Explain/demonstrate a medium and elongated sprint start technique, (onto your marks, set position, stance and body alignment, reaction and take off) 2. Demonstrate the sprinting technique with a focus body posture, acceleration, transition and finish 3. Observe safety of self and others | In groups, pairs or individually learners are guided to:  Explain/demonstrate a medium and elongated sprint start technique, (onto your marks, set position, stance and body alignment, reaction and take off)  Demonstrate the sprinting technique with a focus body posture, acceleration, transition and finish  practise a sprint in an athletics competition in groups while observing safety | Why is appropriate posture important in sprinting? | Creative Arts Curriculum Design Grade 4  Athletics track, open places or marked fields with marked lines and lanes, digital devices, whistle, clapper | Oral questions Oral Report Observation  Written exercise |  |
|  | **6** | Performance and Display | Athletics | By the end of the lesson, the learner should be able to:   1. Explain/demonstrate a medium and elongated sprint start technique, (onto your marks, set position, stance and body alignment, reaction and take off) 2. Demonstrate the sprinting technique with a focus body posture, acceleration, transition and finish 3. Observe safety of self and others | In groups, pairs or individually learners are guided to:  Explain/demonstrate a medium and elongated sprint start technique, (onto your marks, set position, stance and body alignment, reaction and take off)  Demonstrate the sprinting technique with a focus body posture, acceleration, transition and finish  practise a sprint in an athletics competition in groups while observing safety | Why is the Kenya National Anthem performed during an athletic event? | Creative Arts Curriculum Design Grade 4  Athletics track, open places or marked fields with marked lines and lanes, digital devices, whistle, clapper | Oral questions Oral Report Observation  Written exercise |  |
| **2** | **1** | Performance and Display | Athletics | By the end of the lesson, the learner should be able to:   1. Read through the words of the Kenya National Anthem and discuss the meaning/message 2. Sing the Kenya National Anthem in groups applying performance techniques (with accuracy in tune) 3. Recognise the value of singing the Kenya National Anthem. | In groups, pairs or individually learners are guided to:  Read through the words of the Kenya National Anthem and discuss the meaning/message  Sing the Kenya National Anthem in groups applying performance techniques (with accuracy in tune) | Why is appropriate posture important in sprinting? | Creative Arts Curriculum Design Grade 4  Athletics track, open places or marked fields with marked lines and lanes, digital devices, whistle, clapper | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Performance and Display | Athletics | By the end of the lesson, the learner should be able to:   1. Read through the words of the Kenya National Anthem and discuss the meaning/message 2. Sing the Kenya National Anthem in groups applying performance techniques (proper pronunciation of words and appropriate tempo) 3. Recognise the value of singing the Kenya National Anthem | In groups, pairs or individually learners are guided to:  Read through the words of the Kenya National Anthem and discuss the meaning/message  Sing the Kenya National Anthem in groups applying performance techniques (proper pronunciation of words and appropriate tempo) | Why is the Kenya National Anthem performed during an athletic event? | Creative Arts Curriculum Design Grade 4  Athletics track, open places or marked fields with marked lines and lanes, digital devices, whistle, clapper | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | Performance and Display | Athletics | By the end of the lesson, the learner should be able to:   1. Read through the words of the Kenya National Anthem and discuss the meaning/message 2. Sing the Kenya National Anthem in groups applying performance techniques (observing the appropriate etiquette) 3. Recognise the value of singing the Kenya National Anthem. | In groups, pairs or individually learners are guided to:  Read through the words of the Kenya National Anthem and discuss the meaning/message  Sing the Kenya National Anthem in groups applying performance techniques (observing the appropriate etiquette) | Why is appropriate posture important in sprinting? | Creative Arts Curriculum Design Grade 4  Athletics track, open places or marked fields with marked lines and lanes, digital devices, whistle, clapper | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | Performance and Display | Athletics | By the end of the lesson, the learner should be able to:   1. Search for images of the Kenyan flag from virtual sources to study colours and their arrangement. 2. Sketch the Kenyan Flag on paper using the six colours. 3. Appreciate the Kenyan Flag. | In groups, pairs or individually learners are guided to:  Search for images of the Kenyan flag from virtual sources to study colours and their arrangement.  Sketch the Kenyan Flag on paper using the six colours. | Why is the Kenya National Anthem performed during an athletic event? | Creative Arts Curriculum Design Grade 4  Athletics track, open places or marked fields with marked lines and lanes, digital devices, whistle, clapper | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | Performance and Display | Athletics | By the end of the lesson, the learner should be able to:   1. Search for images of the Kenyan flag from virtual sources to study colours and their arrangement 2. Paint the Kenyan Flag on paper using the six colours. 3. Appreciate the Kenyan Flag. | In groups, pairs or individually learners are guided to:  Search for images of the Kenyan flag from virtual sources to study colours and their arrangement  Paint the Kenyan Flag on paper using the six colours. | Why is appropriate posture important in sprinting? | Creative Arts Curriculum Design Grade 4  Athletics track, open places or marked fields with marked lines and lanes, digital devices, whistle, clapper | Oral questions Oral Report Observation  Written exercise |  |
|  | **6** | Performance and Display | Athletics | By the end of the lesson, the learner should be able to:   1. Practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, 2. Perform the skill of medium and elongated sprint starts and sprinting techniques for knowledge and skill development 3. Record a sprint competition and critique the application of the techniques used (starting and sprinting). | In groups, pairs or individually learners are guided to:  Practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish,  Perform the skill of medium and elongated sprint starts and sprinting techniques for knowledge and skill development | Why is the Kenya National Anthem performed during an athletic event? | Creative Arts Curriculum Design Grade 4  Athletics track, open places or marked fields with marked lines and lanes, digital devices, whistle, clapper | Oral questions Oral Report Observation  Written exercise |  |
| **3** | **1** | Performance and Display | Athletics | By the end of the lesson, the learner should be able to:   1. Sing the Kenya National Anthem during an athletics event 2. Perform a sprint in an athletics event 3. Record a sprint competition and critique the application of the techniques used (starting and sprinting) 4. Recognise the value of singing the Kenya National Anthem during an athletics event. | In groups, pairs or individually learners are guided to:  Sing the Kenya National Anthem during an athletics event  Perform a sprint in an athletics event  Record a sprint competition and critique the application of the techniques used (starting and sprinting) | Why is appropriate posture important in sprinting? | Creative Arts Curriculum Design Grade 4  Athletics track, open places or marked fields with marked lines and lanes, digital devices, whistle, clapper | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Performance and Display | Athletics | By the end of the lesson, the learner should be able to:   1. Sing the Kenya National Anthem during an athletics event. 2. Perform a sprint in an athletics event and fly the Kenyan flag. 3. Record a sprint competition and critique the application of the techniques used (starting and sprinting). 4. Recognise the value of flying the Kenyan flag during an athletics event. | In groups, pairs or individually learners are guided to:  Sing the Kenya National Anthem during an athletics event.  Perform a sprint in an athletics event and fly the Kenyan flag.  Record a sprint competition and critique the application of the techniques used (starting and sprinting). | Why is the Kenya National Anthem performed during an athletic event? | Creative Arts Curriculum Design Grade 4  Athletics track, open places or marked fields with marked lines and lanes, digital devices, whistle, clapper | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | Performance and Display | Gymnastics | By the end of the lesson, the learner should be able to:   1. Sing patriotic songs during warm ups before performance of gymnastics with proper diction 2. Demonstrate and perform the head balance, crab balance (start). 3. Appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment. | In groups, pairs or individually learners are guided to:  Sing patriotic songs during warm ups before performance of gymnastics with proper diction  Demonstrate and perform the head balance, crab balance (start).  Use digital device to take several photographs of a person performing crab balance on centre of interest | How does performance of rolls and balances enhance gymnastics? | Creative Arts Curriculum Design Grade 4  Pictures, digital devices, Repertoire of patriotic songs | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | Performance and Display | Gymnastics | By the end of the lesson, the learner should be able to:   1. Sing patriotic songs during warm ups before performance of gymnastics with proper diction 2. Demonstrate and perform the head balance, crab balance (start). 3. Appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment. | In groups, pairs or individually learners are guided to:  Sing patriotic songs during warm ups before performance of gymnastics with proper diction  Demonstrate and perform the head balance, crab balance (start).  Use digital device to take several photographs of a person performing crab balance on centre of interest | How does music support the performance of gymnastics? | Creative Arts Curriculum Design Grade 4  Pictures, digital devices, Repertoire of patriotic songs | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | Performance and Display | Gymnastics | By the end of the lesson, the learner should be able to:   1. Sing patriotic songs during warm ups before performance of gymnastics with proper diction 2. Demonstrate and perform the head balance, crab balance (weight distribution). 3. Appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment. | In groups, pairs or individually learners are guided to:  Sing patriotic songs during warm ups before performance of gymnastics with proper diction  Demonstrate and perform the head balance, crab balance (weight distribution).  Use digital device to take several photographs of a person performing crab balance on centre of interest | How does performance of rolls and balances enhance gymnastics? | Creative Arts Curriculum Design Grade 4  Pictures, digital devices, Repertoire of patriotic songs | Oral questions Oral Report Observation  Written exercise |  |
|  | **6** | Performance and Display | Gymnastics | By the end of the lesson, the learner should be able to:   1. Sing patriotic songs during warm ups before performance of gymnastics with proper diction 2. Demonstrate and perform the head balance, crab balance (weight distribution). 3. Appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment. | In groups, pairs or individually learners are guided to:  Sing patriotic songs during warm ups before performance of gymnastics with proper diction  Demonstrate and perform the head balance, crab balance (weight distribution).  Use digital device to take several photographs of a person performing crab balance on centre of interest | How does music support the performance of gymnastics? | Creative Arts Curriculum Design Grade 4  Pictures, digital devices, Repertoire of patriotic songs | Oral questions Oral Report Observation  Written exercise |  |
| **4** | **1** | Performance and Display | Gymnastics | By the end of the lesson, the learner should be able to:   1. Sing patriotic songs during warm ups before performance of gymnastics with proper diction 2. Demonstrate and perform the head balance, crab balance (balancing). 3. Appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment. | In groups, pairs or individually learners are guided to:  Sing patriotic songs during warm ups before performance of gymnastics with proper diction  Demonstrate and perform the head balance, crab balance (balancing).  Use digital device to take several photographs of a person performing crab balance on centre of interest | How does performance of rolls and balances enhance gymnastics? | Creative Arts Curriculum Design Grade 4  Pictures, digital devices, Repertoire of patriotic songs | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Performance and Display | Gymnastics | By the end of the lesson, the learner should be able to:   1. Sing patriotic songs during warm ups before performance of gymnastics with proper diction 2. Demonstrate and perform the head balance, crab balance (balancing). 3. Appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment. | In groups, pairs or individually learners are guided to:  Sing patriotic songs during warm ups before performance of gymnastics with proper diction  Demonstrate and perform the head balance, crab balance (balancing).  Use digital device to take several photographs of a person performing crab balance on centre of interest | How does performance of rolls and balances enhance gymnastics? | Creative Arts Curriculum Design Grade 4  Pictures, digital devices, Repertoire of patriotic songs | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | Performance and Display | Gymnastics | By the end of the lesson, the learner should be able to:   1. Sing patriotic songs during warm ups before performance of gymnastics with proper diction 2. Demonstrate and perform the head balance, crab balance (leg extension). 3. Appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment. | In groups, pairs or individually learners are guided to:  Sing patriotic songs during warm ups before performance of gymnastics with proper diction  Demonstrate and perform the head balance, crab balance (leg extension).  Use digital device to take several photographs of a person performing crab balance on centre of interest | How does music support the performance of gymnastics? | Creative Arts Curriculum Design Grade 4  Pictures, digital devices, Repertoire of patriotic songs | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | Performance and Display | Gymnastics | By the end of the lesson, the learner should be able to:   1. Sing patriotic songs during warm ups before performance of gymnastics with proper diction 2. Demonstrate and perform the head balance, crab balance (leg extension). 3. Appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment. | In groups, pairs or individually learners are guided to:  Sing patriotic songs during warm ups before performance of gymnastics with proper diction  Demonstrate and perform the head balance, crab balance (leg extension).  Use digital device to take several photographs of a person performing crab balance on centre of interest | How does performance of rolls and balances enhance gymnastics? | Creative Arts Curriculum Design Grade 4  Pictures, digital devices, Repertoire of patriotic songs | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | Performance and Display | Gymnastics | By the end of the lesson, the learner should be able to:   1. Sing patriotic songs during warm ups before performance of gymnastics with proper diction 2. Demonstrate and perform the head balance, crab balance (descent). 3. Appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment. | In groups, pairs or individually learners are guided to:  Sing patriotic songs during warm ups before performance of gymnastics with proper diction  Demonstrate and perform the head balance, crab balance (descent).  Use digital device to take several photographs of a person performing crab balance on centre of interest | How does music support the performance of gymnastics? | Creative Arts Curriculum Design Grade 4  Pictures, digital devices, Repertoire of patriotic songs | Oral questions Oral Report Observation  Written exercise |  |
|  | **6** | Performance and Display | Gymnastics | By the end of the lesson, the learner should be able to:   1. Sing patriotic songs during warm ups before performance of gymnastics with proper diction 2. Demonstrate and perform the head balance, crab balance (descent). 3. Appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment. | In groups, pairs or individually learners are guided to:  Sing patriotic songs during warm ups before performance of gymnastics with proper diction  Demonstrate and perform the head balance, crab balance (descent).  Use digital device to take several photographs of a person performing crab balance on centre of interest | How does performance of rolls and balances enhance gymnastics? | Creative Arts Curriculum Design Grade 4  Pictures, digital devices, Repertoire of patriotic songs | Oral questions Oral Report Observation  Written exercise |  |
| **5** | **1** | Performance and Display | Gymnastics | By the end of the lesson, the learner should be able to:   1. Play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities 2. Demonstrate and perform the backward and side roll (stance) skill progression in gymnastics 3. Appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment. | In groups, pairs or individually learners are guided to:  Play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities  Demonstrate and perform the backward and side roll (stance) skill progression in gymnastics  Take turns to recite French rhythm names of a rhythmic pattern involving taa (stance), and ta-te (progression) as they perform the side roll in pairs.  Use digital device to take several photographs of a person performing side roll on centre of interest. | How does performance of rolls and balances enhance gymnastics? | Creative Arts Curriculum Design Grade 4  Pictures, digital devices, Repertoire of patriotic songs | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Performance and Display | Gymnastics | By the end of the lesson, the learner should be able to:   1. Play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities 2. Demonstrate and perform the backward and side roll (stance) skill progression in gymnastics 3. Appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment. | In groups, pairs or individually learners are guided to:  Play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities  Demonstrate and perform the backward and side roll (stance) skill progression in gymnastics  Take turns to recite French rhythm names of a rhythmic pattern involving taa (stance), and ta-te (progression) as they perform the side roll in pairs.  Use digital device to take several photographs of a person performing side roll on centre of interest. | How does music support the performance of gymnastics? | Creative Arts Curriculum Design Grade 4  Pictures, digital devices, Repertoire of patriotic songs | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | Performance and Display | Gymnastics | By the end of the lesson, the learner should be able to:   1. Play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities 2. Demonstrate and perform the backward and side roll (initiation) skill progression in gymnastics 3. Appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment. | In groups, pairs or individually learners are guided to:  Play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities  Demonstrate and perform the backward and side roll (initiation) skill progression in gymnastics  Take turns to recite French rhythm names of a rhythmic pattern involving taa (stance), and ta-te (progression) as they perform the side roll in pairs .  Use digital device to take several photographs of a person performing side roll on centre of interest. | How does performance of rolls and balances enhance gymnastics? | Creative Arts Curriculum Design Grade 4  Pictures, digital devices, Repertoire of patriotic songs | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | Performance and Display | Gymnastics | By the end of the lesson, the learner should be able to:   1. Play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities 2. Demonstrate and perform the backward and side roll (initiation) skill progression in gymnastics 3. Appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment. | In groups, pairs or individually learners are guided to:  Play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities  Demonstrate and perform the backward and side roll (initiation) skill progression in gymnastics  Take turns to recite French rhythm names of a rhythmic pattern involving taa (stance), and ta-te (progression) as they perform the side roll in pairs .  Use digital device to take several photographs of a person performing side roll on centre of interest. | How does music support the performance of gymnastics? | Creative Arts Curriculum Design Grade 4  Pictures, digital devices, Repertoire of patriotic songs | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | Performance and Display | Gymnastics | By the end of the lesson, the learner should be able to:   1. Play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities 2. Demonstrate and perform the backward and side roll (rolling phase) skill progression in gymnastics 3. Appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment. | In groups, pairs or individually learners are guided to:  Play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities  Demonstrate and perform the backward and side roll (rolling phase) skill progression in gymnastics  Take turns to recite French rhythm names of a rhythmic pattern involving taa (stance), and ta-te (progression) as they perform the side roll in pairs .  Use digital device to take several photographs of a person performing side roll on centre of interest. | How does performance of rolls and balances enhance gymnastics? | Creative Arts Curriculum Design Grade 4  Pictures, digital devices, Repertoire of patriotic songs | Oral questions Oral Report Observation  Written exercise |  |
|  | **6** | Performance and Display | Gymnastics | By the end of the lesson, the learner should be able to:   1. Play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities 2. Demonstrate and perform the backward and side roll (rolling phase) skill progression in gymnastics 3. Appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment. | In groups, pairs or individually learners are guided to:  Play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities  Demonstrate and perform the backward and side roll (rolling phase) skill progression in gymnastics  Take turns to recite French rhythm names of a rhythmic pattern involving taa (stance), and ta-te (progression) as they perform the side roll in pairs .  Use digital device to take several photographs of a person performing side roll on centre of interest. | How does music support the performance of gymnastics? | Creative Arts Curriculum Design Grade 4  Pictures, digital devices, Repertoire of patriotic songs | Oral questions Oral Report Observation  Written exercise |  |
| **6** | **1** | Performance and Display | Gymnastics | By the end of the lesson, the learner should be able to:   1. Play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities 2. Demonstrate and perform the backward and side roll (compilation) skill progression in gymnastics 3. Appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment. | In groups, pairs or individually learners are guided to:  Play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities  Demonstrate and perform the backward and side roll (compilation) skill progression in gymnastics  Take turns to recite French rhythm names of a rhythmic pattern involving taa (stance), and ta-te (progression) as they perform the side roll in pairs .  Use digital device to take several photographs of a person performing side roll on centre of interest. | How does performance of rolls and balances enhance gymnastics? | Creative Arts Curriculum Design Grade 4  Pictures, digital devices, Repertoire of patriotic songs | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Performance and Display | Gymnastics | By the end of the lesson, the learner should be able to:   1. Play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities 2. Demonstrate and perform the backward and side roll (compilation) skill progression in gymnastics 3. Appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment. | In groups, pairs or individually learners are guided to:  Play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities  Demonstrate and perform the backward and side roll (compilation) skill progression in gymnastics  Take turns to recite French rhythm names of a rhythmic pattern involving taa (stance), and ta-te (progression) as they perform the side roll in pairs.  Use digital device to take several photographs of a person performing side roll on centre of interest. | How does music support the performance of gymnastics? | Creative Arts Curriculum Design Grade 4  Pictures, digital devices, Repertoire of patriotic songs | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | Performance and Display | Gymnastics | By the end of the lesson, the learner should be able to:   1. Play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities 2. Demonstrate and perform the backward and side roll (spotting) skill progression in gymnastics 3. Appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment. | In groups, pairs or individually learners are guided to:  Play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities  Demonstrate and perform the backward and side roll (spotting) skill progression in gymnastics  Take turns to recite French rhythm names of a rhythmic pattern involving taa (stance), and ta-te (progression) as they perform the side roll in pairs .  Use digital device to take several photographs of a person performing side roll on centre of interest. | How does performance of rolls and balances enhance gymnastics? | Creative Arts Curriculum Design Grade 4  Pictures, digital devices, Repertoire of patriotic songs | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | Performance and Display | Gymnastics | By the end of the lesson, the learner should be able to:   1. Play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities 2. Demonstrate and perform the backward and side roll (spotting) skill progression in gymnastics 3. Appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment. | In groups, pairs or individually learners are guided to:  Play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities  Demonstrate and perform the backward and side roll (spotting) skill progression in gymnastics  Take turns to recite French rhythm names of a rhythmic pattern involving taa (stance), and ta-te (progression) as they perform the side roll in pairs.  Use digital device to take several photographs of a person performing side roll on centre of interest. | How does music support the performance of gymnastics? | Creative Arts Curriculum Design Grade 4  Pictures, digital devices, Repertoire of patriotic songs | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | Performance and Display | Descant Recorder | By the end of the lesson, the learner should be able to:   1. Explore the descant recorder and identify the parts (head joint, middle joint and foot joint, finger holes) 2. Practice holding and blowing the descant recorder 3. Enjoy exploring the descant recorder. | In groups, pairs or individually learners are guided to:  Explore the descant recorder and identify the parts (head joint, middle joint and foot joint, finger holes)  Practice holding and blowing the descant recorder | How can a good tone be produced on the descant recorder? | Creative Arts Curriculum Design Grade 4  Descant recorder, Baroque  fingering chart, Recorder melodies  based on G, A B. | Oral questions Oral Report Observation  Written exercise |  |
|  | **6** | Performance and Display | Descant Recorder | By the end of the lesson, the learner should be able to:   1. Explore the descant recorder and identify the parts (head joint, middle joint and foot joint, finger holes) 2. Assemble and disassemble the descant recorder 3. Enjoy exploring the descant recorder. | In groups, pairs or individually learners are guided to:  Explore the descant recorder and identify the parts (head joint, middle joint and foot joint, finger holes)  Assemble and disassemble the descant recorder | How can a good tone be produced on the descant recorder? | Creative Arts Curriculum Design Grade 4  Descant recorder, Baroque  fingering chart, Recorder melodies  based on G, A B. | Oral questions Oral Report Observation  Written exercise |  |
| **7** | **1** | Performance and Display | Descant Recorder | By the end of the lesson, the learner should be able to:   1. Brainstorm on ways of caring for and maintaining a descant recorder and its importance; - observing hygiene - proper storage - proper handling 2. Care for and maintain a descant recorder 3. Appreciate care and hygiene for a descant recorder. | In groups, pairs or individually learners are guided to:  Brainstorm on ways of caring for and maintaining a descant recorder and its importance; - observing hygiene - proper storage - proper handling  Care for and maintain a descant recorder | How can a good tone be produced on the descant recorder? | Creative Arts Curriculum Design Grade 4  Descant recorder, Baroque  fingering chart, Recorder melodies  based on G, A B. | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Performance and Display | Descant Recorder | By the end of the lesson, the learner should be able to:   1. Brainstorm on ways of caring for and maintaining a descant recorder and its importance; - observing hygiene - proper storage - proper handling 2. Care for and maintain a descant recorder 3. Appreciate care and hygiene for a descant recorder. | In groups, pairs or individually learners are guided to:  Brainstorm on ways of caring for and maintaining a descant recorder and its importance; - observing hygiene - proper storage - proper handling  Care for and maintain a descant recorder | How can a good tone be produced on the descant recorder? | Creative Arts Curriculum Design Grade 4  Descant recorder, Baroque  fingering chart, Recorder melodies  based on G, A B. | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | Performance and Display | Descant Recorder | By the end of the lesson, the learner should be able to:   1. Explain how to hold and blow the descant recorder with appropriate fingering 2. Practice holding and blowing the descant recorder with appropriate fingering 3. Have fun holding and blowing the descant recorder with appropriate fingering. | In groups, pairs or individually learners are guided to:  Explain how to hold and blow the descant recorder with appropriate fingering  Practice holding and blowing the descant recorder with appropriate fingering | How can a good tone be produced on the descant recorder? | Creative Arts Curriculum Design Grade 4  Descant recorder, Baroque  fingering chart, Recorder melodies  based on G, A B. | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | Performance and Display | Descant Recorder | By the end of the lesson, the learner should be able to:   1. Explain how to hold and blow the descant recorder with appropriate fingering 2. Practice holding and blowing the descant recorder with appropriate fingering 3. Enjoy holding and blowing the descant recorder with appropriate fingering. | In groups, pairs or individually learners are guided to:  Explain how to hold and blow the descant recorder with appropriate fingering  Practice holding and blowing the descant recorder with appropriate fingering | How can a good tone be produced on the descant recorder? | Creative Arts Curriculum Design Grade 4  Descant recorder, Baroque  fingering chart, Recorder melodies  based on G, A B. | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | Performance and Display | Descant Recorder | By the end of the lesson, the learner should be able to:   1. Collect recyclable materials such as yarns, pieces of cloth, leather. 2. Make a descant recorder case by stitching the fabric/ leather or crocheting the yarns considering colour variation 3. Appreciate own and others work. | In groups, pairs or individually learners are guided to:  Collect recyclable materials such as yarns, pieces of cloth, leather.  Make a descant recorder case by stitching the fabric/ leather or crocheting the yarns considering colour variation  Embellish the case with found objects | How can a good tone be produced on the descant recorder? | Creative Arts Curriculum Design Grade 4  Descant recorder, Baroque  fingering chart, Recorder melodies  based on G, A B. | Oral questions Oral Report Observation  Written exercise |  |
|  | **6** | Performance and Display | Descant Recorder | By the end of the lesson, the learner should be able to:   1. Collect recyclable materials such as yarns, pieces of cloth, leather. 2. Make a descant recorder case by stitching the fabric/ leather or crocheting the yarns considering colour variation 3. Appreciate own and others work. | In groups, pairs or individually learners are guided to:  Collect recyclable materials such as yarns, pieces of cloth, leather.  Make a descant recorder case by stitching the fabric/ leather or crocheting the yarns considering colour variation  Embellish the case with found objects | How can a good tone be produced on the descant recorder? | Creative Arts Curriculum Design Grade 4  Descant recorder, Baroque  fingering chart, Recorder melodies  based on G, A B. | Oral questions Oral Report Observation  Written exercise |  |
| **8** |  |  |  | **MIDTERM BREAK** |  |  |  |  |  |
| **9** | **1** | Performance and Display | Descant Recorder | By the end of the lesson, the learner should be able to:   1. Use digital devices to search and watch recordings on how to play notes G A and B on the descant recorder 2. Practice playing notes G A and B using appropriate techniques (posture, fingering and blowing), individually and in groups. 3. Enjoy playing notes G A and B on the descant recorder | In groups, pairs or individually learners are guided to:  Use digital devices to search and watch recordings on how to play notes G A and B on the descant recorder  Practice playing notes G A and B using appropriate techniques (posture, fingering and blowing), individually and in groups. | How can a good tone be produced on the descant recorder? | Creative Arts Curriculum Design Grade 4  Descant recorder, Baroque  fingering chart, Recorder melodies  based on G, A B. | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Performance and Display | Descant Recorder | By the end of the lesson, the learner should be able to:   1. Use digital devices to search and watch recordings on how to play notes G A and B on the descant recorder 2. Practice playing notes G A and B using appropriate techniques (posture, fingering and blowing), individually and in groups. 3. Enjoy playing notes G A and B on the descant recorder. | In groups, pairs or individually learners are guided to:  Use digital devices to search and watch recordings on how to play notes G A and B on the descant recorder  Practice playing notes G A and B using appropriate techniques (posture, fingering and blowing), individually and in groups. | How can a good tone be produced on the descant recorder? | Creative Arts Curriculum Design Grade 4  Descant recorder, Baroque  fingering chart, Recorder melodies  based on G, A B. | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | Performance and Display | Descant Recorder | By the end of the lesson, the learner should be able to:   1. Use digital devices to search and watch recordings on how to play notes G A and B on the descant recorder 2. Practice playing notes G A and B using appropriate techniques (posture, fingering and blowing), individually and in groups. 3. Enjoy playing notes G A and B on the descant recorder. | In groups, pairs or individually learners are guided to:  Use digital devices to search and watch recordings on how to play notes G A and B on the descant recorder  Practice playing notes G A and B using appropriate techniques (posture, fingering and blowing), individually and in groups. | How can a good tone be produced on the descant recorder? | Creative Arts Curriculum Design Grade 4  Descant recorder, Baroque  fingering chart, Recorder melodies  based on G, A B. | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | Performance and Display | Descant Recorder | By the end of the lesson, the learner should be able to:   1. Use digital devices to search and watch recordings on how to play notes G A and B on the descant recorder 2. Practice playing notes G A and B using appropriate techniques (posture, fingering and blowing), individually and in groups. 3. Enjoy playing notes G A and B on the descant recorder. | In groups, pairs or individually learners are guided to:  Use digital devices to search and watch recordings on how to play notes G A and B on the descant recorder  Practice playing notes G A and B using appropriate techniques (posture, fingering and blowing), individually and in groups. | How can a good tone be produced on the descant recorder? | Creative Arts Curriculum Design Grade 4  Descant recorder, Baroque  fingering chart, Recorder melodies  based on G, A B. | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | Performance and Display | Descant Recorder | By the end of the lesson, the learner should be able to:   1. Play simple melodies based on G A B on the descant recorder with accuracy in pitch and rhythm, individually and in groups. 2. Watch peers play melodies on the descant recorder, critique and give feedback to peers for improvement. 3. Enjoy playing melodies on the descant recorder. | In groups, pairs or individually learners are guided to:  Play simple melodies based on G A B on the descant recorder with accuracy in pitch and rhythm, individually and in groups.  Watch peers play melodies on the descant recorder, critique and give feedback to peers for improvement. | How can a good tone be produced on the descant recorder? | Creative Arts Curriculum Design Grade 4  Descant recorder, Baroque  fingering chart, Recorder melodies  based on G, A B. | Oral questions Oral Report Observation  Written exercise |  |
|  | **6** | Performance and Display | Descant Recorder | By the end of the lesson, the learner should be able to:   1. Play simple melodies based on G A B on the descant recorder with accuracy in pitch and rhythm, individually and in groups. 2. Watch peers play melodies on the descant recorder, critique and give feedback to peers for improvement. 3. Enjoy playing melodies on the descant recorder. | In groups, pairs or individually learners are guided to:  Play simple melodies based on G A B on the descant recorder with accuracy in pitch and rhythm, individually and in groups.  Watch peers play melodies on the descant recorder, critique and give feedback to peers for improvement. | How can a good tone be produced on the descant recorder? | Creative Arts Curriculum Design Grade 4  Descant recorder, Baroque  fingering chart, Recorder melodies  based on G, A B. | Oral questions Oral Report Observation  Written exercise |  |
| **10** | **1** | Performance and Display | Descant Recorder | By the end of the lesson, the learner should be able to:   1. Play simple melodies based on G A B on the descant recorder with accuracy in pitch and rhythm, individually and in groups. 2. Watch peers play melodies on the descant recorder, critique and give feedback to peers for improvement. 3. Enjoy playing melodies on the descant recorder. | In groups, pairs or individually learners are guided to:  Play simple melodies based on G A B on the descant recorder with accuracy in pitch and rhythm, individually and in groups.  Watch peers play melodies on the descant recorder, critique and give feedback to peers for improvement. | How can a good tone be produced on the descant recorder? | Creative Arts Curriculum Design Grade 4  Descant recorder, Baroque  fingering chart, Recorder melodies  based on G, A B. | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Performance and Display | Descant Recorder | By the end of the lesson, the learner should be able to:   1. Play simple melodies based on G A B on the descant recorder with accuracy in pitch and rhythm, individually and in groups. 2. Watch peers play melodies on the descant recorder, critique and give feedback to peers for improvement. 3. Enjoy playing melodies on the descant recorder. | In groups, pairs or individually learners are guided to:  Play simple melodies based on G A B on the descant recorder with accuracy in pitch and rhythm, individually and in groups.  Watch peers play melodies on the descant recorder, critique and give feedback to peers for improvement. | How can a good tone be produced on the descant recorder? | Creative Arts Curriculum Design Grade 4  Descant recorder, Baroque  fingering chart, Recorder melodies  based on G, A B. | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | Performance and Display | Descant Recorder | By the end of the lesson, the learner should be able to:   1. Play simple melodies based on G A B on the descant recorder with accuracy in pitch and rhythm, individually and in groups. 2. Watch peers play melodies on the descant recorder, critique and give feedback to peers for improvement. 3. Enjoy playing melodies on the descant recorder. | In groups, pairs or individually learners are guided to:  Play simple melodies based on G A B on the descant recorder with accuracy in pitch and rhythm, individually and in groups.  Watch peers play melodies on the descant recorder, critique and give feedback to peers for improvement. | How can a good tone be produced on the descant recorder? | Creative Arts Curriculum Design Grade 4  Descant recorder, Baroque  fingering chart, Recorder melodies  based on G, A B. | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | Performance and Display | Descant Recorder | By the end of the lesson, the learner should be able to:   1. Play simple melodies based on G A B on the descant recorder with accuracy in pitch and rhythm, individually and in groups. 2. Watch peers play melodies on the descant recorder, critique and give feedback to peers for improvement. 3. Enjoy playing melodies on the descant recorder. | In groups, pairs or individually learners are guided to:  Play simple melodies based on G A B on the descant recorder with accuracy in pitch and rhythm, individually and in groups.  Watch peers play melodies on the descant recorder, critique and give feedback to peers for improvement. | How can a good tone be produced on the descant recorder? | Creative Arts Curriculum Design Grade 4  Descant recorder, Baroque  fingering chart, Recorder melodies  based on G, A B. | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | Performance and Display | Swimming | By the end of the lesson, the learner should be able to:   1. Discuss why swimming is an essential life skill. 2. Watch an actual or virtual performance/illustration of crouch surface dive 3. Appreciate swimming as an essential skill. | In groups, pairs or individually learners are guided to:  Discuss why swimming is an essential life skill.  Watch an actual or virtual performance/illustration of crouch surface dive | Why is Swimming an essential life skill? | Creative Arts Curriculum Design Grade 4  Swimming facility,  inflatable pool clothing and  gear,  safety equipment  swimming aids | Oral questions Oral Report Observation  Written exercise |  |
|  | **6** | Performance and Display | Swimming | By the end of the lesson, the learner should be able to:   1. Explain/demonstrate the crouch surface dive considering the progression (stance) 2. Perform the skills of crouch surface dive in swimming 3. Appreciate your own and others' efforts in performing the crouch surface dive. | In groups, pairs or individually learners are guided to:  Explain/demonstrate the crouch surface dive considering the progression (stance)  Perform the skills of crouch surface dive in swimming | Why is the centre of interest important in photography? | Creative Arts Curriculum Design Grade 4  Swimming facility,  inflatable pool clothing and  gear,  safety equipment  swimming aids | Oral questions Oral Report Observation  Written exercise |  |
| **11** | **1** | Performance and Display | Swimming | By the end of the lesson, the learner should be able to:   1. Explain/demonstrate the crouch surface dive considering the progression (push-off) 2. Perform the skills of crouch surface dive in swimming 3. Appreciate your own and others' efforts in performing the crouch surface dive. | In groups, pairs or individually learners are guided to:  Explain/demonstrate the crouch surface dive considering the progression (push-off)  Perform the skills of crouch surface dive in swimming | Why is Swimming an essential life skill? | Creative Arts Curriculum Design Grade 4  Swimming facility,  inflatable pool clothing and  gear,  safety equipment  swimming aids | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Performance and Display | Swimming | By the end of the lesson, the learner should be able to:   1. Explain/demonstrate the crouch surface dive considering the progression (descent) 2. Perform the skills of crouch surface dive in swimming 3. Appreciate your own and others' efforts in performing the crouch surface dive. | In groups, pairs or individually learners are guided to:  Explain/demonstrate the crouch surface dive considering the progression (descent)  Perform the skills of crouch surface dive in swimming | Why is the centre of interest important in photography? | Creative Arts Curriculum Design Grade 4  Swimming facility,  inflatable pool clothing and  gear,  safety equipment  swimming aids | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | Performance and Display | Swimming | By the end of the lesson, the learner should be able to:   1. Explain/demonstrate the crouch surface dive considering the progression (entry). 2. Perform the skills of crouch surface dive in swimming. 3. Appreciate your own and others' efforts in performing the crouch surface dive. | In groups, pairs or individually learners are guided to:  Explain/demonstrate the crouch surface dive considering the progression (entry).  Perform the skills of crouch surface dive in swimming. | Why is the centre of interest important in photography? | Creative Arts Curriculum Design Grade 4  Swimming facility,  inflatable pool clothing and  gear,  safety equipment  swimming aids | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | Performance and Display | Swimming | By the end of the lesson, the learner should be able to:   1. Explain/demonstrate the crouch surface dive considering the progression (transition) 2. Perform the skills of crouch surface dive in swimming. 3. Appreciate your own and others' efforts in performing the standing surface dive. | In groups, pairs or individually learners are guided to:  Explain/demonstrate the crouch surface dive considering the progression (transition)  Perform the skills of crouch surface dive in swimming. | Why is Swimming an essential life skill? | Creative Arts Curriculum Design Grade 4  Swimming facility,  inflatable pool clothing and  gear,  safety equipment  swimming aids | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | Performance and Display | Swimming | By the end of the lesson, the learner should be able to:   1. Explain/demonstrate the crouch surface dive considering the progression (stance, push-off, descent, entry, transition) 2. Perform the skills of crouch surface dive in swimming 3. Appreciate your own and others' efforts in performing the crouch surface dive. | In groups, pairs or individually learners are guided to:  Explain/demonstrate the crouch surface dive considering the progression (stance, push-off, descent, entry, transition)  Perform the skills of crouch surface dive in swimming | Why is the centre of interest important in photography? | Creative Arts Curriculum Design Grade 4  Swimming facility,  inflatable pool clothing and  gear,  safety equipment  swimming aids | Oral questions Oral Report Observation  Written exercise |  |
|  | **6** | Performance and Display | Swimming | By the end of the lesson, the learner should be able to:   1. Discuss why swimming is an essential life skill. 2. Watch an actual or virtual performance/illustration of standing surface dive 3. Appreciate swimming as an essential skill. | In groups, pairs or individually learners are guided to:  Discuss why swimming is an essential life skill.  Watch an actual or virtual performance/illustration of standing surface dive | Why is Swimming an essential life skill? | Creative Arts Curriculum Design Grade 4  Swimming facility,  inflatable pool clothing and  gear,  safety equipment  swimming aids | Oral questions Oral Report Observation  Written exercise |  |
| **12** | **1** | Performance and Display | Swimming | By the end of the lesson, the learner should be able to:   1. Explain/demonstrate the standing surface dive considering the progression (stance) 2. Perform the skills of standing surface dive in swimming 3. Appreciate your own and others' efforts in performing the standing surface dive. | In groups, pairs or individually learners are guided to:  Explain/demonstrate the standing surface dive considering the progression (stance)  Perform the skills of standing surface dive in swimming | Why is the centre of interest important in photography? | Creative Arts Curriculum Design Grade 4  Swimming facility,  inflatable pool clothing and  gear,  safety equipment  swimming aids | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Performance and Display | Swimming | By the end of the lesson, the learner should be able to:   1. Explain/demonstrate the standing surface dive considering the progression (push-off) 2. Perform the skills of standing surface dive in swimming 3. Appreciate your own and others' efforts in performing the standing surface dive. | In groups, pairs or individually learners are guided to:  Explain/demonstrate the standing surface dive considering the progression (push-off)  Perform the skills of standing surface dive in swimming | Why is Swimming an essential life skill? | Creative Arts Curriculum Design Grade 4  Swimming facility,  inflatable pool clothing and  gear,  safety equipment  swimming aids | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | Performance and Display | Swimming | By the end of the lesson, the learner should be able to:   1. Explain/demonstrate the standing surface dive considering the progression (descent) 2. Perform the skills of standing surface dive in swimming 3. Appreciate your own and others' efforts in performing the standing surface dive. | In groups, pairs or individually learners are guided to:  Explain/demonstrate the standing surface dive considering the progression (descent)  Perform the skills of standing surface dive in swimming | Why is the centre of interest important in photography? | Creative Arts Curriculum Design Grade 4  Swimming facility,  inflatable pool clothing and  gear,  safety equipment  swimming aids | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | Performance and Display | Swimming | By the end of the lesson, the learner should be able to:   1. Explain/demonstrate the standing surface dive considering the progression (entry) 2. Perform the skills of standing surface dive in swimming 3. Appreciate your own and others' efforts in performing the standing surface dive. | In groups, pairs or individually learners are guided to:  Explain/demonstrate the standing surface dive considering the progression (entry)  Perform the skills of standing surface dive in swimming | Why is Swimming an essential life skill? | Creative Arts Curriculum Design Grade 4  Swimming facility,  inflatable pool clothing and  gear,  safety equipment  swimming aids | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | Performance and Display | Swimming | By the end of the lesson, the learner should be able to:   1. Explain/demonstrate the standing surface dive considering the progression (transition) 2. Perform the skills of standing surface dive in swimming 3. Appreciate your own and others' efforts in performing the standing surface dive. | In groups, pairs or individually learners are guided to:  Explain/demonstrate the standing surface dive considering the progression (transition)  Perform the skills of standing surface dive in swimming | Why is the centre of interest important in photography? | Creative Arts Curriculum Design Grade 4  Swimming facility,  inflatable pool clothing and  gear,  safety equipment  swimming aids | Oral questions Oral Report Observation  Written exercise |  |
|  | **6** | Performance and Display | Swimming | By the end of the lesson, the learner should be able to:   1. Explain/demonstrate the standing surface dive considering the progression (stance, push-off, descent, entry, transition) 2. Perform the skills of standing surface dive in swimming 3. Appreciate your own and others' efforts in performing the standing surface dive. | In groups, pairs or individually learners are guided to:  Explain/demonstrate the standing surface dive considering the progression (stance, push-off, descent, entry, transition)  Perform the skills of standing surface dive in swimming | Why is Swimming an essential life skill? | Creative Arts Curriculum Design Grade 4  Swimming facility,  inflatable pool clothing and  gear,  safety equipment  swimming aids | Oral questions Oral Report Observation  Written exercise |  |
| **13-14** |  |  |  | **END TERM TWO ASSESSMENT** |  |  |  |  |  |