**WEEK 1: LESSON 1**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand**: Performing and Display

**Sub Strand:** Jumping  
  
**Specific Learning Outcomes:**  
**- By the end of the lesson, the learner should be able to:**

1.Identify different ways of jumping for body agility through practice.  
2. Jump and clearly talk about different ways of jumping (height and distance).  
3. Enjoy jumping for height and distance for strength and coordination.  
  
**Key Inquiry Question(s):**

- How is jumping done?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage/ Expression** |

**Learning Resources:**- Creative Arts Curriculum Design Grade 1 marked fields with marked lines and lanes, digital devices, whistle, clapper.  
  
**Organisation of Learning:**  
  
**Introduction( 5 minutes):**  
- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**  
- Based on learning experience:  
In groups, pairs, or individually, learners are guided to:

**Step 1:** Demonstrate different ways of jumping for body agility through practice.

**Step 2**: Practice jumping for height and distance while discussing the movements.

**Step 3:** Perform various jumping activities to enhance strength and coordination.

**Step 4**: Engage in a group discussion to share their experiences and learnings from the jumping exercises.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage students to create their own jumping routines to showcase different ways of jumping.  
- Organize a mini jumping competition where students can demonstrate their skills and creativity in different jump styles.

**Teacher Self-Evaluation:**

**WEEK 1: LESSON 2**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | 1 | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand**: Jumping  
  
**Specific Learning Outcomes:**

**By the end of the lesson, the learner should be able:**

1. Identify different ways of jumping for body agility through practice.  
2.Jump and clearly talk about different ways of jumping (height and distance).  
3. Enjoy jumping for height and distance for strength and coordination.  
 **Key Inquiry Question(s):**- How is jumping done?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage/ Expression** |

**Learning Resources:**- Marked fields with lines and lanes  
- Digital devices (for demonstration, if needed)  
- Whistle  
- Clapper  
  
**Organisation of Learning:  
  
Introduction (5 minutes):**  
- Review the previous lesson briefly.  
- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Warm-up  
- Engage students in a brief warm-up activity to prepare their bodies for jumping.  
- Encourage stretching and jumping in place to get their blood flowing.  
  
**Step 2:** Demonstrate  
- Demonstrate different ways of jumping for height and distance.  
- Provide clear examples and explanations of each technique.  
 **Step 3:** Practice  
- Divide students into groups or pairs and have them practice the different jumping techniques.  
- Offer guidance and feedback as they experiment with their jumps.

**Step 4:** Reflection  
- Bring the students back together to discuss their experiences.  
- Encourage them to articulate the various ways they jumped and how each technique felt.  
  
**Conclusion (5 minutes):**- Summarize the key points covered during the lesson.  
- Conduct a brief interactive activity, such as a mini-jumping competition, to reinforce learning.  
- Provide a preview of the next session's topics or questions for students to think about.  
  
**Extended Activities:**- Create a "Jumping Journal" where students can draw and write about their favorite jumping techniques.  
- Have students design and label their own jumping course using chalk on the playground.

**Teacher Self-Evaluation:**

**WEEK 1: LESSON 3**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE** A**CTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Jumping

**Specific Learning Outcomes:**  
**- By the end of the lesson, the learner should be able to:**

1. Identify locally available materials, in groups.  
2. Plait three-strand ropes for jumping.  
3.Observe safety precautions as they collect locally available materials.  
 **Key Inquiry Question:**  
- How is jumping done?

|  |  |  |
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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage/ Expression** |

**Learning Resources:**- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**

1. Review the previous lesson on jumping techniques.  
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Locally Available Materials Identification

- In groups, have learners identify locally available materials that can be used for making jump ropes.  
- Emphasize the importance of selecting safe and suitable materials.  
  
**Step 2**: Plaiting Three-Strand Ropes

- Provide guidance on how to plait three-strand ropes for jumping.  
- Allow learners to practice plaiting ropes individually or in pairs.  
  
**Step 3:** Safety Precautions

- Discuss safety precautions to consider when collecting materials and using jump ropes.  
- Emphasize proper usage and handling of jump ropes.  
  
**Conclusion ( 5 minutes):**

1. Summarize key points learned during the lesson.  
2. Conduct a brief interactive activity where learners demonstrate their ability to plait three-strand ropes for jumping.  
3. Prepare learners for the next session by previewing upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage learners to practice jump roping in different ways, such as timing themselves or creating jump rope routines.  
- Have learners create a short performance using the jump ropes they made, showcasing different jumping techniques.  
  
**Teacher Self-Evaluation:**

**WEEK 1: LESSON 4**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE** A**CTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand**: Jumping

**Specific Learning Outcomes:**  
**-By the end of the lesson, the learner should be able to:**

1.Identify locally available materials in groups.  
2.Plait three strand ropes for jumping.  
3. Observe safety precautions as they collect locally available materials.  
  
**Key Inquiry Question(s):**  
- How is jumping done?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage/ Expression** |

**Learning Resources:**- Creative Arts Curriculum Design Grade 1, marked fields with marked lines and lanes, digital devices, whistle, clapper  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**  
  
**Step 1:** Identifying Locally Available Materials

- In groups, ask the learners to identify locally available materials that can be used for making ropes.  
- Discuss the importance of using safe and appropriate materials.  
  
**Step 2:** Collecting Materials and Observing Safety Precautions

- Guide the groups to collect the identified materials while observing safety precautions.  
- Discuss the importance of safety when collecting materials.  
  
**Step 3**: Plaiting Three Strand Ropes

- Demonstrate how to plait three-strand ropes for jumping.  
- Have the learners practice plaiting ropes in their groups.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity where learners showcase their plaited ropes and discuss the process.  
- Preview upcoming topics or questions for the next session.  
  
**Extended Activities:**

- Encourage learners to create a jump rope routine incorporating their plaited ropes.  
- Have a mini-showcase where learners demonstrate their routines to the class.  
  
**Teacher Self-Evaluation:**

**WEEK 1: LESSON 5**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE** A**CTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Jumping

**Specific Learning Outcomes:  
-By the end of the lesson, the learner should be able to:**

1. Identify locally available materials in groups.  
2.Plait three strand ropes for jumping.  
3. Observe safety precautions as they collect locally available materials.  
 **Key Inquiry Question:**  
- How is jumping done?

|  |  |  |
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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design for Grade 1, marked fields with marked lines and lanes, digital devices, whistle, and clapper.  
  
**Organization of Learning:**  
**Introduction (5 minutes):**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1**: Discuss with the learners about the concept of jumping and the importance of using the right materials for safety. Introduce the idea of plaiting ropes for jumping.

**Step 2:** In groups, guide learners to identify locally available materials that can be used for making ropes. Emphasize the importance of teamwork and collaboration.

**Step 3:** Demonstrate how to plait three strand ropes for jumping, ensuring that learners understand the process and can replicate it on their own.

**Step 4:** Allow learners to practice plaiting ropes in groups or pairs, providing support and guidance where needed.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity where learners demonstrate their plaited ropes and explain the process.  
- Preview upcoming topics or questions for the next session to keep learners engaged and excited.  
  
**Extended Activities:**

- Encourage learners to engage in a jumping rope competition using the ropes they have made. This will help reinforce their understanding of jumping and teamwork skills.  
 **Teacher Self-Evaluation:**

**WEEK 1: LESSON 6**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE** A**CTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Jumping

**Specific Learning Outcomes:**  
**-By the end of the lesson, the learner should be able to:**

1.Identify and collect recycled materials.  
2. Improvise: uprights (sticks), 3 strand ropes (recycled material), in groups used for jumping.  
3. Observe safety precautions as they collect locally available materials.  
  
**Key Inquiry Question:**- How is jumping done?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1, marked fields with marked lines and lanes, digital devices, whistle, clapper  
  
**Organization of Learning:  
  
Introduction (5 minutes):**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Identifying and Collecting Recycled Materials  
- Explain to the students the importance of recycling and why they are collecting these materials.  
- In groups, pairs, or individually, have students explore their surroundings to identify and collect materials such as sticks and ropes.  
  
**Step 2:** Creating Uprights and Ropes  
- Once the materials are collected, guide the students on how to improvise uprights and ropes for jumping.  
- Encourage creativity and teamwork as they construct these items using the recycled materials.  
  
**Step 3:** Practicing Jumping  
- In their groups, have students practice jumping over the improvised ropes held up by the uprights.  
- Emphasize safety precautions and proper jumping techniques.  
  
**Step 4:** Group Jumping Performance  
- Each group will showcase their jumping routine using the improvised materials.  
- Encourage peer feedback and positive reinforcement.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as a short quiz or demonstration.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**  
- Ask students to create a poster showcasing the importance of recycling and reusing materials.  
- Organize a mini jumping competition where students can apply what they've learned in a fun and engaging way.  
  
**Teacher Self-Evaluation:**

**WEEK 1: LESSON 7**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand**: Jumping

**Specific Learning Outcomes:  
-By the end of the lesson, the learner should be able to:**

1.Identify and collect recycled materials.  
2. Improvise: uprights (sticks), 3 strand ropes (recycled material), in groups used for jumping.  
3.Observe safety precautions as they collect locally available materials.  
  
**Key Inquiry Question(s):**  
- How is jumping done?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organization of Learning:  
  
Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of jumping and discuss the importance of using recycled materials for this creative activity.

**Step 2:** In groups, pairs, or individually, guide learners to identify and collect recycled materials such as sticks and ropes.

**Step 3:** Show learners how to improvise uprights and 3-strand ropes from the recycled materials gathered.

**Step 4:** Organize the groups to use the improvised materials for jumping activities, ensuring safety precautions are followed.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity where learners demonstrate their jumping skills using the improvised materials.  
- Prepare learners for the next session by previewing upcoming topics or asking questions to consider.  
  
**Extended Activities:**

- Grade-relevant extended activities may include having learners create a mini jumping course using different recycled materials, or organizing a simple jumping competition to practice their skills.  
  
**Teacher Self-Evaluation:**

**WEEK 2: LESSON 1**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand**: Performing and Display

**Sub Strand:** Jumping

**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Listen keenly to explanation on jumping for height and distance.  
2. Observe demonstration on jumping for height and distance.  
3. Enjoy jumping for height and distance.  
 **Key Inquiry Question(s):**  
- How is jumping done?

|  |  |  |
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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**  
- Welcome the students and review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**  
- Split into 4 distinct steps:

**Step 1:** Introduce the concept of jumping for height and distance. Discuss the importance of listening carefully.

**Step 2:** Demonstrate proper jumping techniques for height and distance. Allow students to observe and ask questions.

**Step 3:** Provide opportunities for students to practice jumping in pairs or groups, focusing on achieving height and distance.

**Step 4:** Conclude the jumping activities and encourage students to enjoy the process.  
  
**Conclusion (5 minutes):**

- Summarize key points learned about jumping for height and distance.  
- Conduct a brief interactive activity where students can demonstrate their understanding of jumping techniques.  
- Provide a preview of upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Have students create a mini jumping competition where they measure and record their heights and distances.  
- Incorporate music into the jumping activity to explore rhythm and movement.  
- Create a visual display showcasing different types of jumps.  
  
**Teacher Self-Evaluation:**

**WEEK 2: LESSON 2**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand**: Performing and Display

**Sub Strand:** Jumping

**Specific Learning Outcomes:**  
**- By the end of the lesson, the learner should be able to:**

1. Explain jumping for height and distance.  
2. Demonstrate jumping for height and distance.  
3. Enjoy jumping for height and distance.  
 **Key Inquiry Question(s):**- How is jumping done?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
  
**Organisation of Learning**:  
  
**Introduction (5 minutes):**

- Review the previous lesson on performing and display.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts of jumping for height and distance.  
  
**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of jumping for height and distance. Explain the techniques and skills needed for both types of jumps.

**Step 2**: Demonstrate proper form and technique for jumping for height and distance. Encourage students to pay attention to key points.

**Step 3:** Divide learners into groups, pairs, or individuals. Allow them to practice jumping for height and distance under supervision, providing feedback and guidance.

**Step 4**: Facilitate a group discussion where learners can share their experiences and observations about jumping. Encourage them to ask questions and seek clarification.  
  
**Conclusion (5 minutes):**

- Summarize key points learned about jumping for height and distance.  
- Conduct a brief interactive activity such as a mini-jumping competition to reinforce the main topics.  
- Preview upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Assign students to create their own mini obstacle course incorporating jumping for height and distance. This will help deepen their understanding of the concepts and encourage creativity in physical activity.  
  
**Teacher Self-Evaluation:**

**WEEK 2: LESSON 3**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Jumping  
  
**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Jump for height in different pathways and directions (forward).  
2. Sing songs while jumping for height and distance in different ways.  
3. Enjoy jumping for height and distance for strength and coordination.  
  
**Key Inquiry Question(s):**

- How is jumping done?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
- Creative Arts Curriculum Design Grade 1  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**  
- Based on learning experience: In groups, pairs, or individually, learners are guided to:

**Step 1:** Practice jumping for height in different pathways and directions forward.

**Step 2:** Integrate singing songs while jumping for height and distance in different ways.

**Step 3:** Experiment with enjoying jumping for height and distance for strength and coordination.

**Step 4:** Reflect on the experience and discuss the benefits of jumping in different ways.  
  
**Conclusion** **(5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage learners to create their own jumping routines incorporating songs and different pathways.  
- Have students create a mini-performance showcasing their jumping abilities to share with classmates.  
  
**Teacher Self-Evaluation:**

**WEEK 2: LESSON 4**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Jumping

**Specific Learning Outcomes:**  
**-By the end of the lesson, the learner should be able to:**

1.Jump for height in different pathways and directions (backward).  
2. Sing songs while jumping for height and distance in different ways.  
3. Enjoy jumping for height and distance for strength and coordination.  
  
**Key Inquiry Question(s):**

- How is jumping done?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 1 marked fields with marked lines and lanes, digital devices, whistle, clapper  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**  
- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Introduction to Jumping  
- Demonstrate different ways of jumping for height.  
- Explain the importance of jumping for strength and coordination.  
  
**Step 2:** Jumping in Different Pathways and Directions  
- Practice jumping for height in various pathways and directions.  
- Encourage learners to explore backward jumps.

**Step 3:** Singing Songs while Jumping  
- Introduce songs related to jumping.  
- Guide learners to sing while practicing jumping for height and distance.  
  
**Step 4:** Enjoying Jumping Activities  
- Engage learners in fun jumping activities to strengthen coordination and enjoyment.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage learners to create their own jumping routines and songs.  
- Provide opportunities for learners to perform their jumping routines in front of the class.  
 **Teacher Self-Evaluation:**

**WEEK 2: LESSON 5**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Jumping

**Specific Learning Outcomes:-**

**By the end of the lesson, the learner should be able to:**

1.Jump for height in different pathways and directions (right and left).  
2.Sing songs while jumping for height and distance in different ways.  
3. Enjoy jumping for height and distance for strength and coordination.  
  
**Key Inquiry Question(s):**

- How is jumping done?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design for Grade 1, marked fields with marked lines and lanes, digital devices, whistle, clapper  
 **Organisation of Learning:**  
**Introduction (5 minutes):**  
- Review the previous lesson on jumping techniques.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts related to jumping.  
  
**Lesson Development (20 minutes):**

**Step 1:** Demonstrate and explain to students the proper techniques of jumping for height in different pathways and directions (right and left).

**Step 2:** Divide students into groups, pairs, or individuals and allow them to practice jumping for height using the techniques explained.

**Step 3:** Introduce fun songs related to jumping and encourage students to sing while practicing jumping for height and distance in various ways.

**Step 4**: Provide opportunities for students to enjoy jumping for height and distance, focusing on building strength and coordination.  
  
**Conclusion (5 minutes):**

- Summarize key points learned during the lesson about jumping techniques and coordination.  
- Conduct a brief interactive activity where students showcase their jumping skills while singing along to the songs.  
- Provide a preview of upcoming topics and questions to consider for the next session.  
  
**Extended Activities:**  
- Encourage students to create their own jumping routines incorporating different pathways and directions.  
- Have students explore other forms of movement and create a mini-performance showcasing their abilities.  
  
**Teacher Self-Evaluation:**

**WEEK 2: LESSON 6**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Jumping   
  
**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Jump for height in different pathways and directions (right and left).  
2. Sing songs while jumping for height and distance in different ways.  
3. Enjoy jumping for height and distance for strength and coordination.  
 **Key Inquiry Question(s):**

- How is jumping done?

|  |  |  |
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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Marked fields with lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
- Creative Arts Curriculum Design Grade 1  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**  
- Recap the previous lesson.  
- Engage learners in reading and discussing relevant content from the learning resources to understand key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Warm-Up

- Lead a brief warm-up to prepare the students for jumping activities.  
  
**Step 2:** Learning Jumping Techniques   
- Demonstrate and guide students on jumping for height in different pathways and directions (right and left).  
  
**Step 3:** Musical Jumping   
- Encourage students to sing songs while jumping for height and distance in various ways.  
  
**Step 4:** Enjoying Jumping   
- Allow students to jump for height and distance while focusing on strength and coordination.  
 **Conclusion (5 minutes):**

- Recap key learning points and objectives.  
- Conduct an interactive activity to reinforce the lesson's main topics.  
- Provide a preview of the next session's topics.  
  
**Extended Activities:**

- Encourage students to create a dance routine incorporating jumps.  
- Have students practice different jumping styles and create their own sequences.  
  
**Teacher Self-Evaluation:**

**WEEK 2: LESSON 7**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Jumping   
  
**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Jump for height in different pathways and directions (circular).  
2. Sing songs while jumping for height and distance in different ways.  
3. Enjoy jumping for height and distance for strength and coordination.  
  
**Key Inquiry Question(s):**

- How is jumping done?

|  |  |  |
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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Marked fields with marked lines and lanes, digital devices, whistle, clapper  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**- Based on learning experience:  
In groups, pairs, or individually learners are guided to:

**Step 1:** Jump for height in different pathways and directions (circular).

**Step 2:** Sing songs while jumping for height and distance in different ways.

**Step 3:** Practice jumping in different ways for strength and coordination.

**Step 4:** Reflect on the experience and discuss the benefits of jumping exercises.  
 **Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage students to practice jumping at home while singing their favorite songs.  
- Explore other ways of jumping, such as hopping and skipping, to enhance coordination skills.  
  
**Teacher Self-Evaluation:**

**WEEK 3: LESSON 1**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Jumping

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Jump for height in different pathways and directions (circular).  
2.Sing songs while jumping for height and distance in different ways.  
3. Enjoy jumping for height and distance for strength and coordination.  
 **Key Inquiry Question(s):**

- How is jumping done?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organisation of Learning:**  
  
**Introduction (5 minutes):**  
1. Review the previous lesson on performing and display.  
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts related to jumping.  
 **Lesson Development (20 minutes):**

**Step 1:** Warm-up and Introduction to Jumping  
- Start with a fun warm-up activity to get the learners moving.  
- Demonstrate and explain different pathways and directions for jumping for height.  
 **Step 2:** Practicing Jumping Techniques  
- Divide learners into small groups, pairs, or individuals.  
- Encourage them to jump for height in various pathways and directions, emphasizing circular movements.

**Step 3:** Incorporating Music  
- Introduce songs related to jumping and encourage learners to sing while jumping for height and distance.

**Step 4:** Fun Jumping Activities  
- Engage learners in jumping for height and distance to improve strength and coordination.  
- Encourage them to enjoy the process and have fun while they jump.  
  
**Conclusion (5 minutes):**

1. Summarize the key points discussed during the lesson about jumping techniques.  
2. Conduct a brief interactive activity where students demonstrate what they've learned through jumping.  
3. Preview the upcoming topics or questions to consider for the next lesson to keep learners engaged and excited.  
 **Extended Activities:**

- Encourage learners to practice jumping at home and explore different ways they can incorporate jumping into their daily routines.  
- Have them create a short performance incorporating jumping and singing to showcase their skills and creativity.  
 **Teacher Self-Evaluation:**

**WEEK 3: LESSON 2**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Jumping

**Specific Learning Outcomes:**  
**- By the end of the lesson, the learner should be able to:**

1. Jump for height in different pathways and directions (straight).  
2. Sing songs while jumping for height and distance in different ways.  
3.Enjoy jumping for height and distance for strength and coordination.  
  
**Key Inquiry Question(s):**

- How is jumping done?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1 marked fields with marked lines and lanes, digital devices, whistle, clapper  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**  
- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**  
  
**Step 1:** Jumping for Height in Different Pathways and Directions  
- Demonstrate to the class the proper techniques for jumping for height in different pathways and straight directions.  
- Have students practice jumping individually, in pairs, or small groups under supervision.  
- Provide feedback and guidance to help improve their jumping skills.  
  
**Step 2:** Singing Songs While Jumping  
- Introduce fun and engaging songs for students to sing while jumping for height and distance.  
- Encourage students to synchronize their jumping with the rhythm of the songs.  
- Facilitate a group activity where students take turns jumping and singing together.  
  
**Step 3:** Enjoying Jumping for Strength and Coordination  
- Discuss the benefits of jumping for strength and coordination.  
- Engage students in activities that involve jumping challenges to enhance their physical abilities.  
- Emphasize the importance of enjoying the process of jumping and being active.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as a quick quiz or a short demonstration.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- For extended activities, students can create their own jump routines incorporating different movements and singing their favorite songs.  
- Students can also explore different types of jumps (e.g., tuck jump, star jump) and practice them in a fun and creative way.  
 **Teacher Self-Evaluation:**

**WEEK 3: LESSON 3**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Jumping

**Specific Learning Outcomes:**  
**- By the end of the lesson, the learner should be able to:**

1.Jump for height in different pathways and directions (straight).  
2.Sing songs while jumping for height and distance in different ways.  
3.Enjoy jumping for height and distance for strength and coordination.  
 **Key Inquiry Question:**- How is jumping done?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organisation of Learning:  
  
Introduction (5 minutes):**  
- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**  
**Step 1:** Warm-up   
- Begin with a fun warm-up activity to get the students energized and ready to jump.  
- Use the whistle to signal the start of the warm-up session.  
- Guide students to move around the space in different pathways and directions, encouraging them to skip, hop, or move sideways.  
  
**Step 2:** Jumping Techniques   
- Demonstrate and explain the proper technique for jumping for height in a straight direction.  
- Allow students to practice jumping individually, ensuring they bend their knees and swing their arms for maximum height.  
- Encourage students to challenge themselves to jump higher each time.  
  
**Step 3:** Singing and Jumping

- Introduce a fun song related to jumping or physical activity.  
- Guide students to sing along while jumping for height and distance in different ways.  
- Emphasize coordination between jumping and singing for a fun and engaging activity.  
  
**Step 4:** Strength and Coordination   
- Discuss the importance of jumping for strength and coordination.  
- Encourage students to reflect on how jumping helps their muscles and overall physical fitness.  
- Conclude by reinforcing the enjoyment of jumping for both health and fun.  
  
**Conclusion (5 minutes):**- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity where students showcase their jumping skills.  
- Preview upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**  
- Provide students with a take-home activity where they create their own jumping routine incorporating music or rhyme.  
- Encourage students to practice their jumping skills at home and track their progress in a jumping journal.  
  
**Teacher Self-Evaluation:**

**WEEK 3: LESSON 4**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Jumping  
  
**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Jump for height in different pathways and directions (curved and zigzag).  
2.Sing songs while jumping for height and distance in different ways.  
3.Enjoy jumping for height and distance for strength and coordination.  
  
**Key Inquiry Question(s):**

- How is jumping done?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**Creative Arts Curriculum Design Grade 1, marked fields with marked lines and lanes, digital devices, whistle, clapper  
  
**Organisation of Learning:  
  
Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

- Based on learning experience: In groups, pairs, or individually learners are guided to:  
- Jump for height in different pathways and directions (curved and zigzag).  
- Sing songs while jumping for height and distance in different ways.  
  
**Step 1:**  
- Demonstrate different pathways and directions for jumping.  
- Teach learners how to jump for height using curved and zigzag pathways.  
- Encourage learners to practice jumping in these different ways.  
  
**Step 2:**  
- Introduce songs related to jumping and encourage learners to sing while jumping for height and distance.  
- Discuss the importance of coordination while jumping and singing simultaneously.  
- Engage learners in a group singing and jumping activity.  
  
**Step 3:**  
- Provide opportunities for learners to explore different ways of jumping for height and distance independently or in pairs.  
- Offer feedback and guidance to help improve their jumping techniques.  
  
**Step 4:**  
- Conclude the jumping activities by highlighting the benefits of jumping for strength and coordination.  
- Allow learners to share their experiences and feelings about jumping for height and distance.  
 **Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended** **Activities**:  
- Encourage learners to practice jumping in different ways at home and keep a log of their progress.  
- Create a mini jumping performance where learners can showcase their skills to their classmates.  
  
**Teacher Self-Evaluation:**

**WEEK 3: LESSON 5**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Jumping

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Jump for height in different pathways and directions (curved and zigzag).  
2. Sing songs while jumping for height and distance in different ways.  
3. Enjoy jumping for height and distance for strength and coordination.  
  
**Key Inquiry Question:**

- How is jumping done?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design for Grade 1, marked fields with marked lines and lanes, digital devices, whistle, clapper  
  
**Organisation of Learning:  
  
Introduction (5 minutes):**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

- Based on learning experience:  
- In groups, pairs, or individually, learners are guided to:

**Step 1:** Discuss the concept of jumping for height in different pathways and directions such as curved and zigzag.

**Step 2:** Practice jumping for height using the designated pathways and directions.

**Step 3:** Integrate singing songs while jumping for height and distance in various ways.  
**Step 4:** Engage in jumping activities to promote strength and coordination.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage students to create their own jumping sequences incorporating different pathways and directions.  
- Have students design a mini-performance showcasing their jumping abilities to share with classmates.  
  
**Teacher Self-Evaluation:**

**WEEK 3: LESSON 6**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performance and Display

**Sub Strand:** Western Style Singing Games

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify appropriate singing games in Western style.  
2. Watch a live or recorded performance of singing game in Western style while observing: costumes used, props.  
3. Appreciate singing games in Western style  
  
**Key Inquiry Question(s):**

- Which songs are sung during play?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 1, marked fields with marked lines and lanes, digital devices, whistle, clapper  
  
**Organisation of Learning:**  
  
**Introduction(5 minutes):**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**  
- Based on learning experience:  
- In groups, pairs, or individually learners are guided to:

**Step 1**: Identify appropriate singing games in Western style.

**Step 2:** Watch a live or recorded performance of singing game in Western style while observing costumes used and props.

**Step 3**: Analyze the elements of the singing game observed (costumes, props, etc.).

**Step 4:** Discuss and express their thoughts on the performance witnessed.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Suggesting grade-relevant extended activities that might help deepen understanding or apply the concepts discussed could include creating their own mini singing game performances with costumes and props, drawing or coloring pictures related to the singing games learned, or researching different traditional songs from other cultures and comparing them to Western-style singing games.  
  
**Teacher Self-Evaluation:**

**WEEK 3: LESSON 7**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Western Style Singing Games   
 **Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify appropriate singing games in Western style.  
2. Watch a live or recorded performance of singing game in Western style while observing:  
3.Musical instruments  
4.Body movements  
5. Appreciate singing games in Western style  
  
**Key Inquiry Question(s):**

- Why are singing games performed?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organisation of Learning:  
  
Introduction (5 minutes):**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**  
  
 **Step 1:** Introduction to Western Style Singing Games  
- Discuss what singing games are and why they are performed.

**Step 2:** Identify Appropriate Singing Games  
- In groups, pairs, or individually, learners identify appropriate Western style singing games.

**Step 3:** Watch a Live or Recorded Performance  
- Watch a live or recorded performance of a Western style singing game while observing musical instruments and body movements.

**Step 4:** Appreciation of Singing Games  
- Discuss and appreciate the singing games observed, highlighting key elements.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Organize a class performance of a Western style singing game.  
- Create a mini musical instrument using everyday objects found at home.  
- Research and present on famous Western style singing games and their origins.  
  
**Teacher Self-Evaluation:**

**WEEK 4: LESSON 1**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Western Style Singing Games   
  
**Specific Learning Outcomes:**  
**- By the end of the lesson, the learner should be able to:**

1.Identify and collect locally available materials for making simple paper costumes.  
2. Improvise paper costumes for performing Western style singing games.  
3. Observe safety precautions as they collect locally available materials.  
  
**Key Inquiry Question(s):**

- Which songs are sung during play?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1, marked fields with marked lines and lanes, digital devices, whistle, clapper  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**  
- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**  
- In groups, pairs, or individually, learners are guided to:

**Step 1:** Identify and collect locally available materials for making simple paper costumes.

**Step 2:** Improvise paper costumes for performing Western style singing games.

**Step 3:** Observe safety precautions as they collect locally available materials.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Suggest any grade relevant extended activities that might help deepen understanding or apply the concepts discussed.  
  
**Teacher Self-Evaluation:**

**WEEK 4: LESSON 2**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Western Style Singing Games

**Specific Learning Outcomes:**

**-By the end of the lesson, the learner should be able:**

1. Identify and collect locally available materials for making simple paper costumes.  
2. Improvise paper costumes for performing Western style singing games.  
3. Observe safety precautions while collecting locally available materials.  
  
**Key Inquiry Question(s):**

- Why are singing games performed?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**  
- In groups, pairs, or individually, learners are guided through the following steps:

**Step 1:** Introduce the concept of Western style singing games and discuss why they are performed.

**Step 2:** Guide learners to identify and collect locally available materials for making simple paper costumes.

**Step 3:** Assist learners in improvising paper costumes for performing Western style singing games.

**Step 4:** Discuss and demonstrate safety precautions to take when collecting materials.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage learners to practice and perform Western style singing games in their improvised costumes.  
- Ask students to research and present a short report on the cultural significance of singing games in different societies.  
  
**Teacher Self-Evaluation:**

**WEEK 4: LESSON 3**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub-Strand:** Western Style Singing Games  
  
**Specific Learning Outcomes:**  
**- By the end of the lesson, the learner should be able to:**

1. Make a variety of body movements while performing the singing game, making different line formations using the costume (walking).  
2. Take turns to perform different roles while performing the singing game in Western style.  
3. Enjoy performing singing games in Western style.  
  
**Key Inquiry Question:**

- Which songs are sung during play?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organisation of learning:**  
  
**Introduction (5 minutes):**  
- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Demonstrate the different body movements and line formations related to the Western style singing game.

**Step 2:** Divide the learners into groups, pairs, or individuals and guide them to practice these movements and formations.

**Step 3:** Have the learners take turns performing different roles within the singing game, encouraging creativity and expression.

**Step 4:** Provide opportunities for learners to enjoy performing the singing game in a Western style setting.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Preview upcoming topics or questions for the next session.  
  
**Extended Activities:**

- Create a mini-performance of the Western style singing game for classmates or family members.  
- Explore different types of songs that can be sung during play and create a new version of the singing game with a favorite song.  
 **Teacher Self-Evaluation:**

**WEEK 4: LESSON 4**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display  
  
**Sub Strand:** Western Style Singing Games  
  
**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Make a variety of body movements while performing the singing game in different line formations using costumes.  
2. Take turns to perform different roles during the singing game in Western style.  
3. Enjoy performing singing games in Western style.  
  
**Key Inquiry Question:**

- Why are singing games performed?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
 **Lesson Development (20 minutes):**  
- In groups, pairs, or individually, learners are guided to:

**Step 1:** Practice making body movements in different line formations while using costumes.  
**Step 2:** Take turns performing different roles in a singing game in Western style.  
**Step 3:** Collaborate to create and perform a singing game routine incorporating various movements and roles.  
**Step 4:** Share and reflect on their performances, discussing what they enjoyed and what they could improve.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- To deepen understanding, students can create their own singing game routines at home and perform them for their family members. They can also explore different styles of singing games from around the world and compare them to Western style singing games.  
 **Teacher Self-Evaluation:**

**WEEK 4: LESSON 5**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Western Style Singing Games  
  
**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Make a variety of body movements while performing the singing game making different line formations using the costume (swinging).  
2. Take turns to perform different roles while performing the singing game in Western style.  
3. Enjoy performing singing games in Western style.  
  
**Key Inquiry Question(s):**

- Which songs are sung during play?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organisation of Learning:  
  
Introduction (5 minutes):**  
- Review the previous lesson briefly.  
- Guide learners to read and discuss relevant content from the learning resources, focusing on the understanding of key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Demonstrate body movements and line formations using costume (swinging).

**Step 2:** Practice taking turns to perform different roles in Western style singing games.

**Step 3:** Engage in group activities to perform a singing game with different line formations.

**Step 4:** Reflect on the enjoyable experience of performing Western style singing games.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce main topics.  
- Provide a preview of upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Encourage students to create their own Western style singing games and perform them for the class.  
- Invite students to research and present on different traditional Western songs used in singing games.  
  
**Teacher Self-Evaluation:**

**WEEK 4: LESSON 6**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Western Style Singing Games

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Make a variety of body movements while performing the singing game in different line formations and using costumes (swaying).  
2. Take turns to perform different roles while engaging in singing games in Western style.  
3. Enjoy performing singing games in Western style.  
  
**Key Inquiry Question**

- Why are singing games performed?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**  
- Recap the previous lesson on Western Style Singing Games.  
- Encourage learners to explore the provided learning resources to deepen their understanding of the key concepts.  
  
**Lesson Development (20 minutes):**  
- In groups, pairs, or individually, learners will engage in the following steps:

**Step 1:** Practice making body movements while performing the singing game in various line formations.

**Step 2:** Incorporate costumes and explore different swaying techniques during the performance.

**Step 3:** Take turns assuming different roles within the singing game in Western style.

**Step 4:** Collaboratively perform the singing game with a focus on enjoyment and participation.  
  
**Conclusion (5 minutes):**

- Summarize the key learnings and achievements of the lesson.  
- Facilitate a brief interactive activity to reinforce the main concepts learned.  
- Provide a preview of the next session's topics or questions to encourage further exploration.  
  
**Extended Activities:**

- Encourage learners to create their own Western Style Singing Games using different themes or stories.  
- Organize a mini-performance showcase where students can demonstrate their skills in singing games to their peers.  
  
**Teacher Self- Evaluation:**

**WEEK 4: LESSON 7**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Western Style Singing Games

**Specific Learning Outcomes:**  
**- By the end of the lesson, the learner should be able to:**

1.Make a variety of body movements while performing the singing game, forming different line formations.  
2.Use costumes and incorporate turning movements into the performance.  
3.Take turns to perform different roles in a Western style singing game.  
4.Enjoy performing singing games in Western style.

**Key Inquiry Question(s):**

- Which songs are sung during play?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organisation of Learning:**  
  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Demonstrate and explain various body movements and line formations in Western style singing games.

**Step 2:** Practice turning movements and incorporating costumes to enhance the performance.

**Step 3:** Assign roles to each learner and guide them in taking turns to perform different parts of the singing game in Western style.

**Step 4:** Provide opportunities for learners to enjoy and engage in singing games in Western style.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as singing a familiar song together.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Have learners create their own Western style singing game with unique movements and costumes.  
- Encourage learners to practice and perform their singing games for their classmates or at a school event.  
  
**Teacher Self-Evaluation:**

**WEEK 5: LESSON 1**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Western Style Singing Games  
  
**Specific Learning Outcome:**  
**-By the end of the lesson, the learner should be able to:**

1.Make a variety of body movements while performing the singing game in different line formations using costumes (bending).  
2. Take turns to perform different roles while performing the singing game in Western style.  
3. Enjoy performing singing games in Western style.  
  
**Key Inquiry Question:**

- Why are singing games performed?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organization of Learning:**  
**Introduction (5 minutes):**  
- Review the previous lesson with the students.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.  
  
**Lesson Development (20 minutes):**  
 **Step 1:**- Demonstrate and explain different body movements and line formations in Western style singing games.  
  
**Step 2:**  
- Divide the students into groups, pairs, or individuals.  
- Guide them to practice making body movements and forming different lines using costumes (bending).  
  
 **Step 3:**  
- Discuss the roles involved in Western style singing games.  
- Have students take turns performing different roles in the singing game.  
  
 **Step 4:**  
- Facilitate a group performance of the singing game, encouraging active participation by all students.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics discussed.  
- Provide a preview of upcoming topics or questions to consider in the next session.  
  
**Extended Activities:**

- Invite students to create their own Western style singing game, incorporating the body movements and line formations learned in the lesson.  
- Encourage students to perform the singing game for their classmates or family members outside of class.  
  
**Teacher Self-Evaluation:**

**WEEK 5: LESSON 2**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Western Style Singing Games

**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Make a variety of body movements while performing the singing game, creating different line formations and using costumes (bending).  
2.Take turns to perform different roles while engaging in singing games in Western style.  
3.Enjoy performing singing games in Western style.  
  
**Key Inquiry Question(s):**

- Which songs are sung during play?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organisation of Learning:**  
 **Introduction (5 minutes):**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**  
  
**Step 1:** Body Movements and Line Formations

- Introduce the concept of making body movements while performing the singing game.  
- Demonstrate different line formations and how to utilize costumes for bending.  
- Allow students to practice these movements in groups or pairs.  
  
**Step 2:** Role Play in Singing Games

- Explain the importance of taking turns to perform different roles during the singing game.  
- Assign specific roles to students or encourage them to choose roles themselves.  
- Guide them in practicing these roles within the context of the Western style singing game.  
  
**Step 3:** Enjoyment in Performance

- Facilitate a discussion on the enjoyment derived from performing singing games.  
- Encourage students to share their experiences and feelings while engaging in these activities.  
- Emphasize the importance of having fun while singing and dancing.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity where students can showcase what they have learned.  
- Provide a preview of upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Students can create their own Western style singing game incorporating body movements and line formations.  
- Encourage students to practice different roles and develop their own costumes for the game.  
- Explore different Western style songs that can be sung during playtime.  
 **Teacher Self-Evaluation:**

**WEEK 5: LESSON 3**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Western Style Singing Games

**Specific Learning Outcomes:**  
**- By the end of the lesson, the learner should be able to:**

1. Make a variety of body movements while performing the singing game making different line formations using the costume (skipping).  
2. Take turns to perform different roles while performing the singing game in Western style.  
3. Enjoy performing singing games in Western style.  
  
**Key Inquiry Question:**

- Why are singing games performed?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 1, marked fields with marked lines and lanes, digital devices, whistle, clapper  
  
**Organization of Learning:**  
**Introduction (5 minutes):**  
- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of Western style singing games and explain the importance of body movements and line formations.

**Step 2:** Demonstrate different body movements to the learners and practice making various line formations using the costume while skipping.  
**Step 3:** Assign roles to each learner and guide them to take turns performing the singing game in Western style.

**Step 4:** Encourage learners to enjoy and have fun while performing the singing games in Western style.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Provide a preview of upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Grade relevant extended activities can include:  
- Creating new singing games incorporating body movements and line formations.  
- Researching different cultures and their traditional singing games.  
- Organizing a mini-performance for the class showcasing the singing games learned.  
  
**Teacher Self-Evaluation:**

**WEEK 5: LESSON 4**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Western Style Singing Games  
  
**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Make a variety of body movements while performing the singing game in different line formations using costumes (running).  
2. Take turns to perform different roles in the Western style singing game.  
3. Enjoy performing singing games in Western style.  
  
**Key Inquiry Question:**- Which songs are sung during play?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
- Creative Arts Curriculum Design Grade 1  
  
**Organisation of Learning:  
  
Introduction (5 minutes):**

- Review the previous lesson with the students.  
- Guide students to read and discuss relevant content from the learning resources to understand key concepts.  
  
**Lesson Development (20 minutes):**

- In groups, pairs, or individually, students will be guided through the following steps:

**Step 1:** Students will practice making various body movements while performing the singing game in different line formations using costumes (role-playing as they run).

**Step 2:** Students will take turns performing different roles in the Western style singing game.

**Step 3:** Students will engage in the singing game, incorporating the learned body movements and roles in a structured setting.

**Step 4:** Students will reflect on the experience and discuss what they enjoyed about performing the singing games in Western style.  
  
**Conclusion (5 minutes):**

- Summarize key points from the lesson and highlight the learning objectives achieved.  
- Conduct a brief interactive activity to reinforce the main topics learned.  
- Provide a preview of upcoming topics or questions to consider in the next session.  
  
**Extended Activities:**

- Students can create their own Western style singing game incorporating different body movements and roles.  
- Students can write a short story or draw a picture related to their experience performing the singing game.  
  
**Teacher Self-Evaluation:**

**WEEK 5: LESSON 5**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Western Style Singing Games

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Make a variety of body movements while performing the singing game making different line formations using the costume (running).  
2. Take turns to perform different roles while performing the singing game in Western style.  
3. Enjoy performing singing games in Western style.  
  
**Key Inquiry Questions:**

- Why are singing games performed?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson briefly.  
- Guide learners to read and discuss relevant content from the learning resources, focusing on the key concepts.  
  
  
**Lesson Development (20 minutes):**

**Step 1:** Introduction to Western Style Singing Games  
- Explain to the students the concept of Western Style Singing Games.  
- Demonstrate some basic movements and line formations using costume elements (running).  
  
**Step 2:** Role Assignment and Practice  
- Divide students into groups or pairs.  
- Assign different roles to each student (singer, dancer, etc.).  
- Practice making line formations and performing different roles in the Western Style Singing game.  
  
**Step 3:** Group Performances  
- Students take turns to perform the singing game in front of the class.  
- Encourage creativity in body movements and formations.  
  
**Step 4:** Reflection and Discussion  
- Lead a discussion on why singing games are performed.  
- Encourage students to share their thoughts and experiences during the lesson.  
  
  
**Conclusion (5 minutes):**

- Summarize key learning points and objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, like a quick round of the singing game.  
- Preview the upcoming topics or questions to consider in the next session.  
  
**Extended Activities:**

- As an extended activity, students can create their own Western Style Singing Games using different themes or music styles.  
- Encourage students to practice at home and perform their games in the next class.  
  
  
**Teacher Self-Evaluation:**

**WEEK 5: LESSON 6**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Western Style Singing Games  
 **Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Make a variety of body movements while performing the singing game, creating different line formations using costumes such as jumping.  
2. Take turns to perform different roles in the singing game in Western style.  
3. Enjoy performing singing games in a Western style.  
  
**Key Inquiry Question(s):**

- Which songs are sung during play?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design for Grade 1  
- Marked fields with lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**  
- In groups, pairs, or individually, learners are guided through the following steps to achieve the specific learning outcomes:  
  
**Step 1:** Warm-up Activity   
- Start with a fun warm-up activity to energize the students and set the tone for the lesson.  
- Encourage students to move freely and make various body movements to music.  
  
**Step 2:** Learn Western Style Singing Game   
- Introduce the Western style singing game to the students.  
- Demonstrate the different line formations and body movements that accompany the game.  
- Have students practice making these movements while singing the game song.  
  
**Step 3:** Role Playing   
- Assign roles to different students and have them take turns performing these roles during the singing game.  
- Encourage students to express themselves through their movements and roles.  
  
**Step 4:** Group Performance   
- Have the students come together to perform the singing game as a group.  
- Encourage teamwork, coordination, and enjoyment during the group performance.  
  
**Conclusion (5 minutes):**

- Summarize the key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as a quick quiz or group discussion.  
- Preview upcoming topics or questions to stimulate interest and prepare for the next session.  
  
**Extended Activities:**

- For extended activities, you can encourage students to create their own Western style singing games by composing new songs or choreographing their movements. This can deepen their understanding and application of the concepts learned in class.  
  
**Teacher Self-Evaluation:**

**WEEK 5: LESSON 7**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Western Style Singing Games

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able:**

1.Make a variety of body movements while performing the singing game in different line formations using costume elements (e.g., jumping).  
2. Take turns to perform different roles during the singing game in Western style.

3.Enjoy participating in performing singing games in Western style.  
  
**Key Inquiry Question:**

- Why are singing games performed?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
 **Organisation of learning:**

**Introduction (5 minutes):**1. Begin by reviewing the previous lesson to refresh students' memories.  
2. Guide students to read and discuss relevant content from the learning resources, focusing on understanding key concepts related to Western Style Singing Games.  
  
**Lesson Development (20 minutes):**

**Step 1:** Warm-Up

- Start with a physical warm-up to get students energized and ready to participate in the singing game.  
- Encourage students to stretch and perform simple movements.  
  
**Step 2:** Introduction to Western Style Singing Games

- Introduce the concept of Western Style Singing Games to students.  
- Demonstrate different body movements and line formations that can be used while performing the game.  
- Have students practice these movements individually or in pairs.  
  
**Step 3:** Role Playing and Line Formations

- Divide students into groups and assign them different roles to play during the singing game.  
- Guide students to create different line formations using the costume elements provided.  
- Encourage students to take turns performing the roles and switching line formations.  
  
**Step 4:** Game Performance

- Allow students to showcase their skills by performing the singing game in Western style.  
- Provide feedback and encouragement to each group or pair as they perform.  
  
**Conclusion (5 minutes):**

1. Summarize the key points discussed during the lesson, highlighting the importance of body movements, line formations, and role-playing in Western Style Singing Games.  
2. Conduct a brief interactive activity to reinforce the main topics, such as a quick quiz or group discussion.  
3. Provide a preview of upcoming topics or questions for students to consider in the next session.  
  
**Extended Activities:**

- Encourage students to create their own Western Style Singing Games using different themes or storylines.  
- Have students design their costumes and props for a performance of the singing game.  
- Explore other cultural singing games from around the world and compare them to Western Style Singing Games.

**Teachers – Evaluation:**

**WEEK 6: LESSON 1**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Western Style Singing Games

**Specific Learning Outcomes:**

**-By the end of the lesson, the learner should be able to:**

1.Make a variety of body movements while performing the singing game making different line formations using the costume (hopping).  
2.Take turns to perform different roles while performing the singing game in Western style.  
3. Enjoy performing singing games in Western style.  
 **Key Inquiry Question(s):**  
- Which songs are sung during play?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**- Creative Arts Curriculum Design Grade 1, marked fields with marked lines and lanes, digital devices, whistle, clapper  
 **Organisation of Learning:**  
**Introduction (5 minutes):**  
- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Warm-up Activity

- Engage students in a fun and energetic warm-up exercise to prepare their bodies for the singing game.  
  
**Step 2:** Learning Body Movement

- Demonstrate and practice a variety of body movements that can be incorporated into the singing game. Encourage students to mimic and explore different ways to move.  
  
**Step 3:** Formation and Roles

- Divide students into groups and guide them in creating different line formations using costumes. Assign roles within each group for students to take turns performing.  
  
**Step 4:** Performance and Enjoyment

- Provide opportunities for each group to perform the singing game in Western style. Encourage students to enjoy the experience and express themselves through movement and role-playing.  
 **Conclusion (5 minutes):**  
- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity where students can share their favorite part of the singing game performance.  
- Preview upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Encourage students to create their own singing game incorporating body movements and roles they learned in class. They can perform this game for their peers in the next lesson.  
- Have students research and learn more about traditional Western songs and their significance in singing games.  
  
**Teacher Self-Evaluation:**

**WEEK 6: LESSON 2**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Western Style Singing Games

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Make a variety of body movements while performing the singing game making different line formations using the costume (hopping).  
2.Take turns to perform different roles while performing the singing game in Western style.  
3. Enjoy performing singing games in Western style.  
  
**Key Inquiry Question(s):**- Which songs are sung during play?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
 **Organization of Learning:**  
**Introduction (5 minutes):**- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**  
- Based on learning experience:  
- In groups, pairs, or individually, learners are guided to make a variety of body movements while performing the singing game making different line formations using the costume (hopping) and take turns to perform different roles while performing the singing game in Western style.  
- Lesson development MUST be split into 3 or 4 distinct steps. The content should be below the steps:

**Step 1:** Introduce the concept of Western style singing games and demonstrate basic movements.

**Step 2:** Practice making line formations and incorporating the costume into the performance.

**Step 3:** Assign different roles to learners and guide them through performing the singing game.

**Step 4:** Encourage learners to enjoy the activity and express themselves through the game.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Grade-relevant extended activities could include creating their own singing games in Western style, recording a performance to share with classmates, or researching different Western-style songs to expand their repertoire.  
  
**Teacher Self-Evaluation:**

**WEEK 6: LESSON 3**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Western Style Singing Games   
 **Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Make a variety of body movements while performing the singing game and create different line formations using costumes (sliding).  
2. Take turns to perform different roles while engaging in the singing game in Western style.  
3. Enjoy performing singing games in the Western style.  
  
**Key Inquiry Question:**

- Which songs are sung during play?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1, marked fields with marked lines and lanes, digital devices, whistle, clapper  
  
**Organisation of Learning:  
  
Introduction (5 minutes):**

1. Review the previous lesson on Western Style Singing Games.  
2. Guide learners to read and discuss relevant content from the learning resources, focusing on understanding key concepts.  
  
**Lesson Development ( 20 minutes):**

- Based on the learning experience, in groups, pairs, or individually, learners will be guided through the following steps:  
  
**Step 1**: Warm-Up

- Engage students in a fun warm-up activity involving simple dance moves to get their bodies ready for the game.  
  
**Step 2:** Costume Line Formations

- Demonstrate and guide students to make a variety of body movements while performing the singing game, creating different line formations using costumes for sliding.  
  
**Step 3**: Role Play

- Have students take turns to perform different roles while engaging in the Western style singing game. Encourage creativity and expression.  
  
**Step 4:** Game Performance

- Give students the opportunity to perform the singing game in Western style, showcasing the skills and movements they have learned.  
  
**Conclusion (5 minutes):**

1. Summarize key points and learning objectives achieved during the lesson.  
2. Conduct a brief interactive activity to reinforce main topics, such as a quick quiz or review game.  
3. Preview upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Encourage students to create their own Western style singing games incorporating body movements and costumes.  
- Have students research and share different traditional songs used in Western style singing games.  
  
Teacher Self-Evaluation:

**WEEK 6: LESSON 4**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Throwing and Catching  
  
**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify materials used to improvise a ball.  
2. Search for locally available reusable materials to be used for improvisation of a ball (waste papers, used carrier bags, old fabric, banana fibers).  
3. Have fun using digital devices.  
  
**Key Inquiry Question(s):**

- Which direction is easier to throw and catch the ball from?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
 **Organisation of Learning:  
  
Introduction (5 minutes):**  
- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:**  
- Discuss with learners the materials used to improvise a ball.  
- Show examples of waste papers, used carrier bags, old fabric, and banana fibers.

**Step 2:**- In groups, pairs, or individually, have learners search for locally available reusable materials to be used for ball improvisation.  
- Encourage creativity and resourcefulness.

**Step 3:**  
- Have learners present their chosen materials and explain why they selected them.  
- Discuss the importance of reusing materials and being environmentally conscious.

**Step 4:**  
- Engage learners in a fun activity of throwing and catching the improvised balls.  
- Use digital devices to take photos or videos of the activity.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as a mini throwing and catching game.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage learners to continue exploring different materials for ball improvisation at home.  
- Ask learners to create a short poem or song about their experience with throwing and catching the improvised balls.  
- Have a mini exhibition where learners showcase their improvised balls to their classmates and explain their creative process.  
 **Teacher Self-Evaluation:**

**WEEK 6: LESSON 5**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Throwing and Catching

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Watch a video on improvising a ball by knotting technique.  
2. Improvise a ball using the knotting technique.  
3. Observe own and others’ safety while improvising a ball using the knotting technique.  
  
**Key Inquiry Question(s):**

- Which direction is easier to throw and catch the ball from?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 1, marked fields with marked lines and lanes, digital devices, whistle, clapper  
 **Organisation of Learning:  
  
Introduction (5 minutes):**  
- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**- Based on learning experience:

**Step 1:** Watch a video on improvising a ball by knotting technique**.  
Step 2:** Improvise a ball by knotting technique.  
**Step 3**: Display the improvised balls for peer assessment.  
**Step 4:** Discuss and observe safety while using the knotting technique.  
 **Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Grade-relevant extended activities could include practicing throwing and catching in different directions, creating a target game using the improvised balls, or designing a mini obstacle course to enhance throwing and catching skills.  
  
**Teacher Self-Evaluation:**

**WEEK 6: LESSON 6**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Throwing and Catching   
 **Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Watch a video on improvising a ball by knotting technique  
2. Improvise a ball using the knotting technique  
3. Observe their own and others' safety while improvising a ball using the knotting technique  
  
**Key Inquiry Question(s):**

- Which direction is easier to throw and catch the ball from?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
 **Organization of Learning:  
  
Introduction (5 minutes):**  
1. Review the previous lesson.  
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of improvising a ball by knotting technique.  
**Step 2:** Watch a video demonstration on how to improvise a ball using knotting technique.  
**Step 3:** In groups, pairs, or individually, guide learners to improvise their balls using the knotting technique.  
 **Step 4:** Display the improvised balls for peer assessment.  
  
**Conclusion (5 minutes):**

1. Summarize key points and learning objectives achieved during the lesson.  
2. Conduct a brief interactive activity to reinforce the main topics.  
3. Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
 **Extended Activities:**

- Suggest involving learners in a group activity where they can practice throwing and catching their improvised balls. This can help deepen their understanding of the concepts learned and provide them with a hands-on experience of using the ball they created.

**Teacher self- Evaluation:**

**WEEK 6: LESSON 7**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Throwing and Catching   
  
**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Practice throwing and catching an improvised ball.  
2. Perform throwing and catching a ball for skill acquisition.  
3. Enjoy throwing and catching a ball for fun.  
  
**Key Inquiry Question:**

- Which direction is easier to throw and catch the ball from?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 1, marked fields with lines and lanes, digital devices.  
  
**Organisation of Learning:  
  
Introduction (5 minutes):**

- Welcome the students and briefly review the previous lesson.  
- Guide students to read and discuss relevant content from the learning resources, focusing on key concepts related to throwing and catching a ball.  
  
**Lesson Development (20 minutes):**

**Step 1:** Warm-up Activity

- Lead students in a fun warm-up game that involves throwing and catching a soft ball among themselves. Encourage them to experiment with different ways of throwing and catching.  
  
**Step 2:** Practising with an Improvised Ball

- Divide students into pairs and provide them with an improvised soft ball (e.g., rolled-up socks). Encourage them to take turns throwing and catching the ball, focusing on improving their coordination and communication.  
  
**Step 3:** Skill Acquisition   
-Demonstrate proper throwing and catching techniques to the students. Have them practice these techniques in pairs or small groups under your guidance. Provide feedback to help them improve their skills.  
  
**Step 4:** Fun Throwing and Catching Activities

- Engage the students in a variety of fun throwing and catching games to reinforce their learning and make the activity enjoyable for them.  
  
**Conclusion (5 minutes):**

- Summarize the key points covered during the lesson, emphasizing the importance of practice and skill acquisition in throwing and catching a ball.  
- Conduct a brief interactive activity where students can showcase their improved throwing and catching abilities.  
- Preview the upcoming session's topics and questions to keep students engaged and interested.  
  
**Extended Activities:**

- Assign students to create their own throwing and catching game using household items and present it to the class. This activity will allow them to apply their learning creatively.  
- Encourage students to practice throwing and catching a ball with family members or friends outside of school to reinforce the skills learned in class.  
  
**Teacher Self-Evaluation:**

**WEEK 7: LESSON 1**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Throwing and Catching

**Specific Learning Outcomes:**  
**- By the end of the lesson, the learner should be able to:**

1. Perform throwing and catching an improvised ball in different directions and pathways.  
2.Sing action songs on throwing and catching a ball while moving in different directions and pathways.  
3. Enjoy throwing and catching a ball for fun.  
  
**Key Inquiry Question:**

- Which direction is easier to throw and catch the ball from?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1 marked fields with marked lines and lanes, digital devices, whistle, clapper  
  
**Organisation of Learning:  
  
Introduction (5 minutes):**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**  
- In groups, pairs, or individually, learners will be guided through the following steps:

**Step 1:** Practice throwing and catching an improvised ball in different directions and pathways.

**Step 2:** Sing action songs related to throwing and catching a ball while moving in different directions and pathways.

**Step 3:** Explore the enjoyment of throwing and catching a ball for fun.

**Step 4:** Reflect on the experiences and share any difficulties faced during the activities.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Students can create their own action songs related to throwing and catching a ball or design a new ball game that involves different directions and pathways for throwing and catching.  
  
**Teacher Self-Evaluation:**

**WEEK 7: LESSON 2**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Throwing and Catching

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1. Perform throwing and catching an improvised ball in different directions and pathways  
2. Sing action songs on throwing and catching a ball while moving in different directions and pathways  
3. Enjoy throwing and catching a ball for fun  
  
**Key Inquiry Question(s):**

- Which direction is easier to throw and catch the ball from?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
 **Organisation of learning**

**Introduction (5 minutes):**  
- Begin by reviewing the previous lesson and its key concepts.  
- Guide students to read and discuss content from the learning resources, emphasizing the importance of understanding the key concepts related to throwing and catching.  
  
**Lesson Development (20 minutes):**  
  
**Step 1:** Throwing and Catching Practice

- Divide students into groups, pairs, or work individually.  
- Allow students to practice throwing and catching an improvised ball in different directions and pathways.  
  
**Step 2:** Singing Action Songs

- Introduce action songs related to throwing and catching a ball.  
- Encourage students to sing along while moving in different directions and pathways.  
  
**Step 3:** Group Activity

- Facilitate a group activity where students can practice throwing and catching while incorporating the action songs learned.  
- Provide feedback and guidance to students as they engage in the activity.  
  
**Step 4:** Reinforcement

- Allow students to enjoy throwing and catching a ball for fun while ensuring they demonstrate understanding of the key concepts highlighted in the lesson.  
 **Conclusion (5 minutes):**

- Summarize the key points covered during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics discussed.  
- Preview upcoming topics or questions for the next session to prepare students for future learning.  
 **Extended Activities:**

- Suggest grade-relevant extended activities such as creating a mini-performance incorporating throwing and catching skills, designing a poster illustrating different throwing and catching techniques, or participating in a mini sports day focusing on throwing and catching activities.  
  
**Teacher Self-Evaluation:**

**WEEK 7: LESSON 3**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Throwing and Catching

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Perform throwing and catching an improvised ball in different directions and pathways.

2. Sing action songs on throwing and catching a ball while moving in different directions and pathways.  
3. Enjoy throwing and catching a ball for fun.  
  
**Key Inquiry Question(s):**

- Which direction is easier to throw and catch the ball from?

|  |  |  |
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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
 **Organisation of Learning:  
  
Introduction (5 minutes):**  
1. Review the previous lesson on throwing and catching.  
2. Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts.  
  
**Lesson Development (20 minutes):**

- Split into 4 distinct steps:

**Step 1:** Demonstrate and practice throwing and catching in different directions and pathways.  
**Step 2:** Sing action songs related to throwing and catching while incorporating movement.  
**Step 3:** Engage in throwing and catching activities for enjoyment and fun.  
**Step 4:** Discuss and compare which direction learners find easier to throw and catch a ball from.  
  
**Conclusion (5 minutes):**

1. Summarize key points and learning objectives from the lesson.  
2. Conduct a brief interactive activity to reinforce understanding of throwing and catching concepts.  
3. Preview upcoming topics or questions for the next session.  
  
**Extended Activities:**

- Encourage learners to practice throwing and catching at home with family members.  
- Create a mini-performance showcasing throwing and catching skills to share with peers.  
 **Teacher Self-Evaluation:**

**WEEK 7: LESSON 4**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Throwing and Catching

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Perform throwing and catching an improvised ball in different directions and pathways  
2. Sing action songs on throwing and catching a ball while moving in different directions and pathways  
3. Enjoy throwing and catching a ball for fun  
  
**Key Inquiry Question(s):**

- Which direction is easier to throw and catch the ball from?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
 **Organization of Learning:  
  
Introduction ( 5 minutes):**  
- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
 **Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of throwing and catching the ball. Discuss the different directions and pathways in which the ball can be thrown and caught.

**Step 2:** Engage students in a practical session where they perform throwing and catching in groups, pairs, or individually, focusing on left directions.

**Step 3:** Introduce action songs related to throwing and catching a ball. Have the students sing and move in different directions while practicing these actions.

**Step 4:** Encourage students to enjoy throwing and catching the ball for fun, emphasizing the importance of sportsmanship and teamwork during the activity.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as a mini-game involving throwing and catching.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Grade 1 extended activities could include creating a mini throwing and catching competition where students can practice the skills learned in the lesson in a fun and engaging way. Additionally, students could design their own ball games that involve throwing and catching, fostering creativity and critical thinking.  
  
**Teacher Self-Evaluation:**

**WEEK 7: LESSON 5**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Throwing and Catching

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Perform throwing and catching an improvised ball in different directions and pathways (forwards).  
2. Sing action songs on throwing and catching a ball while moving in different directions and pathways.  
3. Enjoy throwing and catching a ball for fun.  
  
**Key Inquiry Question:**

- Which direction is easier to throw and catch the ball from?

|  |  |  |
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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 1, marked fields with lines and lanes, digital devices, whistle, clapper  
  
**Organisation of Learning:**  
  
**Introduction (5 minutes):**

- Review the previous lesson on throwing and catching.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing key concepts understanding.  
  
**Lesson Development (20 minuties):**

**Step 1:** Introduce the concept of throwing and catching by demonstrating the proper technique. Emphasize the importance of coordination and focus.

**Step 2:** Divide learners into small groups or pairs and have them practice throwing and catching the improvised ball in different directions and pathways (forwards). Provide guidance and feedback as needed.

**Step 3:** Integrate action songs related to throwing and catching. Sing and perform these songs while moving in different directions. Encourage learners to synchronize their movements with the music.

**Step 4:** Allow time for free play and exploration with throwing and catching to foster enjoyment and fun.  
  
**Conclusion (5 minuties):**

- Summarize key points learned during the lesson.  
- Conduct a brief interactive activity where learners discuss which direction they found easier to throw and catch the ball from.  
- Preview upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Encourage learners to practice throwing and catching with different objects at home and report back on their experiences.  
- Have students create a simple obstacle course where they need to throw and catch the ball while navigating through it.

**Teacher self- Evaluation:**

**WEEK 7: LESSON 6**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display  
  
**Sub Strand:** Throwing and Catching  
  
**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1. Perform throwing and catching an improvised ball in different directions and pathways backwards.  
2. Sing action songs on throwing and catching a ball while moving in different directions and pathways.  
3. Enjoy throwing and catching a ball for fun.  
  
**Key Inquiry Question(s):**

- Which direction is easier to throw and catch the ball from?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 1  
- Marked fields with lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1**: Warm-Up

- Engage students in a quick warm-up activity to get their bodies ready for the lesson.  
  
**Step 2**: Throwing and Catching Practice

- Demonstrate proper throwing and catching techniques to the students.  
- Divide students into small groups or pairs to practice throwing and catching in different directions and pathways.  
  
 **Step 3:** Singing Activity

- Teach the students an action song related to throwing and catching.  
- Have students sing the song while performing the actions of throwing and catching a ball.  
 **Step 4:** Fun Throwing and Catching Game

- Organize a fun game where students can enjoy throwing and catching the ball with their peers.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Assign students to practice throwing and catching at home with a family member.  
- Have students create a short video demonstrating their throwing and catching skills to share with the class.  
  
**Teacher Self-Evaluation:**

**WEEK 7: LESSON 7**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Throwing and Catching   
  
**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Perform throwing and catching an improvised ball in different directions and pathways (zigzag)  
2. Sing action songs on throwing and catching a ball while moving in different directions and pathways  
3.Enjoy throwing and catching a ball for fun  
  
**Key Inquiry Question(s):**

- Which direction is easier to throw and catch the ball from?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organisation of Learning:**  
  
**Introduction (5 minutes):**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Demonstrate to students how to perform throwing and catching an improvised ball in different directions and pathways (zigzag).

**Step 2:** Teach students action songs related to throwing and catching a ball while moving in different directions and pathways.

**Step 3:** Allow students to practice throwing and catching the ball in groups or individually, following the demonstrated techniques.

**Step 4:** Facilitate a discussion on which direction is easier to throw and catch the ball from.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Grade-relevant extended activities may include:  
- Organizing a mini throwing and catching relay race  
- Creating a simple throwing and catching obstacle course  
- Designing and playing a throwing and catching game with rules  
  
**Teacher Self-Evaluation:**

**WEEK 9: LESSON 1**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub-Strand:** Throwing and Catching  
  
**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1. Perform throwing and catching an improvised ball in different directions and pathways (zigzag)  
2. Sing action songs on throwing and catching a ball while moving in different directions and pathways  
3.Enjoy throwing and catching a ball for fun  
  
**Key Inquiry Question:**  
- Which direction is easier to throw and catch the ball from?

|  |  |  |
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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1  
- Marked fields with lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organisation of Learning:  
  
Introduction (5 minutes):**  
- Review the previous lesson on throwing and catching.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Warm-up  
- Begin with a quick warm-up activity to get learners moving and engaged.  
- Include some stretching exercises related to throwing and catching movements.  
  
**Step 2:** Throwing and Catching in Different Directions  
- Divide learners into small groups or pairs.  
- Guide them to practice throwing and catching an improvised ball in different directions and pathways (e.g., straight, zigzag).  
- Provide feedback and encouragement to improve their skills.  
  
**Step 3:** Action Song Activity  
- Introduce an action song related to throwing and catching a ball.  
- Encourage learners to sing and perform the actions while moving in different directions and pathways.  
- This activity promotes coordination, rhythm, and enjoyment.  
  
**Step 4:** Fun Throwing and Catching Game   
- Facilitate a fun game where learners can enjoy throwing and catching the ball freely.  
- Encourage creativity and exploration in their movements.  
- Emphasize the importance of teamwork and fair play.  
  
**Conclusion (5 minutes):**

- Summarize key points learned during the lesson.  
- Conduct a brief interactive activity to reinforce understanding of throwing and catching techniques.  
- Preview upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Assign a project for learners to create their own throwing and catching game using different directions and pathways.  
- Encourage them to practice at home with family members or friends and share their experiences in the next lesson.  
  
**Teacher Self-Evaluation:**

**WEEK 9: LESSON 2**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Throwing and Catching

**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Perform throwing and catching an improvised ball in different directions and pathways (linear).  
2. Sing action songs on throwing and catching a ball while moving in different directions and pathways.  
3. Enjoy throwing and catching a ball for fun.  
  
**Key Inquiry Question:**

- Which direction is easier to throw and catch the ball from?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organization of Learning:  
  
Introduction (5 minutes):**

- Review the previous lesson on throwing and catching a ball.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1**: Demonstrate the proper techniques for throwing and catching a ball in different directions and pathways. Provide examples and allow students to practice in pairs.

**Step 2:** Engage students in singing action songs related to throwing and catching a ball while moving in various directions. Encourage active participation and coordination.

**Step 3:** Introduce a fun activity where students can enjoy throwing and catching a ball in a free-play setting. Emphasize the importance of teamwork and communication.

**Step 4:** Facilitate a group discussion on the key concepts learned during the activity. Encourage students to share their experiences and reflections.  
  
**Conclusion (5 minutes):**

- Summarize the key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity, such as a mini quiz or group game, to reinforce the main topics.  
- Provide a preview of upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Encourage students to practice throwing and catching a ball at home with their family members or friends.  
- Create an outdoor throwing and catching game using different types of balls and targets to enhance coordination skills.  
- Incorporate arts and crafts by having students design their own ball using recyclable materials and showcase it in class.  
  
**Teacher Self-Evaluation:**

**WEEK 9: LESSON 3**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Throwing and Catching

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to:

1. Perform throwing and catching an improvised ball in different directions and pathways (linear).  
2. Sing action songs on throwing and catching a ball while moving in different directions and pathways.  
3. Enjoy throwing and catching a ball for fun.  
  
**Key Inquiry Question(s):**

- Which direction is easier to throw and catch the ball from?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organisation of Learning:  
  
Introduction (5 minutes):**

- Review the previous lesson on throwing and catching.  
- Guide learners to read and discuss relevant content from the Creative Arts Curriculum Design Grade 1, emphasizing the understanding of key concepts related to throwing and catching a ball.  
  
**Lesson Development (20 minutes):**

**Step 1:** Warm-up

- Start the lesson with a fun warm-up activity that involves basic stretching and light jogging to prepare the learners for physical activity.

**Step 2:** Throwing and Catching Practice

- Divide the learners into groups or pairs and guide them to practice throwing and catching an improvised ball in different directions and pathways. Encourage them to explore linear movements during this activity.

**Step 3:** Action Songs

- Teach the learners action songs related to throwing and catching a ball while moving in different directions and pathways. Encourage them to sing along and perform the actions.

**Step 4:** Fun Activity

- Engage the learners in a fun and interactive throwing and catching game to reinforce the skills they have learned during the lesson.  
  
**Conclusion (5 minutes):**

- Summarize the key points covered during the lesson, including the importance of practicing throwing and catching skills.  
- Conduct a brief interactive activity, such as a quiz or discussion, to reinforce the main topics.  
- Provide a preview of the next lesson on sports skills and encourage learners to think about what they have learned.  
  
**Extended Activities:**

- Encourage learners to practice throwing and catching skills at home with their family or friends.  
- Ask learners to create their own throwing and catching games using different objects and rules to deepen their understanding of the concepts.  
  
**Teacher Self-Evaluation:**

**WEEK 9: LESSON 4**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Throwing and Catching

**Specific Learning Outcomes:**  
**- By the end of the lesson, the learner should be able to:**

1. Perform throwing and catching an improvised ball in different directions and pathways (curved).  
2. Sing action songs on throwing and catching a ball while moving in different directions and pathways.  
3.Enjoy throwing and catching a ball for fun.  
  
**Key Inquiry Question(s):**- Which direction is easier to throw and catch the ball from?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1  
- Marked fields with lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
 **Organisation of learning:  
  
Introduction (5 minutes):**- Review the previous lesson on throwing and catching.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding of key concepts related to throwing and catching.  
  
**Lesson Development (20 minutes):**

**Step 1:** Warm-up  
- Start with a dynamic warm-up activity to get students moving and ready for the lesson.  
- Demonstrate proper throwing and catching techniques briefly.  
- Divide students into groups, pairs, or allow them to work individually.  
  
**Step 2:** Throwing and Catching in Different Directions  
- Have students practice throwing and catching an improvised ball in different directions and pathways.  
- Encourage them to experiment with curved paths and different levels of height.  
  
**Step 3:** Singing Action Songs  
- Introduce action songs related to throwing and catching a ball.  
- Have students sing along while performing the throwing and catching actions in different directions.  
  
**Step 4:** Enjoyment and Fun  
- Allow time for students to enjoy throwing and catching the ball for fun.  
- Monitor and provide feedback on their techniques and engagement.  
  
**Conclusion (5 minutes):**

- Summarize the key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity, such as a mini-game or quiz, to reinforce understanding of throwing and catching techniques.  
- Introduce a preview of upcoming topics or questions for the next session.  
  
**Extended Activities:**

- Encourage students to practice throwing and catching with family members or friends at home.  
- Create a mini-project where students design their own throwing and catching game using recycled materials.  
- Explore different types of balls and experiment with throwing and catching techniques with each.  
  
**Teacher Self-Evaluation:**

**WEEK 9: LESSON 5**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Throwing and Catching

**Specific Learning Outcomes:**  
**- By the end of the lesson, the learner should be able to:**

1.Perform throwing and catching an improvised ball in different directions and pathways (curved)

2.Sing action songs on throwing and catching a ball while moving in different directions and pathways

3. Enjoy throwing and catching a ball for fun.  
  
**Key Inquiry Question:**

- Which direction is easier to throw and catch the ball from?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organisation of Learning:  
  
Introduction (5 minutes):**

1. Review the previous lesson on basic throwing and catching techniques.  
2. Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts related to throwing and catching.  
  
**Lesson Development (20 minutes):**

**Step 1:**  
- Demonstrate proper throwing and catching techniques to the whole class.  
- Explain the importance of using different pathways (curved) while throwing and catching.  
**Step 2:**- Divide students into small groups or pairs.  
- Instruct them to practice throwing and catching an improvised ball in different directions and pathways.  
**Step 3:**  
- Introduce action songs related to throwing and catching a ball while moving.  
- Encourage students to sing along and perform the actions.  
**Step 4:**  
- Provide opportunities for students to enjoy throwing and catching the ball for fun, reinforcing the concept in a playful manner.  
  
**Conclusion (5 minutes):**

1. Summarize the key points covered during the lesson.  
2. Conduct a brief interactive activity, such as a mini-game or quiz, to reinforce learning.  
3. Preview upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Encourage students to create their own action songs or rhymes related to throwing and catching.  
- Organize a mini throwing and catching competition among students to practice their skills.  
- Integrate math concepts by measuring the distance and speed of the thrown balls.  
  
**Teacher Self-Evaluation:**

**WEEK 9: LESSON 6**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Throwing and Catching

**Specific Learning Outcomes:**  
**- By the end of the lesson, the learner should be able to:**

1. Perform throwing and catching an improvised ball in different directions and pathways (circular)  
2.Sing action songs on throwing and catching a ball while moving in different directions and pathways  
3.Enjoy throwing and catching a ball for fun.  
  
**Key Inquiry Question(s):**  
- Which direction is easier to throw and catch the ball from?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**- Creative Arts Curriculum Design Grade 1  
- Marked fields with outlined lines and lanes  
- Digital devices for playing action songs  
- Whistle  
- Clapper  
  
**Organisation of Learning:  
  
Introduction (5 minutes):**  
- Briefly review the previous lesson's concepts related to throwing and catching.  
- Guide students to read and discuss relevant content from the learning resources, focusing on key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:**  
- Demonstrate proper throwing and catching techniques with an improvised ball.  
- Have students practice throwing and catching the ball in different directions and pathways in pairs.  
  
**Step 2:**  
- Introduce action songs related to throwing and catching a ball while moving in various directions.  
- Encourage students to sing along and perform movements according to the song lyrics.  
  
**Step 3:**  
- Engage students in a group activity where they can experiment with throwing and catching the ball in circular pathways.  
- Discuss with students which direction they find easier to throw and catch the ball from.  
  
**Step 4:**  
- Facilitate a fun game where students can enjoy throwing and catching the ball in a free play setting.  
- Encourage students to express their enjoyment through movement and verbal feedback.  
 **Conclusion (5 minutes):**

- Summarize the key concepts learned during the lesson about throwing and catching.  
- Conduct a brief interactive activity to reinforce understanding, such as a quick quiz or group discussion on the key points.  
- Provide a preview of upcoming topics or questions to consider for the next session.  
 **Extended Activities:**

- Encourage students to practice throwing and catching skills at home with family members.  
- Create a mini-project where students design their own throwing and catching game using recycled materials.  
- Organize a friendly throwing and catching competition during recess to promote sportsmanship and teamwork.  
  
**Teacher Self-Evaluation:**

**WEEK 9: LESSON 7**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Throwing and Catching

**Specific Learning Outcomes:**  
**- By the end of the lesson, the learner should be able to:**

1. Perform throwing and catching an improvised ball in different directions and pathways (circular).  
2. Sing action songs on throwing and catching a ball while moving in different directions and pathways.  
3.Enjoy throwing and catching a ball for fun.  
  
**Key Inquiry Question(s):**

- Which direction is easier to throw and catch the ball from?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**- Creative Arts Curriculum Design Grade 1  
- Marked fields with lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organisation of Learning:  
  
Introduction (5 minutes):**

1. Review the previous lesson.  
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1**: Warm-up

- Engage students in a quick warm-up exercise to prepare them for the lesson.  
- Encourage light jogging or stretching to get their bodies ready for physical activities.  
  
**Step 2:** Throwing and Catching Practice

- Divide students into small groups or pairs.  
- Provide each group with an improvised ball.  
- Instruct students to practice throwing and catching the ball in different directions and pathways (circular).  
- Offer guidance and feedback as they engage in the activity.  
  
**Step 3:** Action Song Singing

- Introduce a catchy action song related to throwing and catching a ball.  
- Lead the students in singing the song while moving in different directions and pathways.  
- Encourage students to coordinate their movements with the lyrics of the song.  
  
**Step 4:** Fun Throwing and Catching Activity

- Facilitate a fun and engaging throwing and catching ball game for students to enjoy.  
- Encourage students to experiment with different throwing techniques and collaborate with their peers.  
  
**Conclusion (5 minutes):**

1. Summarize key points and learning objectives achieved during the lesson.  
2. Conduct a brief interactive activity to reinforce the main topics, such as a quick quiz or review game.  
3. Preview upcoming topics or questions to consider for the next lesson.  
  
**Extended Activities:**

- Encourage students to practice throwing and catching a ball with family members at home.  
- Create a mini-video showcasing their throwing and catching skills in different directions and share it with the class during the next session.  
  
**Teacher Self-Evaluation:**

**WEEK 10: LESSON 1**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Throwing and Catching

**Specific Learning Outcomes:**

**-By the end of the lesson, learners should be able to:**

1. Identify digital games on throwing and catching a ball.  
2.Play simple games on throwing and catching a ball following rules.  
3.Have fun playing games on throwing and catching a ball.  
  
**Key Inquiry Question(s):**- Which direction is easier to throw and catch the ball from?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**- Creative Arts Curriculum Design Grade 1  
- Marked fields with lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organization of Learning:  
  
Introduction (5 minutes):**  
- Review the previous lesson with the learners.  
- Engage learners in reading and discussing relevant content from the learning resources to reinforce key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Introduction to Throwing and Catching

- Show examples of digital games related to throwing and catching a ball.  
- Discuss the rules of the game and demonstrate the basic techniques of throwing and catching.  
  
**Step 2:** Group Activity - Digital Games

- Divide learners into groups or pairs.  
- Allow them to identify digital games on throwing and catching a ball.  
- Encourage them to discuss the strategies and rules involved in the games.  
 **Step 3:** Practical Application

- Engage learners in playing simple games on throwing and catching a ball.  
- Emphasize the importance of following rules and fair play.  
  
**Step 4:** Fun Games Session

- Facilitate a session where learners have fun playing games on throwing and catching a ball.  
- Provide opportunities for them to practice their skills and enjoy the activity.  
  
**Conclusion ( 5 minutes):**

- Summarize the key points learned during the lesson.  
- Conduct a brief interactive activity to reinforce understanding.  
- Provide a preview of upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Encourage learners to create their own throwing and catching game using recyclable materials.  
- Organize a mini throwing and catching tournament among the learners to further develop their skills.  
 **Teacher Self-Evaluation:**

**WEEK 10: LESSON 2**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Rolls and Balances

**Specific Learning Outcomes:**  
**- By the end of the lesson, the learner should be able to:**

1. Identify different directions the body moves and faces when performing a log roll through practice.  
2.Perform a log roll and clearly talk about different ways the body moves (forward, backward).  
3. Enjoy performing a log roll in different directions.  
  
**Key Inquiry Question(s):**

- How is the body used in performing a log roll?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
 **Organisation of Learning:  
  
Introduction (5 minutes):**  
- Review the previous lesson with the students.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

- Split the lesson into 3 or 4 distinct steps for better understanding:

**Step 1:** Warm-Up

- Begin with a brief warm-up exercise to prepare the students for the lesson.

**Step 2**: Exploring Movements

- Demonstrate and guide students in identifying different directions the body moves and faces when performing a log roll.

**Step 3:** Log Roll Practice

- Allow students to practice performing log rolls individually or in pairs while talking about how the body moves (forward, backward).

**Step 4:** Group Performance

- Have students perform log rolls in different directions as a group and encourage them to enjoy the activity together.  
 **Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity, such as a quick quiz or discussion, to reinforce the main topics.  
- Provide a preview of the upcoming topics or questions to consider for the next session, keeping the students engaged and excited for future lessons.  
 **Extended Activities:**

- Grade 1 students can engage in extended activities like creating a short routine incorporating log rolls and other movements learned in class. They can also work on a mini-performance to showcase their skills to classmates or family members.  
  
**Teacher Self-Evaluation:**

**WEEK 10: LESSON 3**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Rolls and Balances   
  
**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Identify different directions the body moves and faces when performing a log roll through practice.  
2.Perform a log roll and clearly talk about different ways the body moves (left and right).  
3.Enjoy performing a log roll in different directions.  
  
**Key Inquiry Question:**  
- How is the body used in performing a log roll?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
 **Organisation of Learning:  
  
Introduction ( 5minutes):**  
- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

- Split into 4 distinct steps:

**Step 1:** Warm-up Activity

- Engage learners in a fun warm-up activity to prepare them for the lesson.

**Step 2:** Introduction to Log Roll

- Demonstrate and explain the log roll movement to the learners.

**Step 3:** Practice Log Roll

- Allow learners to practice the log roll in different directions (left and right) individually or in pairs.

**Step 4:** Reflect and Discuss

- Guide learners to reflect on their log roll practice and discuss the different ways the body moves during the activity.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage learners to create their own log roll routines incorporating different directions and movements. They can perform these routines for their classmates or at a school assembly.  
  
**Teacher Self-Evaluation:**

**WEEK 10: LESSON 4**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Rolls and Balances   
 **Specific Learning Outcomes:**  
**- By the end of the lesson, the learner should be able to:**

1.Identify different directions the body moves and faces when performing T balance through practice.  
2. Perform a log roll and clearly talk about different ways the body moves (forward, backward).  
3. Enjoy performing T-balance in different directions.  
  
**Key Inquiry Question(s):**- How is the body used in performing a log roll?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Lesson Plan:  
  
Introduction (5 minutes):**  
1. Review the previous lesson with the students.  
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Introduction to Rolls and Balances

- Demonstrate T balance and emphasize the different directions the body can move and face.  
- Discuss the key concepts with the students.  
 **Step 2:** Log Roll Practice

- In groups, pairs, or individually, have students practice the log roll.  
- Encourage students to talk about the different ways the body moves during the log roll (forward, backward).  
  
**Step 3:** T-Balance Performance

- Guide students to perform T-balance in different directions.  
- Provide support and feedback as they practice.  
  
**Step 4:** Reflection and Discussion

- Allow students to reflect on their experience performing the log roll and T-balance.  
- Facilitate a discussion where students share their observations and learnings.  
  
**Conclusion (5 minutes):**

1. Summarize the key points and learning objectives achieved during the lesson.  
2. Conduct a brief interactive activity to reinforce the main topics (e.g., quick quiz or movement game).  
3. Prepare learners for the next session by providing a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage students to practice rolls and balances at home and share their experiences in the next class.  
- Create a mini-performance where students showcase their T-balance skills to peers or family members.  
  
**Teacher Self-Evaluation:**

**WEEK 10: LESSON 5**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Rolls and Balances   
  
**Specific Learning Outcomes:**  
**- By the end of the lesson, the learner should be able to:**

1.Identify different directions the body moves and faces when performing T balance through practice.  
2. Perform a log roll and clearly discuss different ways the body moves (left and right).  
3. Enjoy performing T-balance in different directions.  
  
**Key Inquiry Question:**

- How is the body used in performing a log roll?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1marked fields with marked lines and lanes, digital devices, whistle, clapper  
  
**Organisation of Learning:  
  
Introduction (5 minutes):**

- Review the previous lesson focusing on key concepts related to rolls and balances.  
- Encourage learners to engage with relevant content from the provided resources to deepen their understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Exploring Directions

- Engage learners in a discussion about different directions the body can move and face when performing a T balance.  
- Encourage students to practice T balance movements in various directions, such as forward, backward, left, and right.  
  
 **Step 2:** Log Roll Practice

- Demonstrate how to perform a log roll and guide students through practicing the movement.  
- Encourage learners to articulate the different ways the body moves during a log roll, emphasizing left and right motions.  
  
**Step 3:** T-Balance Performance

- In groups, pairs, or individually, have students perform the T-balance in different directions.  
- Encourage them to enjoy the activity while focusing on their body movements and positions.  
 **Step 4:** Reflection

- Allow time for students to reflect on their experiences practicing rolls and balances.  
- Discuss with the class their favorite direction to perform the T-balance and what they found enjoyable about the activity.  
  
**Conclusion (5 minutes):**

- Recap the key points covered during the lesson, emphasizing the importance of body movements and directions in performing rolls and balances.  
- Conduct a brief interactive activity, such as a quiz or movement game, to reinforce the main topics.  
- Provide a preview of upcoming topics or questions to spark interest and curiosity for the next session.  
  
**Extended Activities:**

- Students can create their own simple routines combining rolls and balances and perform them for the class.  
- Encourage students to explore additional ways the body can move and balance, incorporating creativity into their movements.  
  
**Teacher Self-Evaluation:**

**WEEK 10: LESSON 6**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Rolls and Balances

**Specific Learning Outcomes:**

**-By the end of the lesson, the learner should be able to:**

1.Identify, collect and share simple reusable materials within the environment to be used as markers (coloured papers, pieces of clothes, and any other suitable material).  
2.Make markers using the collected reusable materials for use during log rolls performance.  
3.Observe safety precautions.  
 **Key Inquiry Question(s):**

- How is the body used in performing a log roll?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1 marked fields with marked lines and lanes, digital devices, whistle, clapper  
  
**Organisation of Learning:  
  
Introduction (5 minutes):**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

- Based on learning experience:  
- In groups, pairs, or individually learners are guided to:

1. Identify, collect, and share simple reusable materials within the environment (coloured papers, pieces of clothes, etc.).  
2. Make markers using the collected reusable materials for the log rolls performance.  
3. Discuss safety precautions to be followed during the activity.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage learners to explore different ways of using the markers created during the lesson in other creative arts projects. This could include creating patterns, designs, or artworks using the markers.  
  
**Teacher Self-Evaluation:**

**WEEK 10: LESSON 7**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Rolls and Balances

**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1. Work collaboratively to mark the field using improvised markers and perform a log roll (forward).  
2. Take part in action singing songs while performing log roll in groups.  
3. Have fun singing action songs while performing log roll in different directions.  
 **Key Inquiry Question:**

- How is the body used in performing a log roll?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**- Creative Arts Curriculum Design Grade 1 marked fields with marked lines and lanes, digital devices, whistle, clapper  
  
**Organisation of Learning:  
  
Introduction (5 minutes):**

1. Review the previous lesson.  
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the key concepts of log rolling and coordination.  
  
**Lesson Development (20 minutes):**

**Step 1:** Marking the Field

- In groups, provide learners with improvised markers to mark the field for the log roll activity.  
- Ensure learners understand the boundaries and lanes for the activity.  
  
**Step 2:** Learning the Log Roll

- Demonstrate how to perform a log roll (forward) and have learners practice individually.  
- Encourage collaboration and peer support during practice.  
  
**Step 3**: Action Singing Songs

- Divide learners into groups and have them perform the log roll while singing action songs.  
- Emphasize coordination between movement and singing.  
  
**Step 4:** Fun Directional Log Rolls

- Guide learners to perform log rolls in different directions, adding variety and creativity to the activity.  
 **Conclusion (5 minutes):**

1. Summarize key points learned during the lesson, including the importance of coordination and teamwork.  
2. Conduct a brief interactive activity to review the log roll technique.  
3. Preview upcoming topics or questions for the next session to keep learners engaged.  
  
**Extended Activities:**

- Encourage learners to practice log rolls at home with family members and demonstrate their skills in the next class.  
- Provide additional resources or videos on creative ways to incorporate music and movement in sports activities.  
  
**Teacher Self-Evaluation:**

**WEEK 11: LESSON 1**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Rolls and Balances

**Specific Learning Outcomes:**  
**- By the end of the lesson, the learner should be able to:**

1. Work collaboratively to mark the field using improvised markers and perform a log roll (forward).  
2. Take part in action singing songs while performing a log roll in groups.  
3.Have fun singing action songs while performing a log roll in different directions.  
  
**Key Inquiry Question(s):**

- How is the body used in performing a log roll?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organisation of Learning:**  
**Introduction (5 minutes):**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**  
**Step 1:** Field Marking

- In groups, provide learners with improvised markers to collaboratively mark the field for the log roll activity.  
  
**Step 2:** Log Roll Practice

- Demonstrate and guide learners on how to perform a log roll forward using the marked field.  
- Encourage students to practice the log roll individually and then in pairs to enhance collaboration.  
  
**Step 3:** Action Singing Songs

- Engage learners in singing action songs while performing the log roll in groups. This activity encourages coordination and fun.  
  
**Conclusion (5 minutes):**

- Summarize key points about the log roll and the importance of teamwork.  
- Conduct a brief interactive activity related to the lesson to reinforce learning.  
- Preview upcoming topics or questions for the next session.  
  
**Extended Activities:**

- Provide a set of action songs for students to practice at home and share their experiences in the next class to deepen their understanding of coordination and performance.  
 **Teacher Self-Evalua**

**WEEK 11: LESSON 2**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Rolls and Balances

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Work collaboratively to mark the field using improvised markers and perform a log roll (backward).  
2.Take part in action singing songs while performing log roll in groups.  
3. Have fun singing action songs while performing log roll in different directions.  
  
**Key Inquiry Question(s):**

- How is the body used in performing a log roll?

|  |  |  |
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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**- Creative Arts Curriculum Design Grade 1 marked fields with lines and lanes, digital devices, whistle, clapper

**Organisation of Learning:  
  
Introduction (5 minutes):**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:**  
- Introduce the concept of marking the field using improvised markers.

**Step 2:**  
- Demonstrate how to perform a log roll backward and explain the body movements involved.

**Step 3:**  
- Engage learners in group activities to practice log rolls while singing action songs.

**Step 4:**- Guide learners to experiment with performing log rolls in different directions and encourage creativity.  
  
**Conclusion (5 minutes):**

**-** Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- Encourage learners to create their action songs related to log rolling to deepen understanding and creativity.  
  
**Teacher Self-Evaluation:**

**WEEK 11: LESSON 3**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Rolls and Balances

**Specific Learning Outcomes:  
- By the end of the lesson, the learner should be able to:**

1.Work collaboratively to mark the field using the improvised markers and perform a log roll (backward). 2.Take part in action singing songs while performing log roll in groups.

3.Have fun singing action songs while performing log roll in different directions.  
  
**Key Inquiry Question(s):**

- How is the body used in performing a log roll?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**- Creative Arts Curriculum Design Grade 1, marked fields with lines and lanes, digital devices, whistle, clapper  
  
**Organisation of Learning:  
  
Introduction (5 minutes):**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**  
**Step 1:** Field Marking and Log Roll Preparation

- Divide learners into groups or pairs.  
- Provide improvised markers and guide them to collaboratively mark the field.  
- Demonstrate how to perform a log roll backward.  
- Allow learners to practice the log roll with guidance.  
  
**Step 2:** Action Singing Songs and Log Roll

- Introduce action songs related to log rolls to the learners.  
- Encourage groups to perform the log roll while singing the action songs.  
- Emphasize coordination and balance during the activity.  
  
**Step 3:** T-Balance and Log Roll

- Introduce the concept of a T-balance to the learners.  
- Guide them to incorporate the T-balance into the log roll performance.  
- Provide feedback and support as needed.  
  
**Step 4:** Directional Log Roll

- Discuss the importance of performing log rolls in different directions.  
- Encourage learners to try performing log rolls in various directions, focusing on control and coordination.  
 **Conclusion**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as a quick review quiz or a group discussion.  
- Provide a preview of upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Create a mini-performance integrating log rolls, action songs, and T-balances.  
- Explore different types of rolls and balances in sports or dance routines.  
- Practice directional log rolls using visual cues or markers.  
  
**Teacher Self-Evaluation:**

**WEEK 11: LESSON 4**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Rolls and Balances

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Work collaboratively to mark the field using the improvised markers and perform a log roll (left).  
2.Take part in action singing songs while performing a log roll in groups.  
3. Have fun singing action songs while performing a log roll to different directions.  
  
**Key Inquiry Question:**

- How is the body used in performing a log roll?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1  
- Marked fields with lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
 **Organization of Learning:  
  
Introduction (5 minutes):**

- Review the previous lesson with the class.  
- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Field Marking

- In groups, pairs, or individually, learners will collaboratively mark the field using improvised markers.  
- Emphasize the importance of clear boundaries and lanes for the activity.  
  
**Step 2:** Log Roll Practice

- Demonstrate how to perform a log roll to the left.  
- Guide students to practice the log roll individually, then in pairs or groups.  
  
**Step 3:** Action Song Singing

- Introduce action songs that involve movements correlating with the log roll.  
- Have students perform the log roll while singing and following the actions of the song.  
  
Step 4: Directional Log Rolls  
- Explore performing log rolls in different directions.  
- Encourage creativity and experimentation with movements while maintaining balance.  
  
**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson.  
- Engage in a brief interactive activity related to the log rolls and balances.  
- Provide a preview of upcoming topics or questions to motivate learners for the next session.  
  
**Extended Activities:**

- Encourage students to create their own action songs related to log rolls and balances.  
- Have students design and explain their own marked fields for different sports and activities.  
  
**Teacher Self-Evaluation:**

**WEEK 11: LESSON 5**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Rolls and Balances

**Specific Learning Outcomes:**  
**- By the end of the lesson, the learner should be able to:**

1. Work collaboratively to mark the field using improvised markers and perform log roll (left).  
2. Take part in action singing songs while performing log roll in groups.  
3. Have fun singing action songs while performing log roll to different directions.  
  
**Key Inquiry Question:**  
- How is the body used in performing a log roll?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1, marked fields with lines and lanes, digital devices, whistle, clapper  
 **Organisation of Learning:  
  
Introduction (5 minutes):**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):**  
**Step 1:** Field Marking and Log Roll Preparation

- In groups, learners will work collaboratively to mark the field using improvised markers.  
- Explain and demonstrate the log roll movement to the students.  
- Practice the log roll movement individually with teacher guidance.  
  
**Step 2:** Log Roll Practice with Action Songs

- Divide students into groups.  
- Each group will take turns performing the log roll while singing action songs.  
- Encourage cooperation and coordination within the groups.  
  
**Step 3:** Variation in Log Roll Directions

- Introduce the concept of performing log rolls in different directions.  
- Practice the log roll in various directions (front, back, left, right) individually and in groups.  
  
**Step 4:** Group Performance and Feedback

- Each group will showcase their log roll performances to the class.  
- Provide constructive feedback and encouragement for their efforts.  
  
**Conclusion (5 minutes):**

-Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as a quick quiz or reflection exercise.  
- Preview upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Ask students to create their own action songs to accompany the log roll movements.  
- Have students design a new game or activity incorporating log roll techniques.  
 **Teacher Self-Evaluation:**

**WEEK 11: LESSON 6**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Rolls and Balances

**Specific Learning Outcomes:**  
**- By the end of the lesson, the learner should be able to:**

1.Work collaboratively to mark the field using improvised markers and perform a log roll (right).  
2. Take part in action singing songs while performing a log roll in groups.  
3.Have fun singing action songs while performing a log roll to different directions.  
  
**Key Inquiry Question:**- How is the body used in performing a log roll?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organisation of Learning:**  
  
**Introduction (5 minutes):**  
- Review the previous lesson on rolls and balances.  
- Guide learners to read and discuss relevant content from the learning resources to understand key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Introduction to Log Roll

- Explain the concept of a log roll and demonstrate how to perform it.  
- Discuss the importance of teamwork and collaboration in marking the field.  
 **Step 2:** Field Marking Activity

- Divide learners into groups or pairs.  
- Provide improvised markers and guide them to mark the field for the log roll.  
  
**Step 3:** Log Roll Performance

- Instruct learners to perform the log roll (right) individually or in groups.  
- Encourage them to incorporate action singing songs into the performance.  
  
**Step 4:** Group Presentation

- Have each group present their log roll performance to the class.  
- Facilitate a discussion on the use of body movements in performing the log roll.  
 **Conclusion (5 minutes):**

- Summarize key learning points about log roll and teamwork.  
- Conduct a brief interactive activity, such as a quiz or reflection, to reinforce learning.  
- Provide a preview of the upcoming sessions or topics to keep learners engaged.  
  
**Extended Activities:**

- Assign a homework task where students create their own action song to accompany a log roll performance.  
- Organize a mini showcase where students demonstrate their log roll performances to parents or other classes.  
  
**Teacher Self-Evaluation:**

**WEEK 11: LESSON 7**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Rolls and Balances

**Specific Learning Outcomes:**  
**- By the end of the lesson, the learner should be able to:**

1.Work collaboratively to mark the field using improvised markers and perform a log roll (right).  
2. Take part in action singing songs while performing a log roll in groups.  
3. Have fun singing action songs while performing a log roll in different directions.  
  
**Key Inquiry Question:**

- How is the body used in performing a log roll?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1  
- Marked fields with lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
 **Organisation of Learning:  
  
Introduction (5 minutes):**

- Review the previous lesson with the students.  
- Guide learners to read and discuss relevant content from the learning resources, focusing on the key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:**  
- Demonstrate how to mark the field using improvised markers.  
- Model and guide learners in performing a log roll to the right.

**Step 2:**  
- Divide students into groups or pairs to mark the field collaboratively and practice log rolls.

**Step 3:**

- Introduce action songs related to performing log rolls.  
- Have students practice log rolls while singing the songs in groups.

**Step 4:**

- Guide students to have fun while performing log rolls to different directions.  
  
**Conclusion (5 minutes):**

- Summarize the key points and learning objectives of the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Provide a preview of upcoming topics or questions to consider in the next session.  
  
**Extended Activities:**

- Encourage students to create their own action songs related to log rolls and perform them for the class.  
- Have students design a creative routine incorporating log rolls and balances.  
  
**Teacher Self-Evaluation:**

**WEEK 12: LESSON 1**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Rolls and Balances

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Mark the field using improvised markers and perform a log roll and T-balance (forward).  
2. Take part in action singing songs while performing T balance in groups.  
3. Enjoy performing T balance for peer assessment.  
 **Key Inquiry Question(s):**

- How is the body used in performing a log roll?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1, marked fields with lines and lanes, digital devices, whistle, clapper  
  
**Organization of Learning:  
  
Introduction (5 minutes):**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.  
  
**Lesson Development (20 minutes):**  
**Step 1:** Field Marking and Log Roll

- Provide learners with improvised markers and guide them to mark the field.  
- Demonstrate and explain how to perform a log roll.  
- Allow students to practice the log roll individually or in pairs.  
  
**Step 2:** T Balance and Action Singing

- Teach students how to perform a T-balance (forward).  
- Incorporate singing songs into the activity to make it more engaging.  
- Have students practice the T-balance in groups while singing the songs.  
  
**Step 3:** Peer Assessment

- Encourage students to perform the T balance for their peers.  
- Provide constructive feedback and positive reinforcement during the peer assessment.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as a quick quiz or group discussion.  
- Preview upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Suggest grade-relevant extended activities like creating a mini-performance showcasing different balances, or composing their own action song to accompany a balance routine.  
  
**Teacher Self-Evaluation:**

**WEEK 12: LESSON 2**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Rolls and Balances

**Specific Learning Outcomes:**  
**- By the end of the lesson, the learner should be able to:**

1. Mark the field using improvised markers and perform a log roll: T balance (forward).  
2. Take part in action singing songs while performing a T balance in groups.  
3. Enjoy performing T balance for peer assessment.  
  
**Key Inquiry Question:**

- How is the body used in performing a log roll?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1 materials  
- Marked fields with lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organisation of Learning:  
  
Introduction (5 minutes):**

- Recap the previous lesson's content.  
- Engage learners in reading and discussing relevant information from the learning resources, emphasizing key concepts understanding.  
  
**Lesson Development (20 minutes):**

**Step 1:** Marking the Field

- In groups or pairs, guide learners to use improvised markers to mark the field for activities.  
- Emphasize the importance of clear boundaries for safety and organization.  
  
**Step 2:** Performing Log Roll and T Balance

- Demonstrate the log roll and T balance (forward) movements to the learners.  
- Encourage learners to practice and perform these movements individually and in groups.  
- Provide guidance and feedback on body positioning and balance.  
  
**Step 3:** Action Singing

- Introduce action songs related to the movements learned (log roll and T balance).  
- Guide learners to perform these movements while singing in groups.  
- Emphasize coordination between movements and music.  
  
**Step 4:** Peer Assessment

- Facilitate a peer assessment activity where learners can watch and provide feedback to each other's performances.  
- Encourage constructive feedback and positive reinforcement.  
  
**Conclusion (5 minutes):**

- Summarize the key points covered during the lesson.  
- Engage learners in an interactive activity to reinforce understanding, such as a quick quiz or movement challenge.  
- Provide a preview of the next session's topics or questions for further consideration.  
  
**Extended Activities:**

- Encourage learners to practice log rolls and T balances at home and share their experiences in the next lesson.  
- Create a mini-performance or showcase where learners can demonstrate their skills to parents or classmates.  
- Invite a guest performer or athlete to demonstrate advanced balancing techniques and inspire the students.  
  
**Teacher Self-Evaluation:**

**WEEK 12: LESSON 3**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Rolls and Balances

**Specific Learning Outcomes:**  
**- By the end of the lesson, the learner should be able to:**

1. Mark the field using improvised markers and perform a log roll: T balance (backward).  
2.Take part in action singing songs while performing T balance in groups.  
3.Enjoy performing T balance for peer assessment.  
  
**Key Inquiry Question(s):**  
- How is the body used in performing a log roll?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1, marked fields with lines and lanes, digital devices, whistle, clapper.  
 **Organisation of Learning:  
  
Introduction (5 minutes):**  
- Review the previous lesson on rolls and balances.  
- Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Marking the Field

- Provide learners with improvised markers to mark the field.  
- Demonstrate how to properly mark lines and lanes for the activity.  
  
**Step 2:** Log Roll: T Balance (backward)

- In small groups or pairs, have learners practice performing a log roll: T balance backward.  
- Encourage them to focus on their body movements and balance.  
  
**Step 3:** Action Singing Songs

- Have learners sing action songs while performing the T balance in groups.  
- This activity promotes coordination and rhythmic movement.  
  
**Step 4:** Peer Assessment

- Allow time for learners to showcase their T balance performances for peer assessment.  
- Encourage constructive feedback and positive reinforcement.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics, such as a quick quiz or group discussion.  
- Provide a preview of upcoming topics or questions for reflection.  
  
**Extended Activities:**

- Assign a homework task where students can create a short performance incorporating a log roll and T balance.  
- Encourage students to practice their rolls and balances at home and report back on their progress in the next lesson.

**Teacher Self-Evaluation:**

**WEEK 12: LESSON 4**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Rolls and Balances

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Mark the field using improvised markers and perform log roll: T balance (backward)  
2. Take part in action singing songs while performing T balance in groups  
3.Enjoy performing T balance for peer assessment  
 **Key Inquiry Question:**

- How is the body used in performing a log roll?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1  
- Marked fields with lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organisation of Learning:  
  
Introduction (5 minuytes):**  
- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of marking the field using improvised markers. Explain the importance of clear boundaries for the activity.

**Step 2:** Demonstrate the log roll and T balance (backward) to the class. Break down the movements and allow students to practice in pairs or groups.

**Step 3:** Introduce action singing songs to enhance the performance of the T balance. Encourage students to synchronize movements with the music.

**Step 4:** Facilitate a peer assessment activity where students take turns performing the T balance while others provide feedback.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Preview upcoming topics or questions to consider for the next session.  
  
**Extended Activities:**

- Suggest having students create their own sequences incorporating rolls and balances using different body shapes.  
- Encourage students to design and decorate their own markers for future activities.  
  
**Teacher Self-Evaluation:**

**WEEK 12: LESSON 5**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Rolls and Balances

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1. Mark the field using improvised markers and perform a log roll: T balance (left)  
2. Take part in action singing songs while performing T balance, in groups  
3. Enjoy performing T balance for peer assessment  
  
**Key Inquiry Question:**

- How is the body used in performing a log roll?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**  
- Creative Arts Curriculum Design Grade 1  
- Marked fields with lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
 **Organisation of Learning:  
  
Introduction (5 minutes):**1. Review the previous lesson.  
2. Discuss relevant content from the learning resources, focusing on key concepts.  
  
**Lesson Development (20 minutes):**

**Step 1:** Marking the Field

- In groups, learners will use improvised markers to mark the field for the activity.

**Step 2:** Log Roll: T Balance (left)

- Each learner will take turns performing a log roll: T balance (left) on the marked field.

**Step 3:** Action Singing Songs

- Groups of learners will perform T balance while singing action songs together.

**Step 4:** Peer Assessment  
- Learners will enjoy performing the T balance and provide feedback to their peers.  
  
**Conclusion (5 minutes):**

1. Review key points learned during the lesson.  
2. Engage in a brief interactive activity to reinforce concepts.  
3. Provide a preview of upcoming topics for the next session.  
  
**Extended Activities:**

- Encourage learners to create their own action song to perform with the T balance.  
- Have students practice peer assessment in other physical activities or games.  
  
**Teacher Self-Evaluation:**

**WEEK 12: LESSON 6**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Rolls and Balances

**Specific Learning Outcomes:**

**- By the end of the lesson, the learner should be able to:**

1.Mark the field using improvised markers and perform a log roll: T balance (left).  
2. Take part in action singing songs while performing T balance in groups.  
3.Enjoy performing T balance for peer assessment.  
  
**Key Inquiry Question(s):**- How is the body used in performing a log roll?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources**  
- Creative Arts Curriculum Design Grade 1, marked fields with lines and lanes, digital devices, whistle, clapper

**Organisation of Learning:**  
**Introduction (5 minutes):**  
1. Review the previous lesson.  
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
 **Lesson Development (20 minutes):**

**Step 1:** Learners will mark the field using improvised markers.

**Step 2:** Perform a log roll: T balance (left).

**Step 3:** Engage in action singing songs while performing T balance in groups.

**Step 4:** Enjoy performing T balance for peer assessment.  
  
**Conclusion (5 minutes):**

1. Summarize key points and learning objectives.  
2. Conduct a brief interactive activity to reinforce the main topics.  
3. Prepare learners for the next session with a preview of upcoming topics or questions.  
  
 **Extended Activities:**

1. Create a Balancing Act: Have students create their own balancing act using household items and demonstrate it to the class.  
2. Body Shape Art: Using their bodies, have students create different shapes (e.g., triangle, circle) and take photos/videos to share with the class.  
3. Balancing Relay: Organize a balancing relay race where students have to balance an object while moving from one point to another.  
  
**Teacher Self-Evaluation:**

**WEEK 12: LESSON 7**

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| **SCHOOL** | **GRADE** | **LEARNING AREA** | **TERM** | **YEAR** |
|  | **1** | **CREATIVE ACTIVITIES** | **2** | **2024** |

**Strand:** Performing and Display

**Sub Strand:** Rolls and Balances

**Specific Learning Outcomes:**  
**- By the end of the lesson, the learner should be able to:**

1. Mark the field using the improvised markers and perform a log roll: T balance (right).  
2. Take part in action singing songs while performing T balance, in groups.  
3. Enjoy performing T balance for peer assessment.  
  
**Key Inquiry Question(s):**

- How is the body used in performing a log roll?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** * **Imagination and creativity** * **Critical thinking and Problem solving** * **Self- efficacy** * **Citizenship** * **Digital- literacy** | * **Unity** * **Respect** * **Patriotism** * **Responsibility** * **Love** * **Social justice** | * **Self-awareness** * **Self-esteem** * **Environmental conservation** * **Health promotion issues** * **Peace and Health Education** * **Safety** * **Life skills** * **Cultural Heritage** |

**Learning Resources:**- Creative Arts Curriculum Design Grade 1  
- Marked fields with marked lines and lanes  
- Digital devices  
- Whistle  
- Clapper  
  
**Organisation of Learning:  
  
Introduction (5 minutes):**

- Review the previous lesson.  
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.  
  
**Lesson Development (20 minutes):  
  
Step 1:**  
- Introduce the concept of marking the field using improvised markers.  
- Demonstrate the correct way to mark the field for the activity.  
- Allow students to practice marking the field in pairs.  
  
**Step 2:**- Teach learners how to perform a log roll: T balance (right).  
- Break down the movements and practice them together as a class.  
- Provide individual feedback and guidance as needed.  
  
**Step 3:**- Engage students in action singing songs while performing the T balance in groups.  
- Encourage teamwork and coordination among the groups.  
- Monitor and offer support as they practice the activity.  
  
**Step 4:**- Allow students to perform the T balance for peer assessment.  
- Facilitate a peer feedback session where students provide constructive feedback to their peers.  
- Encourage a positive and supportive environment during the assessment.  
  
**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.  
- Conduct a brief interactive activity to reinforce the main topics.  
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.  
  
**Extended Activities:**

- As an extended activity, students can create a short performance incorporating the log roll and T balance movements to a specific rhythm or music.  
- Additionally, they can explore different ways to mark the field using various materials and shapes, encouraging creativity and problem-solving skills.  
  
**Teacher Self-Evaluation:**