WEEK 1: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Rounds

**Learning Outcomes:**

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

- Download a variety of virtual or recorded clips on simple rounds

- Talk about the round songs in groups

- Identify a variety of rounds for skill development

- Appreciate simple rounds

**Key Inquiry Question:**

How are rounds sung?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Digital Literacy** * **Self-Efficacy** | * **Respect** * **Responsibility** * **Unity** | **Personal Hygiene**  **Self Awareness**  **Self Esteem**  **Social Cohesion** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Digital devices

- Musical instruments

- Pictures

**Lesson Outline:**

**Introduction (5 minutes)**

- Welcome students and briefly review the previous lesson.

- Introduce the concept of rounds and discuss key terms using learning resources.

- Discuss the key inquiry question: How are rounds sung?

**Lesson Development (20 minutes)**

**Step 1:** Exploring Round Songs

- In pairs or small groups, students will be guided to download virtual or recorded clips on simple rounds from the provided resources.

- Students will listen to and discuss the round songs to understand their structure and how they are sung.

**Step 2:** Identifying Round Variations

- Students will work in groups to identify a variety of rounds for skill development.

- Encourage them to explore different rounds and note the differences in melodies and harmonies.

**Step 3:** Skill Development

- Students will practice singing rounds together to develop their vocal skills and ability to harmonize.

**Step 4:** Appreciating Rounds

- Facilitate a discussion on the significance and beauty of rounds in music.

- Encourage students to share their thoughts and feelings about the round songs they have explored.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson.

- Engage students in a brief interactive activity, such as singing a round together.

- Provide a preview of future topics or questions to consider for the next session.

**Extended Activities:**

- Students can create their own simple rounds using musical instruments or digital tools.

- Encourage students to research and present on the history of rounds in music.

**Teacher Self-Evaluation:**

WEEK 1: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Rounds

**Specific Learning Outcomes:**

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

Identify locally available tools and materials that can be used in painting simple illustrations on rounds

Improvise paints for painting and paint simple illustrations on rounds

Take pride in their paintings and that of others

**Key Inquiry Question(s):**

- How are rounds sung?

|  |  |  |
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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Digital Literacy** * **Self-Efficacy** | * **Respect** * **Responsibility** * **Unity** | **Personal Hygiene**  **Self Awareness**  **Self Esteem**  **Social Cohesion** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

**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:

Identify locally available tools and materials that can be used in painting simple illustrations on rounds

Improvise paints for painting and paint simple illustrations on rounds.

**Step 1:** Identify locally available tools and materials such as brushes, paints, and round surfaces for painting illustrations.

**Step 2:** Experiment with creating improvised paints using natural materials like fruits or vegetables.

**Step 3:** Paint simple illustrations on rounds using the improvised paints, emphasizing creativity and personal expression.

**Step 4:** Share and discuss their paintings, celebrating their own work as well as appreciating the work of others.

**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 more illustrations using different techniques and materials.

- Have a mini-exhibition where students can display and discuss their artworks with their peers.

- Introduce the concept of rhythm in rounds and have students create their own songs with simple rounds.

**Teacher Self-Evaluation:**

WEEK 1: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Rounds

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to: Identify and collect simple locally available materials that can be used to make props to be used while singing rounds. Make simple props using locally available materials to be used while singing rounds. Display their props for feedback from the teacher.

**Key Inquiry Question(s):**

- How are rounds sung?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Digital Literacy** * **Self-Efficacy** | * **Respect** * **Responsibility** * **Unity** | **Personal Hygiene**  **Self Awareness**  **Self Esteem**  **Social Cohesion** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

**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 through the following steps:

**Step 1:** Introduction to Rounds

- Explain what rounds are and how they are sung.

- Show examples or play recordings of rounds for students to hear.

**Step 2:** Materials Identification

- Discuss with students the types of materials that can be used to make props for rounds.

- Have students identify and collect simple, locally available materials for their props.

**Step 3:** Prop Making

- Guide students in making simple props using the collected materials.

- Encourage creativity and hands-on exploration in prop creation.

**Step 4:** Display and Feedback

- Have students display their props and take turns singing rounds with their props.

- Provide positive feedback and constructive criticism on their props and performance.

**Conclusion (5 minutes)**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity where students can showcase their props and sing rounds.

- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Ask students to create their own round using the props they made in class.

- Encourage students to practice singing rounds at home with family or friends and share their experiences in the next lesson.

**Teacher Self-Evaluation:**

WEEK 1: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Rounds

**Specific Learning Outcomes:**

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

1. Sing their own part in a round on a specific theme for skill development.

2. Sing rounds with appropriate body movements (swaying) for flexibility and coordination.

3. Appreciate singing rounds from diverse cultures for enjoyment.

**Key Inquiry Question(s):**

- How are rounds sung?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Digital Literacy** * **Self-Efficacy** | * **Respect** * **Responsibility** * **Unity** | **Personal Hygiene**  **Self Awareness**  **Self Esteem**  **Social Cohesion** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3 Flash cards Digital devices Musical instruments Pictures Reference books

**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)**

- Based on learning experience:

In groups, pairs, or individually, learners are guided to:

**Step 1:** Introduce the concept of rounds and explain how they are sung.

**Step 2:** Practice singing their own part in a round on a specific theme for skill development.

**Step 3:** Add appropriate body movements (swaying) while singing rounds for flexibility and coordination.

**Step 4:** Listen to and appreciate singing rounds from diverse cultures for 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:**

- Create a round based on a theme chosen by the students.

- Research and present a round from a different culture to the class.

- Practice singing rounds with new body movements or actions to enhance performance skills.

**Teacher Self-Evaluation:**

WEEK 1: LESSON 5

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Rounds

**Specific Learning Outcomes:**

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

1. Sing their own part in a round on a specific theme for skill development.

2. Perform rounds with appropriate body movements (swaying) for flexibility and coordination.

3. Appreciate singing rounds from diverse cultures for enjoyment.

**Key Inquiry Question:**

- How are rounds sung?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Digital Literacy** * **Self-Efficacy** | * **Respect** * **Responsibility** * **Unity** | **Personal Hygiene**  **Self Awareness**  **Self Esteem**  **Social Cohesion** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flashcards

- Digital devices

- Musical instruments

- Pictures

**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:** Introduction to Rounds

- Discuss what rounds are and listen to examples from different cultures.

**Step 2:** Learning Own Part

- Teach learners their individual parts in a round and practice singing them.

**Step 3:** Adding Body Movements

- Incorporate swaying movements while singing the rounds for coordination.

**Step 4:** Appreciating Diverse Cultures

- Listen and sing rounds from different cultures, discussing the unique 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:**

- Have students research and present a round from a specific culture.

- Create a collaborative round with different body movements for a performance.

**Teacher Self-Evaluation**:

WEEK 1: LESSON 6

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Rounds

**Specific Learning Outcomes:**

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

- Sing own part in a round on a specific theme for skill development.

- Sing rounds with appropriate body movements (clapping) for flexibility and coordination.

- Appreciate singing rounds from diverse cultures for enjoyment.

**Key Inquiry Question(s):**

- How are rounds sung?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Digital Literacy** * **Self-Efficacy** | * **Respect** * **Responsibility** * **Unity** | **Personal Hygiene**  **Self Awareness**  **Self Esteem**  **Social Cohesion** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

**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:**

- Explain the concept of rounds and demonstrate how they are sung. Encourage participation by singing a simple round together.

**- Step 2:**

- Divide the class into small groups and assign each group a different round to practice singing. Encourage them to focus on their own part while listening to others.

**- Step 3:**

- Introduce body movements (clapping) to accompany the rounds. Practice coordinating singing with movements.

**- Step 4:**

- Discuss and showcase rounds from different cultures to broaden the learners' appreciation. Encourage them to sing along and try to mimic the style or actions involved.

**Conclusion (5 minutes)**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity where each group performs their round with movements.

- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Assign learners to research and present a round from a specific culture at the next class.

- Have a round-robin singing session where each student gets to showcase their own round to the class.

**Teacher Self-Evaluation:**

WEEK 1: LESSON 7

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Rounds

**Specific Learning Outcomes:**

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

- Sing their own part in a round on a specific theme for skill development.

- Sing rounds with appropriate body movements (clapping) for flexibility and coordination.

- Appreciate singing rounds from diverse cultures for enjoyment.

**Key Inquiry Question(s):**

- How are rounds sung?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Digital Literacy** * **Self-Efficacy** | * **Respect** * **Responsibility** * **Unity** | **Personal Hygiene**  **Self Awareness**  **Self Esteem**  **Social Cohesion** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

**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 as follows:

**Step 1:** Singing Own Part in a Round

- Explain the concept of rounds and demonstrate how to sing their own part in a round on a specific theme.

- Provide examples and practice singing a simple round together.

**Step 2:** Body Movements and Coordination

- Introduce the idea of incorporating body movements (clapping) while singing rounds.

- Practice singing rounds with appropriate body movements for flexibility and coordination.

**Step 3:** Appreciating Diverse Cultures

- Show learners rounds from different cultures and discuss the diversity in music.

- Encourage learners to appreciate and enjoy singing rounds from different backgrounds.

**Step 4:** Consolidation

- Review the key points covered in the lesson.

- Allow students to showcase their understanding by performing a round with body movements.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity where students showcase what they have learned.

- Preview the upcoming topics or questions for the next session.

**Extended Activities:**

- Encourage students to research and perform rounds from various cultures outside of the classroom.

- Have students create their own rounds with body movements and present them to the class.

**Teacher Self-Evaluation:**

WEEK 2: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** Performing and Display

**Sub Strand:** Rounds

**Specific Learning Outcomes:**

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

- Sing their own part in a round on a specific theme for skill development.

- Perform rounds with appropriate body movements (snapping) for flexibility and coordination.

- Appreciate singing rounds from diverse cultures for enjoyment.

**Key Inquiry Question:**

- How are rounds sung?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Digital Literacy** * **Self-Efficacy** | * **Respect** * **Responsibility** * **Unity** | **Personal Hygiene**  **Self Awareness**  **Self Esteem**  **Social Cohesion** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flashcards

- Digital devices

- Musical instruments

- Pictures

- Reference books

**Lesson Plan:**

**Introduction (5 minutes)**

- Review the previous lesson and engage the learners in a discussion to recall key concepts.

- Introduce the topic of singing rounds and discuss the importance of coordination and skill development.

**Lesson Development (20 minutes)**

**Step 1:** Introduce Rounds

- Show examples of rounds through visual aids such as flashcards or pictures.

- Explain the concept of singing in parts and the specific theme for the round.

**Step 2:** Singing Practice

- Divide the class into groups or pairs.

- Guide learners to practice singing their own part in a round on the given theme.

- Provide individual support and feedback as needed.

**Step 3:** Body Movements

- Demonstrate appropriate body movements (snapping) that complement singing rounds.

- Encourage learners to incorporate these movements while singing the rounds for coordination and flexibility.

**Step 4:** Appreciation of Diverse Cultures

- Discuss the cultural significance of rounds in different communities.

- Play recordings of rounds from various cultures for learners to appreciate and enjoy the diversity in music.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson.

- Engage learners in an interactive activity to reinforce learning, such as singing a round together with movements.

- Provide a preview of upcoming topics and questions to consider for the next session.

**Extended Activities:**

- Encourage learners to research and share rounds from their own cultural backgrounds.

- Organize a mini-concert where students can perform rounds they have learned in class for their peers.

- Create a collaborative art project inspired by the themes of the rounds studied in class.

**Teacher Self-Evaluation:**

WEEK 2: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** Performing and Display

**Sub Strand:** Rounds

**Specific Learning Outcomes:**

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

1. Sing their own part in a round on a specific theme for skill development.

2. Sing rounds with appropriate body movements (snapping) for flexibility and coordination.

3. Appreciate singing rounds from diverse cultures for enjoyment.

**Key Inquiry Question(s):**

- How are rounds sung?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Digital Literacy** * **Self-Efficacy** | * **Respect** * **Responsibility** * **Unity** | **Personal Hygiene**  **Self Awareness**  **Self Esteem**  **Social Cohesion** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson with students.

- 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 to:

**Step 1:** Introduce the concept of rounds in music and explain how they are sung.

**Step 2:** Practice singing their own part in a round on a specific theme for skill development.

**Step 3:** Incorporate appropriate body movements (snapping) while singing rounds for flexibility and coordination.

**Step 4:** Explore and appreciate singing rounds from diverse cultures for enjoyment.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity to reinforce the main topics discussed.

- Prepare learners for the next session by providing a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Grade-relevant extended activities could include creating their own round with body movements, researching and presenting rounds from different countries, or listening to and analyzing various rounds to deepen understanding and appreciation for the art form.

**Teacher Self-Evaluation:**

WEEK 2: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Rounds

**Specific Learning Outcomes:**

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

1. Sing their own part in a round on a specific theme for skill development.

2. Sing rounds with appropriate body movements (walking) for flexibility and coordination.

3. Appreciate singing rounds from diverse cultures for enjoyment.

**Key Inquiry Question(s):**

- How are rounds sung?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Digital Literacy** * **Self-Efficacy** | * **Respect** * **Responsibility** * **Unity** | **Personal Hygiene**  **Self Awareness**  **Self Esteem**  **Social Cohesion** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

**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. Sing their own part in a round on a specific theme for skill development.

2. Sing rounds with appropriate body movements (walking) for flexibility and coordination.

**Lesson Development Steps:**

**Step 1:** Introduce the concept of rounds and explain how they are structured.

**Step 2:** Demonstrate singing a simple round and have students practice their own parts.

**Step 3:** Incorporate body movements (walking) while singing the round to enhance coordination.

**Step 4:** Explore and sing rounds from different cultures to appreciate diversity and enjoy the music.

**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:**

- For extended activities, students can create their own rounds using different themes and present them to the class. They can also research rounds from various cultures and prepare a short presentation on the cultural significance of the music.

**Teacher Self-Evaluation:**

WEEK 2: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Rounds

**Specific Learning Outcomes:**

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

- Sing their own part in a round on a specific theme for skill development.

- Sing rounds with appropriate body movements (walking) for flexibility and coordination.

- Appreciate singing rounds from diverse cultures for enjoyment.

**Key Inquiry Question(s):**

- How are rounds sung?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Digital Literacy** * **Self-Efficacy** | * **Respect** * **Responsibility** * **Unity** | **Personal Hygiene**  **Self Awareness**  **Self Esteem**  **Social Cohesion** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flashcards

- Digital devices

- Musical instruments

- Pictures

- Reference books

**Lesson Plan:**

**Introduction (5 minutes)**

1. Review the previous lesson with students to activate prior knowledge.

2. Guide learners to read and discuss relevant content from the learning resources to introduce the current topic of singing rounds.

**Lesson Development (20 minutes)**

**1. Step 1:** Introduce the concept of rounds and demonstrate how they are sung. Discuss the importance of staying in tempo and listening to other singers.

**2. Step 2:** Divide students into small groups or pairs. Assign each group a different round to practice singing their individual parts in harmony.

**3. Step 3:** Incorporate movement into the singing by having students walk in a circle as they sing their parts. Emphasize coordination and staying in sync with the group.

**4. Step 4:** Have students share their rounds with the class and discuss the experience of singing in harmony and with movement.

**Conclusion (5 minutes)**

1. Summarize key learning points about singing rounds, coordination, and appreciation of diverse cultures.

2. Conduct a brief interactive activity, such as a quiz or reflection session, to reinforce main topics.

3. Provide a preview of upcoming topics related to rounds or ask questions to encourage critical thinking for the next session.

**Extended Activities:**

- Encourage students to research and share rounds from different cultures.

- Have students create their own rounds using different themes or topics for further practice.

**Teacher Self-Evaluation:**

WEEK 2: LESSON 5

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Rounds

**Specific Learning Outcomes:**

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

1. Sing their own part in a round on a specific theme for skill development.

2. Sing rounds with appropriate body movements (turning) for flexibility and coordination.

3. Appreciate singing rounds from diverse cultures for enjoyment.

**Key Inquiry Question(s):**

- How are rounds sung?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Digital Literacy** * **Self-Efficacy** | * **Respect** * **Responsibility** * **Unity** | **Personal Hygiene**  **Self Awareness**  **Self Esteem**  **Social Cohesion** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flashcards

- Digital devices

- Musical instruments

- Pictures

- Reference books

**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)**

- Based on learning experience:

In groups, pairs, or individually, learners are guided through the following steps:

**Step 1:** Introduction to Rounds

- Introduce the concept of singing rounds.

- Explain how rounds are sung with an example.

- Discuss the importance of singing in synchronization.

**Step 2:** Singing Own Part in a Round

- Divide learners into groups and assign each group a specific part in the round.

- Practice singing their parts separately to familiarize with the melody.

- Encourage students to focus on their individual parts while listening to others.

**Step 3:** Singing Rounds with Body Movements

- Teach learners appropriate body movements (turning) to accompany the singing of rounds.

- Practice singing while incorporating the body movements for flexibility and coordination.

**Step 4:** Appreciating Diverse Cultural Rounds

- Introduce learners to rounds from different cultures.

- Play recordings or demonstrate singing rounds from diverse cultures.

- Discuss the uniqueness and beauty of each cultural round.

**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 singing a simple round together.

3. Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Encourage learners to research and bring in rounds from their own cultural backgrounds to share with the class.

- Organize a mini-concert where students showcase their favorite rounds with accompanying body movements.

**Teacher Self-Evaluation:**

WEEK 2: LESSON 6

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Rounds

**Specific Learning Outcomes:**

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

1. Sing their own part in a round on a specific theme for skill development.

2. Sing rounds with appropriate body movements (turning) for flexibility and coordination.

3. Appreciate singing rounds from diverse cultures for enjoyment.

**Key Inquiry Question(s):**

- How are rounds sung?

|  |  |  |
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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Digital Literacy** * **Self-Efficacy** | * **Respect** * **Responsibility** * **Unity** | **Personal Hygiene**  **Self Awareness**  **Self Esteem**  **Social Cohesion** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3.

- Flashcards.

- Digital devices.

- Musical instruments.

- Pictures.

- Reference books.

**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. Step 1:** Introduce the concept of singing rounds and explain the importance of listening and coordination in this activity.

**2. Step 2:** Practice singing individual parts of a round with the teacher's guidance.

**3. Step 3:** Sing the round as a group, focusing on blending voices and maintaining the correct tempo.

**4. Step 4:** Add body movements (turning) to the round while singing to enhance flexibility 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:**

- After the lesson, students can conduct research on rounds from different cultures and present their findings to the class in a creative way, such as through a short performance or poster display.

**Teacher Self-Evaluation:**

WEEK 2: LESSON 7

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** Performing and Display

**Sub Strand:** Rounds

**Specific Learning Outcomes:**

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

1. Sing their own part in a round on a specific theme for skill development.

2. Perform rounds with appropriate body movements (such as jumping) for flexibility and coordination.

3. Appreciate singing rounds from diverse cultures for enjoyment.

**Key Inquiry Question(s):**

- How are rounds sung?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Digital Literacy** * **Self-Efficacy** | * **Respect** * **Responsibility** * **Unity** | **Personal Hygiene**  **Self Awareness**  **Self Esteem**  **Social Cohesion** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flashcards

- Digital devices

- Musical instruments

- Pictures

- Reference books

**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:** Learn and practice singing their own part in a round according to a specific theme to develop their skills.

**Step 2:** Engage in singing rounds while incorporating appropriate body movements, such as jumping, to enhance flexibility and coordination.

**Step 3:** Explore and appreciate rounds from diverse cultures, discussing their unique characteristics and enjoying the music.

**Step 4:** Collaborate to perform a round together, combining their individual parts and movements for a cohesive musical experience.

**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-performance of a round.

- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Encourage students to research and present rounds from different countries or cultures, discussing the history and significance of each piece.

- Invite students to create their own rounds based on a specific theme or story, incorporating both singing and movement for a comprehensive performance experience.

**Teacher Self-Evaluation:**

WEEK 3: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Rounds

**Specific Learning Outcomes:**

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

1. Sing their own part in a round on a specific theme for skill development.

2. Perform rounds with appropriate body movements (jumping) for flexibility and coordination.

3. Appreciate singing rounds from diverse cultures for enjoyment.

**Key Inquiry Question(s):**

- How are rounds sung?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Digital Literacy** * **Self-Efficacy** | * **Respect** * **Responsibility** * **Unity** | **Personal Hygiene**  **Self Awareness**  **Self Esteem**  **Social Cohesion** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

**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 key concepts understanding.

**Lesson Development (20 minutes):**

- In groups, pairs, or individually, learners will be guided to:

**Step 1:** Introduce the concept of rounds and explain how they are sung.

**Step 2:** Practice singing their own part in a round on a specific theme for skill development.

**Step 3:** Engage in singing rounds with appropriate body movements (jumping) for flexibility and coordination.

**Step 4:** Listen to and appreciate singing rounds from diverse cultures for enjoyment.

**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:**

- Have students research and share a round song from a culture different from their own.

- Organize a group performance where students create their own round songs and movements.

**Teacher Self-Evaluation:**

WEEK 3: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Rounds

**Specific Learning Outcomes:**

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

- Sing own part in a round on a specific theme for skill development.

- Sing rounds with appropriate body movements (swinging) for flexibility and coordination.

- Appreciate singing rounds from diverse cultures for enjoyment.

**Key Inquiry Question(s):**

- How are rounds sung?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Digital Literacy** * **Self-Efficacy** | * **Respect** * **Responsibility** * **Unity** | **Personal Hygiene**  **Self Awareness**  **Self Esteem**  **Social Cohesion** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

**Organization of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on music and singing.

- Guide learners to read and discuss relevant content from the learning resources, focusing on the concept of rounds and how they are sung.

**Lesson Development (20 minutes)**

**- Step 1:** Introduce the concept of rounds through examples from different cultures. Explain how rounds involve singing the same melody starting at different times.

**- Step 2:** Demonstrate singing a round with the students, emphasizing the importance of staying in rhythm and on pitch.

**- Step 3:** Divide the students into groups or pairs and assign them different parts of a round to sing. Encourage them to practice together and coordinate their timing.

**- Step 4:** Have the students add swinging body movements to their singing to enhance coordination and expressiveness.

**Conclusion (5 minutes)**

- Summarize the key points of the lesson, highlighting the concept of rounds and the importance of coordination in singing.

- Conduct a brief interactive activity where students sing a round together with swinging movements.

- Preview the next session's topic on exploring different musical instruments.

**Extended Activities:**

- Have students research and present rounds from various cultures to appreciate the diversity of musical traditions.

- Organize a round-singing performance for the school or parents to showcase students' skills and cultural understanding.

**Teacher Self-Evaluation:**

WEEK 3: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** Performing and Display

**Sub Strand:** Rounds

**Specific Learning Outcomes:**

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

1. Sing own part in a round on a specific theme for skill development.

2. Sing rounds with appropriate body movements (swinging) for flexibility and coordination.

3. Appreciate singing rounds from diverse cultures for enjoyment.

**Key Inquiry Question:**

- How are rounds sung?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Digital Literacy** * **Self-Efficacy** | * **Respect** * **Responsibility** * **Unity** | **Personal Hygiene**  **Self Awareness**  **Self Esteem**  **Social Cohesion** |

**Learning Resources:**

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

**Lesson Plan:**

**Introduction (5 minutes)**

- Begin by reviewing the previous lesson to activate prior knowledge.

- Introduce the topic of singing rounds and discuss the key inquiry question with the students.

- Guide learners to read and discuss relevant content from the learning resources to deepen their understanding of singing rounds.

**Lesson Development (20 minutes)**

**- Step 1:** Introduce the concept of rounds by explaining how each singer starts the same melody but at different times. Demonstrate with the students.

**- Step 2:** Divide the students into groups, pairs, or individuals and have them practice singing their own parts in a round on a specific theme. Encourage them to focus on skill development.

**- Step 3:** Incorporate body movements into the singing rounds, such as swaying or swinging, to enhance flexibility and coordination.

**- Step 4:** Introduce students to rounds from diverse cultures by playing recordings or videos. Encourage them to appreciate the different styles and sounds.

**Conclusion (5 minutes)**

- Summarize the key points covered in the lesson, including how rounds are sung and the importance of coordination and flexibility.

- Conduct a brief interactive activity where students can showcase what they have learned by singing a round together.

- Provide a preview of the upcoming session to keep students engaged and excited about learning.

**Extended Activities:**

- Encourage students to research and learn a round from a different cultural background and perform it in class.

- Have students create their own rounds using different themes or melodies and share them with their classmates.

**Teacher Self-Evaluation:**

WEEK 3: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Rounds

**Specific Learning Outcomes:**

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

1. Sing their own part in a round on a specific theme for skill development.

2. Sing rounds with appropriate body movements (tapping) for flexibility and coordination.

3. Appreciate singing rounds from diverse cultures for enjoyment.

**Key Inquiry Question(s):**

- How are rounds sung?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Digital Literacy** * **Self-Efficacy** | * **Respect** * **Responsibility** * **Unity** | **Personal Hygiene**  **Self Awareness**  **Self Esteem**  **Social Cohesion** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

**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:**

- Introduce the concept of singing rounds and explain how they are structured.

**- Step 2:**

- Demonstrate singing a simple round and encourage learners to join in.

**- Step 3:**

- Divide learners into groups or pairs to practice singing their own part in a round.

**- Step 4:**

- Integrate body movements (tapping) while singing the rounds to enhance flexibility 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 learners to research and bring in rounds from different cultures to share with the class, promoting cultural appreciation and diversity.

**Teacher Self-Evaluation:**

WEEK 3: LESSON 5

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub-Strand:** Rounds

**Specific Learning Outcomes:**

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

1. Sing their own part in a round on a specific theme for skill development.

2. Sing rounds with appropriate body movements (tapping) for flexibility and coordination.

3. Appreciate singing rounds from diverse cultures for enjoyment.

**Key Inquiry Question(s):**

- How are rounds sung?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Digital Literacy** * **Self-Efficacy** | * **Respect** * **Responsibility** * **Unity** | **Personal Hygiene**  **Self Awareness**  **Self Esteem**  **Social Cohesion** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flashcards

- Digital devices

- Musical instruments

- Pictures

- Reference books

**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. Step 1:**

- Introduce the concept of rounds and explain how they are sung.

- Demonstrate how to sing a simple round for the learners to understand.

**2. Step 2:**

- Divide learners into groups and assign each group a specific theme for the round.

- Guide them to practice singing their own part in the round.

**3. Step 3:**

- Introduce body movements (tapping) to accompany the singing of rounds.

- Demonstrate how to tap in rhythm with the music while singing.

**4. Step 4:**

- Share examples of rounds from diverse cultures with the learners.

- Encourage them to appreciate the different styles and melodies.

**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 quiz or singing a round together.

- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Grade-relevant extended activities:

- Ask learners to research and bring a round from their own cultural background to share with the class.

- Organize a mini-performance where each group presents their round with body movements to the class.

**Teacher Self-Evaluation:**

WEEK 3: LESSON 6

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Rounds

**Specific Learning Outcomes:**

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

1. Sing rounds with appropriate body movements (swaying, clapping, snapping, walking, turning, jumping, swinging, or tapping) for flexibility and coordination.

2. Record and keep rounds with appropriate body movements in a portfolio while singing.

3. Appreciate self-awareness and self-esteem as they sing round songs with appropriate body movements.

**Key Inquiry Question(s):**

- How are rounds sung?

|  |  |  |
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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Digital Literacy** * **Self-Efficacy** | * **Respect** * **Responsibility** * **Unity** | **Personal Hygiene**  **Self Awareness**  **Self Esteem**  **Social Cohesion** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

**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 rounds and demonstrate how rounds are sung. Discuss the importance of body movements in adding excitement to singing.

**- Step 2:** Divide learners into groups or pairs and assign them a round to practice singing. Encourage them to incorporate different body movements while singing.

**- Step 3:** Have each group or pair perform their round with body movements to the class. Provide positive feedback and corrections as needed.

**- Step 4:** Guide learners to record their performance in a portfolio, emphasizing the importance of documenting their progress and growth.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity where learners can showcase their favorite body movement while singing a round.

- Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Invite learners to create their own rounds and choreograph body movements to go along with them.

- Explore different cultural rounds from around the world and discuss how they incorporate unique body movements.

**Teacher Self-Evaluation:**

WEEK 3: LESSON 7

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Skipping

**Specific Learning Outcomes:**

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

- Identify different ways of skipping in different directions for space and body awareness through practice.

- Skip and clearly talk about the different directions of skipping for body awareness (forward).

- Appreciate skipping in different directions for balance and strength.

**Key Inquiry Question(s):**

- How is skipping in patterns done?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and Imagination** * **Self-Efficacy** | * **Peace** * **Unity** | **Gender issues in education** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

- Open space

**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, the lesson will be split into 4 distinct steps:

**Step 1:** Warm-Up

- Start with a light warm-up to prepare the learners for the skipping activity.

- Use music and rhythmic movements to engage the students and get them ready.

**Step 2:** Introduction to Skipping

- Introduce the concept of skipping in different directions for body awareness.

- Demonstrate different ways of skipping (forward, sideways, backward) and discuss the benefits of each direction.

**Step 3:** Practice Skipping

- Divide the learners into small groups or pairs.

- Encourage them to practice skipping in different directions while focusing on body awareness and space.

**Step 4:** Reflection and Discussion

- Gather the learners together for a group discussion.

- Have them share their experiences with skipping in different directions and discuss the importance of balance and strength.

**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-skipping relay race.

- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Suggest grade-relevant extended activities that could include creating a skipping routine incorporating different directions, creating a skip-along song, or participating in a skipping challenge to reinforce the concepts learned.

**Teacher Self-Evaluation**:

WEEK 4: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Skipping

**Specific Learning Outcomes:**

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

- Identify different ways of skipping in different directions for space and body awareness through practice

- Skip and clearly talk about the different directions of skipping for body awareness (backward)

- Appreciate skipping in different directions for balance and strength

**Key Inquiry Question(s):**

- How is skipping in patterns done?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and Imagination** * **Self-Efficacy** | * **Peace** * **Unity** | **Gender issues in education** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

- Open space

**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:** Introduce different ways of skipping in various directions using the flashcards and pictures to enhance space and body awareness.

**- Step 2:** Practice skipping in different directions, emphasizing backward movements for body awareness.

**- Step 3:** Discuss and analyze the benefits of skipping in different directions for balance and strength.

**- Step 4:** Showcase the learned skipping patterns to the class for further discussion and feedback.

**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 skipping routine performance, creating an artwork inspired by skipping movements, or conducting a mini-research project on the history of skipping as a physical activity.

**Teacher Self-Evaluation:**

WEEK 4: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Skipping

**Specific Learning Outcomes:**

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

1. Identify different ways of skipping in different directions for space and body awareness through practice.

2. Skip and clearly talk about the different directions of skipping for body awareness.

3. Appreciate skipping in different directions for balance and strength.

**Key Inquiry Question:**

- How is skipping in patterns done?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and Imagination** * **Self-Efficacy** | * **Peace** * **Unity** | **Gender issues in education** |

**Learning Resources:**

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

- Open space

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on skipping and briefly discuss the key concepts.

- Engage learners by introducing the key inquiry question: "How is skipping in patterns done?"

- Encourage learners to take turns sharing their understanding of skipping.

**Lesson Development (20 minutes)**

**Step 1:** Warm-up

- Lead a group warm-up activity focusing on basic skipping movements.

- Emphasize the importance of space and body awareness in skipping.

**Step 2:** Learning Different Skipping Directions

- Demonstrate and explain various ways of skipping in different directions (forward, backward, sideways).

- Provide opportunities for learners to practice these different skipping patterns in pairs or small groups.

**Step 3:** Reflecting on Body Awareness

- Guide students to reflect on how skipping in different directions enhances body awareness.

- Encourage peer discussions on the benefits of engaging in skipping for balance and strength.

**Step 4:** Creative Expression

- Allow students to express their understanding through a creative skipping routine.

- Play music and have students skip in different directions while showcasing their body awareness.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson, emphasizing the importance of body awareness in skipping.

- Lead a brief interactive activity where students showcase their favorite skipping direction and explain why they enjoy it.

- Provide a preview of the next lesson to build excitement and interest.

**Extended Activities:**

- Encourage students to create their own skipping routines at home and share them with the class.

- Have students write a short reflection on their experience with skipping in different directions and how it has improved their balance and strength.

**Teacher Self-Evaluation:**

WEEK 4: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Skipping

**Specific Learning Outcomes:**

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

- Identify different ways of skipping in different directions for space and body awareness through practice

- Skip and clearly talk about the different directions of skipping for body awareness

- Appreciate skipping in different directions for balance and strength

**Key Inquiry Question(s):**

- How is skipping in patterns done?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and Imagination** * **Self-Efficacy** | * **Peace** * **Unity** | **Gender issues in education** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

- Open space

**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 Skipping Techniques: Show pictures and videos of different skipping patterns in various directions.

**- Step 2:** Group Practice: Organize learners into groups to practice skipping in different directions to enhance body and space awareness.

**- Step 3:** Reflective Discussion: Have learners share their experiences and discuss the importance of skipping in different directions for body awareness and strength.

**- Step 4:** Creative Expression: Allow learners to create their skipping routines incorporating different directions and patterns.

**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 a skipping routine at home and share it with the class in the next session.

- Integrate musical instruments and create a skipping routine with rhythms and beats.

- Explore outdoor skipping games that involve different directions and patterns.

**Teacher Self-Evaluation:**

WEEK 4: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Skipping

**Specific Learning Outcomes:**

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

1. Clearly talk about the different directions of skipping.

2. Skip in different directions (low) for skill acquisition.

3. Appreciate skipping in different directions for balance and strength.

**Key Inquiry Question(s):**

- How is skipping in patterns done?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and Imagination** * **Self-Efficacy** | * **Peace** * **Unity** | **Gender issues in education** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Open space

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on skipping basics.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts of skipping in different directions.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Skipping Directions

- Show pictures or flashcards of different skipping patterns, emphasizing the directional movements.

- Discuss with the students how skipping in various directions can improve coordination and balance.

**Step 2:** Practice Skipping in Low Directions

- Demonstrate how to skip in different low directions (side-to-side, forward, backward).

- Allow students to practice in pairs or groups, providing guidance and feedback on their technique.

**Step 3:** Skill Acquisition and Balance

- Engage students in a group skipping activity where they incorporate different low directions into a choreographed routine.

- Emphasize the importance of balance and strength while performing the skipping patterns.

**Step 4:** Appreciation of Different Skipping Directions

- Encourage students to reflect on their experience skipping in different directions.

- Discuss how practicing skipping in various directions can enhance their physical abilities and coordination skills.

**Conclusion (5 minutes)**

- Summarize the key points learned during the lesson about skipping in different directions.

- Conduct a brief interactive activity, such as a mini-contest or relay race, to reinforce the main topics covered.

- Preview upcoming topics or questions for the next session to keep students engaged and curious about the subject.

**Extended Activities:**

- Provide students with a skipping challenge to create their own skipping routine incorporating multiple directions.

- Have students design posters showcasing the benefits of skipping in different directions and present them to the class.

**Teacher Self-Evaluation:**

WEEK 4: LESSON 5

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Skipping

**Specific Learning Outcomes:**

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

- Clearly talk about the different directions of skipping.

- Skip in different directions (medium) for skill acquisition.

- Appreciate skipping in different directions for balance and strength.

**Key Inquiry Question(s):**

- How is skipping in patterns done?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and Imagination** * **Self-Efficacy** | * **Peace** * **Unity** | **Gender issues in education** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Open space

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on skipping techniques briefly.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding of key concepts related to skipping in different directions.

**Lesson Development (20 minutes)**

- Split the lesson into 3 or 4 distinct steps for effective learning experience:

**Step 1:** Introduction to Different Directions of Skipping

- Show pictures or flashcards depicting different directions of skipping.

- Discuss with the learners what each direction signifies and how it can be performed.

**Step 2:** Practice Skipping in Different Directions

- Demonstrate skipping techniques in different directions.

- Have students practice skipping individually or in pairs, focusing on different directions.

**Step 3:** Skill Acquisition Through Medium-paced Skipping

- Engage students in medium-paced skipping sessions in different directions.

- Encourage students to pay attention to their balance and strength while skipping.

**Step 4:** Appreciation of Skipping in Different Directions

- Reflect on the experience of skipping in various directions.

- Discuss the benefits of skipping for balance and strength development.

**Conclusion (5 minutes)**

- Summarize key points learned during the lesson about skipping in different directions.

- Conduct a brief interactive activity where students demonstrate their understanding by showcasing their skipping skills in various directions.

- Provide a preview of upcoming topics or questions for the next session to keep students engaged.

**Extended Activities:**

- Assign students to create a skipping routine incorporating different directions and present it in front of the class.

- Challenge students to create a visual representation (drawing or collage) of their favorite skipping direction and explain why they enjoy it.

**Teacher Self-Evaluation:**

WEEK 4: LESSON 6

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Skipping

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to: Clearly talk about the different directions of skipping. Skip in different directions (high) for skill acquisition. Appreciate skipping in different directions for balance and strength.

**Key Inquiry Question(s):**

- How is skipping in patterns done?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and Imagination** * **Self-Efficacy** | * **Peace** * **Unity** | **Gender issues in education** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Open space

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on skipping basics.

- 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 the learning experience, guide learners in groups, pairs, or individually as follows:

**Step 1:** Understanding Different Directions

- Introduce different skipping directions (e.g., forward, backward, sideways).

- Discuss the importance of mastering various directions for skill development.

**Step 2:** Practicing Skipping in Different Directions

- Demonstrate and instruct learners to practice skipping in different directions, focusing on height and form.

- Provide feedback and encouragement to improve skills.

**Step 3:** Appreciating Balance and Strength

- Discuss how skipping in various directions aids in developing balance and strength.

- Encourage learners to reflect on their experience and appreciate the benefits.

**Step 4:** Peer Sharing and Reflection

- Allow learners to share their experiences and challenges while skipping in different directions.

- Facilitate a reflective discussion on the importance of perseverance and practice.

**Conclusion (5 minutes)**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity, such as a mini-skipping challenge, to reinforce the main topics.

- Provide a preview of upcoming topics or questions to consider in the next session.

**Extended Activities:**

- Grade-relevant extended activities could include creating a skipping routine incorporating different directions, designing a poster to illustrate the benefits of skipping in various directions, or composing a short song or poem about the joy of skipping.

**Teacher Self-Evaluation:**

WEEK 4: LESSON 7

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Skipping

**Specific Learning Outcomes:**

- Identify different ways of skipping in different pathways for space and body awareness through practice.

- Skip in different pathways (line) for creativity.

- Appreciate the virtue of peace by avoiding hurting others and observing rules during skipping.

**Key Inquiry Question(s):**

- How is skipping in patterns done?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and Imagination** * **Self-Efficacy** | * **Peace** * **Unity** | **Gender issues in education** |

**Learning Resources:**

- Flash cards

- Digital Devices

- Musical Instruments

- Pictures

- Reference Books

- Open Space

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on skipping.

- Engage learners in reading and discussing relevant content from the learning resources to reinforce understanding of key concepts.

**Lesson Development (20 minutes)**

**- Step 1:** Introduce different ways of skipping in various pathways, emphasizing space and body awareness.

**- Step 2:** Encourage students to practice skipping in different pathways (line) to foster creativity.

**- Step 3:** Emphasize the importance of peace and rules in skipping activities, avoiding causing harm to others.

**- Step 4:** Engage learners in group activities to demonstrate their understanding of skipping patterns and pathways creatively.

**Conclusion (5 minutes)**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity to strengthen understanding of skipping patterns.

- Provide a preview of upcoming topics or questions to consider in the next session.

**Extended Activities:**

- Encourage students to create their skipping routines with music and perform for their classmates.

- Have a skipping competition where students can showcase their creativity in pathways and patterns.

**Teacher Self-Evaluation:**

WEEK 5: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Skipping

**Specific Learning Outcomes:**

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

1. Identify different ways of skipping in different pathways for space and body awareness through practice.

2. Skip in different pathways (line) for creativity.

3. Appreciate the virtue of peace by avoiding hurting others and observing rules skipping.

**Key Inquiry Question(s):**

- How is skipping in patterns done?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and Imagination** * **Self-Efficacy** | * **Peace** * **Unity** | **Gender issues in education** |

**Learning Resources:**

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

- Open space

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the basics of skipping.

- Encourage students to read and discuss relevant content from the learning resources to reinforce key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Exploring Different Skipping Patterns

- Divide students into groups or pairs.

- Provide examples and demonstrations of different ways to skip in various patterns.

- Students practice skipping in different pathways to enhance their spatial and body awareness.

**Step 2:** Creative Skipping in Lines

- Guide students to skip in different pathways, specifically lines, to encourage creativity.

- Emphasize the importance of smooth transitions and rhythm in their skipping movements.

**Step 3:** Virtue of Peace in Skipping

- Discuss the importance of peaceful skipping, avoiding collisions, and following rules to ensure a safe and harmonious environment.

- Encourage students to reflect on how their actions affect others during skipping activities.

**Conclusion (5 minutes):**

- Summarize key points learned during the lesson, including different skipping patterns and the virtue of peace.

- Engage students in a brief interactive activity related to skipping patterns to reinforce their understanding.

- Provide a preview of upcoming topics or questions for the next session.

**Extended Activities:**

- Encourage students to create their skipping routines incorporating different patterns and movements.

- Organize a skipping showcase where students can demonstrate their creative skipping skills to their classmates.

**Teacher Self-Evaluation:**

WEEK 5: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Skipping

**Specific Learning Outcomes:**

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

- Identify different ways of skipping in different pathways for space and body awareness through practice.

- Skip in different pathways (curved) for creativity.

- Appreciate the virtue of peace by avoiding hurting others and observing rules skipping.

**Key Inquiry Question(s):**

- How is skipping in patterns done?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and Imagination** * **Self-Efficacy** | * **Peace** * **Unity** | **Gender issues in education** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

- Open space

**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 different ways of skipping in different pathways for space and body awareness through practice.

Step 2: Skip in different pathways (curved) for creativity.

Step 3: Explore the virtue of peace by avoiding hurting others and observing rules while skipping.

**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:**

- Have students create a skipping routine incorporating different pathways and movements.

- Encourage students to reflect on the importance of following rules and avoiding causing harm while engaging in physical activities.

**Teacher Self-Evaluation:**

WEEK 5: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Skipping

**Specific Learning Outcomes:**

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

- Identify different ways of skipping in different pathways for space and body awareness through practice.

- Skip in different pathways (curved) for creativity.

- Appreciate the virtue of peace by avoiding hurting others and observing rules while skipping.

**Key Inquiry Question(s):**

- How is skipping in patterns done?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and Imagination** * **Self-Efficacy** | * **Peace** * **Unity** | **Gender issues in education** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

- Open space

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on skipping.

- 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 different ways of skipping in different pathways and the importance of space and body awareness.

**- Step 2:** Practicing skipping in different pathways, focusing on curved patterns for creativity.

**- Step 3:** Discuss and demonstrate the virtue of peace by avoiding hurting others and observing rules while skipping.

**- Step 4:** Engage learners in group or pair activities to practice what they have learned.

**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 can include creating a skipping routine with specific patterns and movements, composing a skipping song or chant, or designing a skipping obstacle course to showcase their skills.

**Teacher Self-Evaluation:**

WEEK 5: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Skipping

**Specific Learning Outcomes:**

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

1. Identify different ways of skipping in different pathways for space and body awareness through practice.

2. Skip in different pathways (circular) for creativity.

3. Appreciate the virtue of peace by avoiding hurting others and observing rules when skipping.

**Key Inquiry Question(s):**

- How is skipping in patterns done?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and Imagination** * **Self-Efficacy** | * **Peace** * **Unity** | **Gender issues in education** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

- Open space

**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 and explain different skipping patterns and pathways such as straight lines, zigzags, and circles to students.

- Discuss the importance of space awareness and body coordination in skipping.

**Step 2:**

- Divide students into groups and have them practice skipping in different pathways, providing guidance on technique and creativity.

- Encourage students to take turns leading their group in creating their own skipping patterns.

**Step 3:**

- Emphasize the importance of peace and avoiding collisions or hurt while skipping.

- Discuss the rules and etiquette to follow when engaging in skipping activities with others.

**Step 4:**

- Consolidate learning by having students showcase their skipping routines in different pathways and patterns to the class.

- Provide positive feedback and encourage mutual respect and support among peers.

**Conclusion (5 minutes)**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity where students can demonstrate the different skipping patterns they have learned.

- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Students can create a skipping routine incorporating multiple pathways and patterns, and perform it during a mini "Skipping Showcase" for their classmates.

- Students can research and create posters or presentations on the history and cultural significance of skipping in different countries and regions.

**Teacher Self-Evaluation:**

WEEK 5: LESSON 5

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** Performing and Display

**Sub Strand:** Skipping

**Specific Learning Outcomes:**

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

- Identify different ways of skipping in different pathways for space and body awareness through practice

- Skip in different pathways (circular) for creativity

- Appreciate the virtue of peace by avoiding hurting others and observing rules skipping

**Key Inquiry Question(s):**

- How is skipping in patterns done?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and Imagination** * **Self-Efficacy** | * **Peace** * **Unity** | **Gender issues in education** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

- Open space

**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 skipping in different pathways, emphasizing the importance of space and body awareness.

**- Step 2:** Demonstrate and practice skipping in circular pathways to encourage creativity and coordination.

**- Step 3:** Discuss the virtue of peace and avoiding hurting others while engaging in physical activities like skipping.

**- Step 4:** Provide opportunities for learners to practice skipping with a focus on the identified pathways and 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 students to create their skipping routines incorporating different pathways and creative elements.

- Organize a skipping relay race where students showcase their skipping skills in a fun and engaging manner.

**Teacher Self-Evaluation:**

WEEK 5: LESSON 6

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Skipping

**Specific Learning Outcomes:**

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

- Identify different ways of skipping in different pathways for space and body awareness through practice.

- Skip in different pathways (zigzag) for creativity.

- Appreciate the virtue of peace by avoiding hurting others and observing rules skipping.

**Key Inquiry Question(s):**

- How is skipping in patterns done?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and Imagination** * **Self-Efficacy** | * **Peace** * **Unity** | **Gender issues in education** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

- Open space

**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:**

- Introduce different ways of skipping in different pathways for space and body awareness.

- Demonstrate zigzag skipping and its creative possibilities.

**Step 2:**

- Divide students into groups, pairs, or individuals.

- Practice skipping in different pathways under the guidance of the teacher.

**Step 3:**

- Engage students in a creative exercise where they skip in zigzag patterns to showcase their creativity.

**Step 4:**

- Discuss the importance of peace and following rules while skipping to avoid hurting others.

- Encourage students to apply these virtues in various activities.

**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:**

- Ask students to create a skipping routine incorporating different pathways and peaceful movements.

- Organize a skipping challenge where students showcase their creativity and agility.

**Teacher Self-Evaluation:**

WEEK 5: LESSON 7

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Skipping

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to: Identify different ways of skipping in different pathways for space and body awareness through practice, skip in different pathways (zigzag) for creativity, and appreciate the virtue of peace by avoiding hurting others and observing rules while skipping.

**Key Inquiry Question(s):**

- How is skipping in patterns done?

|  |  |  |
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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and Imagination** * **Self-Efficacy** | * **Peace** * **Unity** | **Gender issues in education** |

**Learning Resources:**

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

- Open space

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on skipping.

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

**Lesson Development (20 minutes)**

**- Step 1:** Introduce different ways of skipping in different pathways for space and body awareness through practice. Demonstrate various skipping patterns and encourage learners to try them out individually.

**- Step 2:** Teach learners to skip in different pathways, such as zigzag, to enhance creativity and body coordination. Provide examples and encourage learners to experiment with different pathways.

**- Step 3:** Discuss the importance of peace and following rules while skipping. Emphasize the virtue of avoiding hurting others and maintaining a safe environment during physical activities.

**- Step 4:** Allow learners to practice skipping in various pathways while focusing on body awareness and creativity. Provide feedback and guidance as needed.

**Conclusion (5 minutes)**

- Summarize the key points about skipping in different pathways and the importance of peace and rules.

- Conduct a brief interactive activity, such as a skipping challenge or a reflection exercise, to reinforce the main topics covered during the lesson.

- Provide a preview of upcoming topics or questions to consider, preparing learners for the next session.

**Extended Activities:**

- Grade-relevant extended activities may include:

- Creating a skipping routine with different pathways and music.

- Designing a poster or artwork that promotes peace and safety during physical activities.

- Writing a short story or poem about the experience of skipping in different pathways.

**Teacher Self-Evaluation:**

WEEK 6: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Skipping

**Specific Learning Outcomes:**

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

1. Sing simple songs while playing skipping games involving different directions for fitness.

2. Skip while creating pattern formations using lines and basic geometric shapes.

3. Develop creativity and imagination through making pattern formations using lines and shapes.

**Key Inquiry Question:**

- How is skipping in patterns done?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and Imagination** * **Self-Efficacy** | * **Peace** * **Unity** | **Gender issues in education** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flashcards

- Digital devices

- Musical instruments

- Pictures

- Reference books

- Open space

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson's key concepts.

- Engage learners in a discussion of the key concepts related to skipping and patterns formation using the provided learning resources.

**Lesson Development (20 minutes)**

**Step 1:** Singing and Fitness Skipping

- Divide learners into groups and guide them to sing simple songs while playing skipping games in different directions for fitness.

**Step 2:** Pattern Formation through Skipping

- In pairs or individually, learners will practice skipping while creating pattern formations using lines and geometric shapes.

**Step 3:** Creativity and Imagination

- Encourage learners to explore their creativity and imaginations by developing unique pattern formations during skipping activities.

**Step 4:** Reflection and Sharing

- Allow students to share their experiences and patterns created during the skipping activities, emphasizing the importance of creativity.

**Conclusion (5 minutes)**

- Summarize the key learning points from the lesson.

- Engage learners in a brief interactive activity related to skipping and patterns formation.

- Provide a preview of upcoming topics or questions to stimulate thinking for the next session.

**Extended Activities:**

- Encourage learners to create their skipping routines with pattern formations and perform them for their peers or family members.

- Explore the use of different musical instruments or rhythms to accompany skipping activities, highlighting the connection between music and movement.

**Teacher Self-Evaluation:**

WEEK 6: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Skipping

**Specific Learning Outcomes:**

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

1. Sing simple songs when playing games that involve skipping in different directions for fitness.

2. Skip while making pattern formations using lines and geometric shapes.

3. Develop creativity and imagination as they make pattern formations using lines and basic geometric shapes.

**Key Inquiry Question(s):**

- How is skipping in patterns done?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and Imagination** * **Self-Efficacy** | * **Peace** * **Unity** | **Gender issues in education** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

- Open space

**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:** Start by demonstrating simple skipping movements in different directions while singing songs. Emphasize the importance of coordination and rhythm in skipping.

**- Step 2:** Introduce the concept of making patterns using lines and basic geometric shapes. Show examples and encourage learners to try creating their own patterns while skipping.

**- Step 3:** Provide opportunities for learners to practice skipping in patterns individually, in pairs, or in groups. Monitor and provide feedback to ensure proper execution.

**- Step 4:** Facilitate a sharing session where learners can showcase the patterns they have created. Encourage creativity and allow for peer feedback.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity, such as a group challenge where learners create a coordinated skipping routine with patterns.

- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Encourage learners to create a skipping routine incorporating both skipping in patterns and singing. They can perform their routines for the class or record them for self-assessment.

**Teacher Self-Evaluation:**

WEEK 6: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Skipping

**Specific Learning Outcomes:**

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

- Identify games involving skipping using digital devices.

- Observe rules and safety while playing games involving skipping.

- Sing action songs while skipping in different ways for enjoyment.

**Key Inquiry Question(s):**

- How is skipping in patterns done?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and Imagination** * **Self-Efficacy** | * **Peace** * **Unity** | **Gender issues in education** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

- Open space

**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:** Group learners and have them identify games involving skipping using digital devices.

**- Step 2:** Discuss rules and safety while playing games involving skipping.

**- Step 3:** Practice singing action songs while skipping in different ways.

**- Step 4:** Encourage learners to skip in patterns and observe differences and similarities.

**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:**

- As an extended activity, learners can create their skipping routine incorporating different songs and patterns. They can perform these routines to their classmates or record them for a fun and engaging showcase.

**Teacher Self-Evaluation:**

WEEK 6: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Skipping

**Specific Learning Outcomes:**

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

- Identify games involving skipping using digital devices.

- Observe rules and safety while playing games involving skipping.

- Sing action songs while skipping in different ways for enjoyment.

**Key Inquiry Question(s):**

- How is skipping in patterns done?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and Imagination** * **Self-Efficacy** | * **Peace** * **Unity** | **Gender issues in education** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

- Open space

**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)**

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

**Step 1:** Identify games involving skipping using digital devices.

- Provide examples of skipping games that can be played using digital devices.

**Step 2:** Observe rules and safety while playing games involving skipping.

- Discuss the importance of following rules and staying safe while skipping.

**Step 3:** Sing action songs while skipping in different ways for enjoyment.

- Introduce action songs that can be sung while skipping and encourage creativity in movements.

**Step 4:** Practice combining skipping with singing action songs.

**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 demonstration.

3. Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Encourage students to create their skipping routines with music and present them to the class.

- Explore different cultural skipping games from around the world and discuss similarities and differences.

**Teacher Self-Evaluation:**

WEEK 6: LESSON 5

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Dribbling

**Specific Learning Outcomes:**

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

1. Identify different dribbling directions for space awareness through practice.

2. Discuss how dribbling a ball is done in various directions.

3. Appreciate dribbling in different directions.

**Key Inquiry Question(s):**

- How is dribbling a ball done in various directions?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Communication and collaboration** | * **Love** * **Respect** | **Social economic and environmental conservation** |

**Learning Resources:**

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Open space

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on dribbling.

- Guide learners to read and discuss relevant content from the learning resources to understand the key concepts of dribbling in different directions.

**Lesson Development (20 minutes):**

**Step 1:** Discuss different dribbling directions

- Show pictures and use flashcards to introduce different dribbling directions (e.g., forward, backward, sideways).

- Engage learners in a discussion on the importance of dribbling in various directions for gameplay.

**Step 2:** Practice dribbling in different directions

- Divide learners into groups and have them practice dribbling in different directions in an open space.

- Encourage peer feedback and guidance on improving dribbling techniques.

**Step 3:** Demonstrate advanced dribbling skills

- Use digital devices to showcase professional athletes dribbling in various directions during sports matches.

- Discuss the importance of agility and spatial awareness in dribbling effectively.

**Step 4:** Create a rhythmic dribbling pattern

- Introduce musical instruments and guide learners to dribble to a specific beat or rhythm.

- Encourage creativity in combining dribbling skills with music.

**Conclusion (5 minutes):**

- Summarize key points learned about dribbling in different directions.

- Conduct a brief interactive activity where learners demonstrate dribbling in various directions.

- Provide a preview of the next lessons to pique interest and prepare learners for upcoming topics.

**Extended Activities:**

- Assign homework where learners can create a dribbling routine incorporating different directions.

- Organize a mini-sports day where students showcase their dribbling skills in a fun and competitive environment.

**Teacher Self-Evaluation:**

WEEK 6: LESSON 6

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Dribbling

**Specific Learning Outcomes:**

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

- Collect locally available reusable materials (carrier bags, papers, dry leaves, old cloth, old sock, polythene bags)

- Improvise a ball using knotting technique for use in dribbling

- Develop the skills of critical thinking and problem solving when using locally available materials to improvise balls

**Key Inquiry Question(s):**

- How is dribbling a ball done in various directions?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Communication and collaboration** | * **Love** * **Respect** | **Social economic and environmental conservation** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

- Open space

**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:

- Collect locally available reusable materials (carrier bags, papers, dry leaves, old cloth, old sock, polythene bags)

- Improvise a ball using knotting technique for use in dribbling.

- Lesson development steps:

**Step 1:** Discuss the importance of recycling and reusing materials.

**Step 2:** Demonstrate the knotting technique for making balls.

**Step 3:** Engage learners in hands-on practice to create their improvised balls.

**Step 4:** Introduce dribbling techniques using the improvised balls.

**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 dribbling with their improvised balls at home and compare their experiences during the next class.

- Have students create a short skit where they incorporate dribbling techniques using their improvised balls.

**Teacher Self-Evaluation:**

WEEK 6: LESSON 7

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Dribbling

**Specific Learning Outcomes:**

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

1. Collect locally available reusable materials (carrier bags, papers, dry leaves, old cloth, old sock, polythene bags).

2. Improvise a ball using knotting technique for use in dribbling.

3. Develop the skills of critical thinking and problem-solving when using locally available materials to improvise balls.

**Key Inquiry Question(s):**

- How is dribbling a ball done in various directions?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Communication and collaboration** | * **Love** * **Respect** | **Social economic and environmental conservation** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Reference books

- Open space

**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:

**1. Step 1:** Collect locally available reusable materials (carrier bags, papers, dry leaves, old cloth, old sock, polythene bags).

**2. Step 2:** Improvise a ball using knotting technique for use in dribbling.

**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 7: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Dribbling

**Specific Learning Outcomes:**

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

1. Identify different dribbling directions for space awareness through practice.

2. Dribble an improvised ball in different directions (forward).

3. Enjoy dribbling in different directions.

**Key Inquiry Question:**

- How is dribbling a ball done in various directions?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Communication and collaboration** | * **Love** * **Respect** | **Social economic and environmental conservation** |

**Learning Resources:**

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Open space

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on dribbling techniques.

- Have a brief discussion to recall key points from the previous lesson.

- Introduce the topic of dribbling in different directions and how it enhances space awareness.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Dribbling Directions

- Show examples of different dribbling directions using pictures and flashcards.

- Demonstrate how to dribble a ball forward and sideways.

- Discuss the importance of space awareness while dribbling.

**Step 2:** Practice Dribbling in Pairs

- Divide students into pairs and provide each pair with an improvised ball.

- Guide them to practice dribbling the ball in different directions, focusing on forward dribbling.

- Offer feedback and support as they practice.

**Step 3:** Group Dribbling Activity

- Have students form small groups and assign them a specific dribbling direction to work on together.

- Encourage collaboration and communication among group members.

- Observe and provide guidance as needed.

**Step 4:** Reflection and Sharing

- Gather the students back together and give them a chance to share their experiences with dribbling in different directions.

- Discuss the challenges they faced and the strategies they used to overcome them.

- Emphasize the enjoyment and satisfaction that can come from mastering dribbling skills.

**Conclusion (5 minutes):**

- Summarize the key points covered in the lesson, including the importance of space awareness and practicing dribbling in different directions.

- Conduct a fun and interactive quiz or game related to the lesson content.

- Provide a preview of the next lesson, prompting students to think about how they can continue to improve their dribbling skills.

**Extended Activities:**

- Assign students to practice dribbling in different directions at home and record their progress in a journal.

- Encourage them to create a short video demonstrating their dribbling skills and share it with the class in the next session.

**Teacher Self-Evaluation:**

WEEK 7: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Dribbling

**Specific Learning Outcomes:**

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

- Identify different dribbling directions for space awareness through practice.

- Dribble an improvised ball in different directions (forward).

- Enjoy dribbling in different directions.

**Key Inquiry Question(s):**

- How is dribbling a ball done in various directions?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Communication and collaboration** | * **Love** * **Respect** | **Social economic and environmental conservation** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Open space

**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:** Introduce the concept of dribbling and different directions. Discuss why it is important in sports.

**Step 2:** Demonstrate dribbling in different directions using flash cards and pictures.

**Step 3:** Practice dribbling an improvised ball in different directions (forward) in open space.

**Step 4:** Provide feedback and encourage learners to have fun while dribbling.

**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 game.

- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- A grade-relevant extended activity could be organizing a mini dribbling competition among classmates to practice what they have learned and further reinforce their skills.

**Teacher Self-Evaluation:**

WEEK 7: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Dribbling

**Specific Learning Outcomes:**

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

- Identify different dribbling directions for space awareness through practice.

- Dribble an improvised ball in different directions (forward).

- Enjoy dribbling in different directions.

**Key Inquiry Question(s):**

- How is dribbling a ball done in various directions?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Communication and collaboration** | * **Love** * **Respect** | **Social economic and environmental conservation** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Open space

**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:** Discuss different dribbling directions: Introduce the concept of dribbling in various directions and discuss the importance of space awareness.

**Step 2:** Dribble in a straight line: Practice dribbling an improvised ball in a straight line to enhance forward direction control.

**Step 3:** Dribble in curves: Encourage learners to dribble in curved paths to explore different directions and develop spatial awareness.

**Step 4:** Dribble freely: Allow learners to dribble freely in open space, promoting creativity and enjoyment in exploring different directions.

**Conclusion (5 minutes)**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity, such as a mini-game or quiz, 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 may include organizing a mini-dribbling competition, creating dribbling challenges using obstacles, or designing a group routine incorporating dribbling in various directions to deepen understanding and application of the concepts.

**Teacher Self-Evaluation:**

WEEK 7: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Subject:** Performing and Display

**Sub-Strand:** Dribbling

**Learning Objectives:**

By the end of the lesson, students should be able to:

1. Identify different dribbling directions for space awareness through practice.

2. Dribble an improvised ball in different directions (backward).

3. Enjoy dribbling in different directions.

**Key Inquiry Question:**

How is dribbling a ball done in various directions?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Communication and collaboration** | * **Love** * **Respect** | **Social economic and environmental conservation** |

**Learning Resources:**

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Open space

**Organization of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on dribbling.

- Guide students to read and discuss relevant content from the learning resources to understand key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Dribbling Directions

- Show flashcards with different dribbling directions (forward, backward, sideways).

- Discuss the importance of spatial awareness in dribbling.

**Step 2:** Practicing Dribbling in Different Directions

- Students practice dribbling an improvised ball in different directions individually.

- Provide feedback and guidance on technique.

**Step 3:** Group Dribbling Activity

- Divide students into groups and have them dribble the ball in a designated direction (backward) in a relay race.

- Emphasize teamwork and communication.

**Step 4:** Creative Dribbling

- Students use musical instruments to create a rhythmic dribbling pattern while moving in different directions.

- Encourage creativity and self-expression.

**Conclusion (5 minutes):**

- Summarize key points on dribbling in different directions.

- Conduct a brief interactive activity where students showcase their dribbling skills.

- Preview upcoming lessons on advanced dribbling techniques.

**Extended Activities:**

- Encourage students to practice dribbling at home and try dribbling in different directions on their own.

- Have students create a short dance routine incorporating dribbling movements to enhance coordination skills.

**Teacher Self-Evaluation:**

WEEK 7: LESSON 5

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Dribbling

**Specific Learning Outcomes:**

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

- Identify different dribbling directions for space awareness through practice.

- Dribble an improvised ball in different directions, including backward.

- Enjoy dribbling in different directions.

**Key Inquiry Question:**

- How is dribbling a ball done in various directions?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Communication and collaboration** | * **Love** * **Respect** | **Social economic and environmental conservation** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Open space

**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 Dribbling Directions

- Show flashcards or pictures depicting different dribbling directions.

- Discuss the concept of space awareness in dribbling and why it is important.

**Step 2:** Practicing Dribbling in Different Directions

- Demonstrate dribbling the ball in various directions.

- Have students practice dribbling independently, focusing on different directions.

- Provide individual feedback and guidance as needed.

**Step 3:** Dribbling Backward

- Introduce the concept of dribbling backward.

- Guide students in practicing dribbling the ball backward, emphasizing control and coordination.

**Step 4:** Enjoying Dribbling

- Engage students in a fun dribbling activity, such as dribbling to music or dribbling in a creative way.

- Encourage students to express themselves through dribbling in different directions.

**Conclusion (5 minutes)**

- Summarize key points and the learning objectives achieved during the lesson.

- Conduct a brief interactive activity to reinforce the main topics, such as a quick quiz or mini-game.

- Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage students to practice dribbling at home and keep a dribbling journal to track their progress.

- Organize a mini dribbling tournament or showcase where students can demonstrate their skills to their peers.

**Teacher Self-Evaluation:**

WEEK 7: LESSON 6

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Dribbling

**Specific Learning Outcomes:**

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

- Identify different dribbling directions for space awareness through practice.

- Dribble an improvised ball in different directions (backward).

- Enjoy dribbling in different directions.

**Key Inquiry Question(s):**

- How is dribbling a ball done in various directions?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Communication and collaboration** | * **Love** * **Respect** | **Social economic and environmental conservation** |

**Learning Resources:**

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Open space

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on dribbling.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts related to dribbling in various directions.

**Lesson Development (20 minutes)**

- Split into 4 distinct steps:

**Step 1:** Introduction to Dribbling Directions

- Show flashcards or images demonstrating different dribbling directions.

- Discuss with the learners the importance of being aware of space while dribbling.

**Step 2:** Dribble Practice

- Divide learners into groups, pairs, or individuals.

- Have them practice dribbling an improvised ball in different directions, focusing on dribbling backward.

**Step 3:** Skill Building

- Provide feedback and guidance to learners on their dribbling techniques.

- Encourage them to experiment with different ways of dribbling to improve their skills.

**Step 4:** Enjoyment of Dribbling

- Conclude the practice session by encouraging learners to enjoy the activity of dribbling in different directions.

**Conclusion (5 minutes)**

- Summarize key points learned during the lesson about dribbling in various directions.

- Conduct a brief interactive activity where learners demonstrate their dribbling skills to reinforce learning.

- Provide a preview of the upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Suggest learners to create their mini obstacle course for dribbling practice.

- Encourage learners to design their own dribbling drills incorporating different directions for further skill development.

**Teacher Self-Evaluation:**

WEEK 7: LESSON 7

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Dribbling

**Specific Learning Outcomes:**

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

- Identify different dribbling directions for space awareness through practice.

- Dribble an improvised ball in different directions (to the right).

- Enjoy dribbling in different directions.

**Key Inquiry Question:**

- How is dribbling a ball done in various directions?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Communication and collaboration** | * **Love** * **Respect** | **Social economic and environmental conservation** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Flash cards

- Digital devices

- Musical instruments

- Pictures

- Open space

**Organization of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on dribbling basics.

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

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Dribbling Directions

- Explain the importance of dribbling in different directions for space awareness.

- Demonstrate dribbling to the right and discuss key techniques.

**Step 2:** Practicing Dribbling in Different Directions

- Divide learners into groups and provide them with an improvised ball.

- Guide them to practice dribbling the ball to the right, emphasizing control and coordination.

**Step 3:** Exploring Space Awareness

- Set up an activity where learners dribble the ball in an open space, changing directions and speeds.

- Encourage them to experiment with different dribbling techniques.

**Step 4:** Reflecting and Sharing

- Have learners share their experiences with dribbling in different directions.

- Discuss the challenges faced and strategies used to overcome them.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson, emphasizing the importance of practicing dribbling in various directions.

- Conduct a brief interactive activity where learners demonstrate their dribbling skills.

- Provide a preview of the next session's topic and encourage learners to think about questions to consider.

**Extended Activities:**

- Encourage learners to practice dribbling at home, trying out different directions and speeds.

- Create a mini-dribbling challenge where learners can compete in dribbling races or obstacle courses to further develop their skills.

**Teacher Self-Evaluation:**

WEEK 9: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Dribbling

**Specific Learning Outcomes:**

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

- Identify different dribbling directions for space awareness through practice.

- Dribble an improvised ball in different directions (to the right).

- Enjoy dribbling in different directions.

**Key Inquiry Question:**

- How is dribbling a ball done in various directions?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Communication and collaboration** | * **Love** * **Respect** | **Social economic and environmental conservation** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Field makers

- Landing mats

- Group makers

- Improvised balls

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson with a brief recap.

- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding key concepts related to dribbling in different directions.

**Lesson Development (20 minutes):**

**Step 1:** Warm-up Activity

- Start with a fun warm-up game to get students moving and ready for the lesson.

**Step 2:** Introduction to Dribbling Directions

- Explain the concept of dribbling in different directions.

- Demonstrate how to dribble a ball to the right.

- Allow students to practice dribbling to the right individually.

**Step 3:** Practice in Groups

- Divide students into groups and have them practice dribbling in different directions.

- Encourage students to dribble while maintaining control of the ball.

**Step 4:** Creative Dribbling Exercise

- Challenge students to get creative with their dribbling techniques, incorporating different directions and movements.

**Conclusion (5 minutes):**

- Summarize the key points learned about dribbling in different directions.

- Conduct a brief interactive activity, such as a mini-dribbling competition, to reinforce learning.

- Provide a preview of the next session's topic or questions for students to consider.

**Extended Activities:**

- Assign students to practice dribbling at home and document their improvements or challenges.

- Have students create a short video demonstrating different dribbling directions and share it with the class.

**Teacher Self-Evaluation:**

WEEK 9: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Dribbling

**Specific Learning Outcomes:**

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

1. Identify different dribbling directions for space awareness through practice.

2. Dribble an improvised ball in different directions (to the right).

3. Enjoy dribbling in different directions.

**Key Inquiry Question(s):**

- How is dribbling a ball done in various directions?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Communication and collaboration** | * **Love** * **Respect** | **Social economic and environmental conservation** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Field makers

- Landing mats

- Group makers

- Improvised balls

**Organization of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on dribbling.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts of dribbling in different directions.

**Lesson Development (20 minutes)**

**Step 1:** Introduction to Dribbling Directions

- Explain the concept of dribbling in different directions.

- Demonstrate basic dribbling skills to the learners.

- Practice with learners as a group to dribble in place and to the right.

**Step 2:** Group Practice

- Organize learners into groups and assign each group a specific area to practice dribbling to the right.

- Provide guidance and feedback as students practice dribbling in their assigned space.

- Rotate groups to ensure all students have the opportunity to practice dribbling in different directions.

**Step 3:** Skill Building

- Introduce challenges to the dribbling activity, such as adding cones to dribble around or increasing the speed of dribbling.

- Encourage learners to experiment with different techniques while dribbling to the right.

**Step 4:** Fun Dribbling Games

- Engage students in fun dribbling games that involve dribbling in different directions.

- Encourage creativity and enjoyment while practicing dribbling skills.

**Conclusion (5 minutes)**

- Summarize key points about dribbling in different directions.

- Reinforce the importance of space awareness in dribbling.

- Conduct a brief interactive activity, such as a quiz or a group discussion, to reinforce learning.

- Preview upcoming topics or questions to consider for the next lesson.

**Extended Activities:**

- Encourage students to practice dribbling skills at home or during recess.

- Assign a reflective journal exercise for students to write about their experiences and improvements in dribbling different directions.

**Teacher Self-Evaluation:**

WEEK 9: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** Performing and Display

**Sub Strand:** Dribbling

**Specific Learning Outcomes:**

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

1. Identify different dribbling directions for space awareness through practice.

2. Dribble an improvised ball in different directions (to the left).

3. Enjoy dribbling in different directions.

**Key Inquiry Question:**

- How is dribbling a ball done in various directions?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Communication and collaboration** | * **Love** * **Respect** | **Social economic and environmental conservation** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Field markers

- Landing mats

- Group markers

- Improvised balls

**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:** Introduce different dribbling directions using field markers to delineate areas for practice.

**- Step 2:** Demonstrate dribbling an improvised ball to the left, emphasizing control and coordination.

**- Step 3:** Provide individual practice time for learners to dribble in various directions on their own.

**- Step 4:** Engage in group activities where learners dribble together in different directions, fostering teamwork and cooperation.

**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 dribbling at home and keep a dribbling journal to track progress.

- Organize a mini dribbling competition within the class to motivate students to improve their skills.

**Teacher Self-Evaluation:**

WEEK 9: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** Performing and Display

**Substrand:** Dribbling

**Specific Learning Outcomes:**

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

- Identify different dribbling directions for space awareness through practice.

- Dribble an improvised ball in different directions (to the left).

- Enjoy dribbling in different directions.

**Key Inquiry Question:**

- How is dribbling a ball done in various directions?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Communication and collaboration** | * **Love** * **Respect** | **Social economic and environmental conservation** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Field makers

- Landing mats

- Group makers

- Improvised balls

**Organization of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on basic dribbling skills.

- Guide learners to read and discuss relevant content from the learning resources, highlighting the importance of space awareness and different dribbling directions.

**Lesson Development (20 minutes):**

**- Step 1:** Demonstration of Dribbling

- Demonstrate how to dribble a ball to the left.

- Explain the importance of space awareness while dribbling.

**- Step 2:** Practice Session

- Divide the learners into groups or pairs.

- Allow each group to practice dribbling an improvised ball in different directions, focusing on dribbling to the left.

- Provide guidance and feedback as needed.

**- Step 3:** Skill Development

- Introduce variations in dribbling techniques, such as speed dribbling and control dribbling.

- Encourage learners to experiment with these variations while dribbling to the left.

**- Step 4:** Mini-Game

- Organize a mini-game where learners can showcase their dribbling skills in different directions.

- Emphasize teamwork and fair play during the game.

**Conclusion (5 minutes):**

- Summarize the key points covered during the lesson.

- Engage learners in a brief interactive activity, such as a quiz or discussion, to reinforce their understanding of dribbling in different directions.

- Provide a preview of the next lesson on advanced dribbling skills to spark curiosity and interest.

**Extended Activities:**

- Encourage learners to practice dribbling at home and track their progress.

- Ask learners to create a mini-routine incorporating different dribbling directions and present it to the class in the next session.

**Teacher Self-Evaluation:**

WEEK 9: LESSON 5

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Dribbling

**Specific Learning Outcomes:**

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

- Identify different dribbling directions for space awareness through practice.

- Dribble an improvised ball in different directions (to the left).

- Enjoy dribbling in different directions.

**Key Inquiry Question(s):**

- How is dribbling a ball done in various directions?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Communication and collaboration** | * **Love** * **Respect** | **Social economic and environmental conservation** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Field markers

- Landing mats

- Group markers

- Improvised balls

**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 the learning experience:

**Step 1:** Discuss the concept of dribbling and its importance in sports.

**Step 2:** Demonstrate different dribbling directions for space awareness.

**Step 3:** Practice dribbling an improvised ball in different directions (to the left).

**Step 4:** Engage learners in a dribbling activity, providing feedback and encouragement.

**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 dribbling in various directions outside of class and keep a journal of their progress.

- Organize a mini dribbling competition among peers to showcase their skills.

- Create a dribbling obstacle course for learners to navigate through different directions.

**Teacher Self-Evaluation:**

WEEK 9: LESSON 6

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Dribbling

**Specific Learning Outcomes:**

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

- Perform dribbling in different directions and give self and other group members feedback.

- Sing action songs while dribbling the ball to different directions.

- Have fun doing environmental activities by kicking the ball to different campus points.

**Key Inquiry Question(s):**

- How is dribbling a ball done in various directions?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Communication and collaboration** | * **Love** * **Respect** | **Social economic and environmental conservation** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Field makers

- Landing mats

- Group makers

- Improvised balls

**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 (30 minutes)**

- Based on learning experience:

**Step 1:**

- Divide learners into groups.

- Practice dribbling the ball in different directions within their groups.

- Encourage learners to provide feedback to each other on their dribbling skills.

**Step 2:**

- Introduce action songs related to dribbling.

- Have learners sing the songs while dribbling the ball to different directions.

- Emphasize coordination between singing and dribbling.

**Step 3:**

- Engage learners in environmental activities by kicking the ball to different campus points.

- Encourage creativity in selecting targets and kicking techniques while maintaining control over the ball.

**Step 4:**

- Allow time for learners to reflect on their performance and provide self-assessment on their dribbling skills.

- Facilitate a group discussion for learners to share feedback and celebrate individual progress.

**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:**

- Allow learners to create their action song related to dribbling and perform it in front of the class.

- Organize a mini dribbling tournament where learners can showcase their skills and compete in a friendly setting.

**Teacher Self-Evaluation:**

WEEK 9: LESSON 7

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** Performing and Display

**Sub Strand:** Dribbling

**Specific Learning Outcomes:**

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

- Perform dribbling in different directions and give self and other group members feedback.

- Sing action songs while dribbling the ball to different directions.

- Have fun doing environmental activities by kicking the ball to different campus points.

**Key Inquiry Question(s):**

- How is dribbling a ball done in various directions?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Communication and collaboration** | * **Love** * **Respect** | **Social economic and environmental conservation** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Field markers

- Landing mats

- Group makers

- Resource persons

- Improvised balls

**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:** Divide learners into groups and have them practice dribbling in different directions. Encourage them to provide feedback to each other.

**- Step 2:** Introduce singing action songs while dribbling the ball to different directions. Practice coordination between dribbling and singing.

**- Step 3:** Engage learners in environmental activities by kicking the ball to different campus points. Encourage creativity and teamwork.

**- Step 4:** Have a mini-performance where each group demonstrates their dribbling skills while singing the action songs.

**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:**

- Have learners create their own dribbling routines incorporating different dribbling techniques.

- Organize a mini dribbling competition where learners showcase their skills.

- Encourage learners to design a poster showcasing the importance of teamwork in sports.

**Teacher Self-Evaluation:**

WEEK 10: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Subject:** Performing and Display

**Substrand**: Dribbling

**Specific Learning Outcomes:**

- By the end of the lesson, students will be able to:

- Identify simple games that involve dribbling using digital devices.

- Observe rules and safety while playing games that involve dribbling in different directions.

- Enjoy playing games that involve dribbling in different directions.

**Key Inquiry Question:**

- How is dribbling a ball done in various directions?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Communication and collaboration** | * **Love** * **Respect** | **Social economic and environmental conservation** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Field markers

- Landing mats

- Group markers

- Improvised balls

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson.

- Guide students 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 Dribbling Games

- Explain the concept of dribbling in sports like basketball or soccer.

- Discuss the importance of dribbling in sports.

- Demonstrate basic dribbling techniques using an improvised ball.

**Step 2:** Identifying Dribbling Games

- In groups, have students brainstorm and identify simple games that involve dribbling.

- Encourage creativity and thinking about various ways to dribble in different directions.

**Step 3:** Observing Rules and Safety

- Review rules and safety guidelines for playing games that involve dribbling.

- Emphasize the importance of fair play and respecting others while playing.

**Step 4:** Enjoying Dribbling Games

- Allow students to practice dribbling in different directions in a fun and engaging way.

- Encourage positive reinforcement and teamwork among the students.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity where students demonstrate their dribbling skills.

- Preview upcoming topics or questions for the next session.

**Extended Activities:**

- Assign students to create their own dribbling game using digital devices.

- Have students write a reflection on their favorite dribbling game and why they enjoy playing it.

**Teacher Self-Evaluation:**

WEEK 10: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Dribbling

**Specific Learning Outcomes:**

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

1. Identify simple games that involve dribbling using digital devices.

2. Observe rules and safety while playing simple games that involve dribbling in different directions.

3. Enjoy playing games that involve dribbling in different directions.

**Key Inquiry Question(s):**

- How is dribbling a ball done in various directions?

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| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Communication and collaboration** | * **Love** * **Respect** | **Social economic and environmental conservation** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Field markers

- Landing mats

- Group markers

- Improvised balls

**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:** Divide learners into groups and explain the concept of dribbling. Discuss different directions in which dribbling can occur.

**- Step 2:** Introduce simple games involving dribbling using digital devices. Guide learners to identify these games and understand the rules involved.

**- Step 3:** Set up play stations with field markers and improvised balls. Have learners practice dribbling in different directions while observing safety measures.

**- Step 4:** Rotate groups through the stations to ensure all learners have the opportunity to play and practice dribbling skills.

**Conclusion (5 minutes)**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity where learners demonstrate their dribbling skills.

- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Assign learners to create their own dribbling games incorporating digital devices.

- Encourage learners to practice dribbling skills at home and keep a personal log of their progress.

**Teacher Self-Evaluation:**

WEEK 10: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Playing Musical Instrument (String)

**Specific Learning Outcomes:**

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

- Discuss how string instruments are played.

- Listen to and watch audio-visual recordings and pictures of varied music instruments (fiddles, ground bows, and mouth bows).

- Appreciate musical string instruments.

**Key Inquiry Question(s):**

- How are string instruments played?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Creativity and imagination** * **Self-Efficacy** | * **Responsibility** * **Unity** | **Environmental conservation**  **Self awareness**  **Self esteem** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Reusable locally available Digital devices

- Musical instruments

**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):**

- Split into 4 distinct steps:

**Step 1:**

- Introduce the concept of string instruments and discuss how they are played.

- Show examples of different string instruments such as fiddles, ground bows, and mouth bows through audio-visual recordings and pictures.

- Encourage students to observe and listen carefully to the sounds produced by each instrument.

**Step 2:**

- Facilitate a group discussion on the similarities and differences in playing techniques of the various string instruments.

- Encourage students to share their thoughts on the sounds produced and the unique characteristics of each instrument.

**Step 3:**

- Provide hands-on experience by allowing students to explore playing simple string instruments like a small violin or ukulele if available.

- Guide students in understanding basic techniques such as plucking strings and bowing.

**Step 4:**

- Engage students in a reflection activity where they express their appreciation for the sounds produced by string instruments they have learned about.

- Encourage students to share their favorite instrument and why they find it appealing.

**Conclusion (5 minutes):**

1. Summarize key points discussed during the lesson about string instruments and how they are played.

2. Conduct a brief interactive activity, such as a quiz or small performance, to reinforce learning.

3. Provide a preview of the upcoming lessons or topics to keep students engaged and excited for the next session.

**Extended Activities:**

- Encourage students to create their own simple string instruments using recycled materials and demonstrate how they are played.

- Organize a mini-concert where students can showcase their newfound knowledge of string instruments and perform for their peers or family.

**Teacher Self-Evaluation:**

WEEK 10: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Playing Musical Instrument (String)

**Specific Learning Outcomes:**

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

- Identify and talk about the string instruments from the recordings and pictures (fiddles).

- Imitate playing the string instruments individually (fiddles).

- Develop communication and collaboration as they visually and aurally identify and talk about the string instruments from the recordings and pictures.

**Key Inquiry Question(s):**

- How are string instruments played?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Creativity and imagination** * **Self-Efficacy** | * **Responsibility** * **Unity** | **Environmental conservation**  **Self awareness**  **Self esteem** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Reusable locally available Resource persons

- Digital devices

- Musical instruments

**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:

- Identify and talk about the string instruments from the recordings and pictures (fiddles).

- Imitate playing the string instruments individually (fiddles).

Split lesson development into 4 distinct steps:

**Step 1:** Introduce the concept of string instruments and discuss their characteristics. Show pictures and play recordings of fiddles to familiarize students with their appearance and sound.

**Step 2:** Demonstrate how to hold and play a fiddle. Allow students to try imitating the movements and sounds under supervision.

**Step 3:** Engage students in a discussion about different types of string instruments and their roles in music. Encourage them to share their thoughts and observations.

**Step 4:** Provide opportunities for students to collaborate in small groups and work on creating their own simple fiddle compositions or routines.

**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:

- Researching and presenting on famous composers who used string instruments in their music.

- Creating a mini-exhibition showcasing various string instruments and their history.

- Collaborating with a music teacher or local musician for a demonstration or workshop on string instruments.

**Teacher Self-Evaluation:**

WEEK 10: LESSON 5

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** Performing and Display

**Sub Strand:** Playing Musical Instrument (String)

**Specific Learning Outcomes:**

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

- Identify and talk about the string instruments from the recordings and pictures (ground bows).

- Imitate playing the string instruments individually (ground bows)

- Develop communication and collaboration as they visually and aurally identify and talk about the string instruments from the recordings and pictures

**Key Inquiry Question(s):**

- How are string instruments played?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Creativity and imagination** * **Self-Efficacy** | * **Responsibility** * **Unity** | **Environmental conservation**  **Self awareness**  **Self esteem** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Reusable locally available resources

- Resource persons

- Digital devices

- Musical instruments

**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:

- Identify and talk about the string instruments from the recordings and pictures (ground bows).

- Imitate playing the string instruments individually (ground bows).

Steps:

1. Display recordings and pictures of different string instruments.

2. Engage students in a discussion about the features and sounds of string instruments.

3. Demonstrate how to imitate playing a string instrument using a "ground bow" technique.

4. Provide time for students to practice imitating the playing of string instruments individually.

**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 extend learning, students can be encouraged to create their own string instruments using recyclable materials and demonstrate how to "play" them using the ground bow technique.

- Students can also research and present on famous string instrument players or famous compositions that prominently feature string instruments.

**Teacher Self-Evaluation:**

WEEK 10: LESSON 6

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** Performing and Display

**Sub Strand:** Playing Musical Instrument (String)

**Specific Learning Outcomes:**

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

- Identify and talk about the string instruments from the recordings and pictures (mouth bows).

- Imitate playing the string instruments individually (mouth bows).

- Develop communication and collaboration as they visually and aurally identify and talk about the string instruments from the recordings and pictures.

**Key Inquiry Question:**

- How are string instruments played?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Creativity and imagination** * **Self-Efficacy** | * **Responsibility** * **Unity** | **Environmental conservation**  **Self awareness**  **Self esteem** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Reusable locally available resource persons

- Digital devices

- Musical instruments

**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 the key concepts.

**Lesson Development (20 minutes)**

**- Step 1:** Show recordings and pictures of string instruments (mouth bows) and guide students to identify and talk about them.

**- Step 2:** Demonstrate how to imitate playing the string instruments individually (mouth bows) and allow students to practice.

**- Step 3:** Encourage students to collaborate in groups or pairs to discuss and describe the string instruments they observed.

**- Step 4:** Provide opportunities for students to showcase their imitating skills and share their findings with the class.

**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:**

- Students can create their own makeshift string instruments using household items like rubber bands and cardboard to deepen their understanding.

- Encourage students to research and present on different types of string instruments from around the world in a future lesson.

**Teacher Self-Evaluation:**

WEEK 10: LESSON 7

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Playing Musical Instrument (String)

**Specific Learning Outcomes:**

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

- Play the improvised string instrument (apply the skills of striking).

- Sing and make different body movements while playing the improvised string instrument.

- Enjoy singing games while playing an improvised wind instrument.

**Key Inquiry Question(s):**

- How are string instruments played?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Creativity and imagination** * **Self-Efficacy** | * **Responsibility** * **Unity** | **Environmental conservation**  **Self awareness**  **Self esteem** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Reusable locally available digital devices

- Musical instruments

**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:

- Play the improvised string instrument (apply the skills of striking).

- Sing and make different body movements while playing the improvised string instrument.

Steps:

**- Step 1:** Introduce the improvised string instrument and demonstrate the basic striking techniques.

**- Step 2:** Divide the students into small groups or pairs to practice playing the instrument and singing simultaneously.

**- Step 3:** Encourage students to explore different body movements while playing the instrument and singing.

**- Step 4:** Facilitate a group activity where students engage in singing games while playing the improvised wind instrument.

**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 improvised string instruments using recycled materials and share them in a mini-concert.

- Encourage students to research and present on different types of string instruments used in various cultures.

**Teacher Self-Evaluation:**

WEEK 11: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Playing Musical Instrument (String)

**Specific Learning Outcomes:**

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

- Play the improvised string instrument (apply the skills of striking).

- Sing and make different body movements while playing the improvised string instrument.

- Enjoy singing games while playing an improvised wind instrument.

**Key Inquiry Question:**

- How are string instruments played?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Creativity and imagination** * **Self-Efficacy** | * **Responsibility** * **Unity** | **Environmental conservation**  **Self awareness**  **Self esteem** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Reusable locally available Digital devices

- Musical instruments

**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 playing string instruments to the students.

- Demonstrate how to properly hold and strike the improvised string instrument.

**Step 2:**

- In groups, pairs, or individually, allow learners to practice playing the improvised string instrument using the striking technique.

**Step 3:**

- Encourage students to sing along and make body movements while playing the instrument to create a musical performance.

**Step 4:**

- Engage the students in singing games alongside playing the improvised wind instrument to foster enjoyment and creativity.

**Conclusion (5 minutes)**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity, such as a musical quiz or a rhythm exercise, to reinforce the main topics.

- Provide a preview of upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Extend the learning by having students create their own improvised string instruments at home using recycled materials. They can then perform a short musical piece for their classmates in the next lesson.

**Teacher Self-Evaluation:**

WEEK 11: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** Performing and Display

**Sub Strand:** Playing Musical Instrument (String)

**Specific Learning Outcomes:**

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

1. Play the improvised string instrument (apply the skills of striking).

2. Sing and make different body movements while playing the improvised string instrument.

3. Enjoy singing games while playing an improvised wind instrument.

**Key Inquiry Question:**

- How are string instruments played?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Creativity and imagination** * **Self-Efficacy** | * **Responsibility** * **Unity** | **Environmental conservation**  **Self awareness**  **Self esteem** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Reusable locally available Digital devices

- Musical instruments

**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

- Start with a brief warm-up activity to get students energized and ready to engage in the lesson.

- Encourage students to listen to a piece of string instrument music and identify the sounds they hear.

**Step 2:** Playing the Improvised String Instrument

- Demonstrate how to hold and play the improvised string instrument using striking movements.

- Divide students into small groups or pairs to practice playing the instrument, focusing on applying the skills of striking.

**Step 3:** Singing and Body Movements

- Teach students a simple song that they can sing while playing the improvised string instrument.

- Encourage students to make different body movements that match the rhythm and melody of the song.

**Step 4:** Enjoying Singing Games

- Introduce a singing game that incorporates playing an improvised wind instrument.

- Allow students to engage in the game while having fun exploring music and movement together.

**Conclusion (5 minutes):**

- Summarize key points learned during the lesson, emphasizing the ability to play the improvised string instrument and enjoy singing games.

- Conduct a brief interactive activity where students showcase what they have learned by performing a short musical piece.

- Provide a preview of the upcoming topics in the next session to spark curiosity and interest.

**Extended Activities:**

- Encourage students to create their own improvised string instruments using recyclable materials and compose a short piece of music to perform for their classmates.

- Explore different types of string instruments from around the world and compare how they are played and the sounds they produce.

**Teacher Self-Evaluation:**

WEEK 11: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Playing Musical Instrument (String)

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to: Play the improvised string instrument (apply the skills of plucking), sing and make different body movements while playing the improvised string instrument, and enjoy singing games while playing an improvised wind instrument.

**Key Inquiry Question(s):**

- How are string instruments played?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Creativity and imagination** * **Self-Efficacy** | * **Responsibility** * **Unity** | **Environmental conservation**  **Self awareness**  **Self esteem** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Reusable locally available resources

- Resource persons

- Digital devices

- Musical instruments

**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 play the improvised string instrument (apply the skills of plucking), sing, and make different body movements while playing the improvised string instrument.

**Step 1:** Introduce the string instrument to the students, explaining how it is played through plucking the strings.

**Step 2:** Demonstrate basic techniques of plucking strings on the improvised instrument.

**Step 3:** Engage students in a hands-on activity where they practice plucking the strings and making music.

**Step 4:** Encourage students to explore different body movements and singing while playing the instrument.

**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:

- Encouraging students to create their own simple string instrument at home using everyday materials.

- Organizing a mini-concert where students can showcase their newly acquired skills in playing the improvised string instrument to their peers or families.

**Teacher Self-Evaluation:**

WEEK 11: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub-Strand:** Playing Musical Instrument (String)

**Specific Learning Outcomes:**

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

- Play the improvised string instrument (apply the skills of plucking)

- Sing and make different body movements while playing the improvised string instrument

- Enjoy singing games while playing an improvised wind instrument

**Key Inquiry Question:**

- How are string instruments played?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Creativity and imagination** * **Self-Efficacy** | * **Responsibility** * **Unity** | **Environmental conservation**  **Self awareness**  **Self esteem** |

**Learning Resources:**

- Creative Arts Curriculum Grade 3

- Open space

- Reusable locally available resources

- Resource persons

- Digital devices

- Musical instruments

**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:** Introduction to String Instruments

- Begin by discussing what string instruments are and the different types that exist.

- Demonstrate how to pluck the strings and produce sound.

- Allow students to ask questions and explore the instruments.

**Step 2:** Practice Plucking Skills

- Divide students into groups or pairs.

- Provide each group with an improvised string instrument.

- Guide them to practice plucking the strings in rhythm.

- Encourage them to experiment with different plucking techniques.

**Step 3:** Singing and Body Movements

- Have students combine playing the string instrument with singing a simple melody.

- Guide them to make different body movements while playing to express the music.

- Encourage creativity and individual expression.

**Step 4:** Enjoy Singing Games

- Introduce singing games where students take turns playing the improvised wind instrument.

- Guide them through the rules of the games and encourage participation and enjoyment.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.

- Conduct a brief interactive activity (e.g., a mini-performance) to reinforce main topics.

- Provide a preview of upcoming topics or questions for the next session.

**Extended Activities:**

- Encourage students to explore different improvised instruments at home and create their own using household items.

- Have them practice a simple string instrument piece and perform it for the class in the next lesson.

**Teacher Self-Evaluation:**

WEEK 11: LESSON 5

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Playing Musical Instrument (String)

**Specific Learning Outcomes:**

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

1. Play the improvised string instrument (apply the skills of plucking)

2. Sing and make different body movements while playing the improvised string instrument.

3. Enjoy singing games while playing an improvised wind instrument

**Key Inquiry Question(s):**

- How are string instruments played?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Creativity and imagination** * **Self-Efficacy** | * **Responsibility** * **Unity** | **Environmental conservation**  **Self awareness**  **Self esteem** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Reusable locally available objects

- Digital devices

- Musical instruments

**Organization of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson.

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

**Lesson Development (20 minutes)**

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

Play the improvised string instrument (apply the skills of plucking), sing, and make different body movements while playing the improvised string instrument. The lesson development is split into 4 distinct steps:

**Step 1:**

Introduction to string instruments and basic plucking techniques. Show examples and demonstrate how to pluck different strings.

**Step 2:**

Practice plucking on a simple improvised string instrument. Encourage learners to experiment with different string patterns.

**Step 3:**

Integrate singing while plucking the string instrument. Encourage learners to create a simple melody while playing.

**Step 4:**

Incorporate body movements to the music while playing the improvised string instrument. Encourage creativity and expression through movement.

**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 musical performance where learners showcase what they have learned.

- 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 simple string instrument at home using household items, researching different types of string instruments from around the world, or practicing a short performance piece incorporating singing, plucking, and movements.

**Teacher Self-Evaluation:**

WEEK 11: LESSON 6

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Playing Musical Instrument (String)

**Specific Learning Outcomes:**

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

- Play the improvised string instrument (apply the skills of bowing).

- Sing and make different body movements while playing the improvised string instrument.

- Enjoy singing games while playing an improvised wind instrument.

**Key Inquiry Question(s):**

- How are string instruments played?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Creativity and imagination** * **Self-Efficacy** | * **Responsibility** * **Unity** | **Environmental conservation**  **Self awareness**  **Self esteem** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Reusable locally available Digital devices

- Musical instruments

**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: Play the improvised string instrument (apply the skills of bowing) Sing and make different body movements while playing the improvised string instrument.

**Step 1:** Introduce the string instrument to the students, explaining its parts and how it produces sound.

**Step 2:** Demonstrate proper bowing technique on the instrument and allow students to practice bowing on their own.

**Step 3:** Guide students to sing along while playing the instrument, incorporating body movements to the rhythm.

**Step 4:** Engage students in singing games that involve playing the improvised wind instrument, encouraging creativity 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 students to create their own simple musical compositions using the improvised string instrument.

- Have students practice performing short musical pieces in small groups, focusing on coordination and creativity in their performances.

- Explore different string instruments from around the world and discuss how they are played and the cultural significance behind them.

**Teacher Self-Evaluation:**

WEEK 11: LESSON 7

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Playing Musical Instrument (String)

**Specific Learning Outcomes:**

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

1. Play the improvised string instrument (apply the skills of bowing).

2. Sing and make different body movements while playing the improvised string instrument.

3. Enjoy singing games while playing an improvised wind instrument.

**Key Inquiry Question:**

- How are string instruments played?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Creativity and imagination** * **Self-Efficacy** | * **Responsibility** * **Unity** | **Environmental conservation**  **Self awareness**  **Self esteem** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Reusable locally available digital devices

- Musical instruments

**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 playing a string instrument and demonstrate proper bowing technique.

**Step 2:** Allow students to practice bowing and plucking on the improvised string instrument.

**Step 3:** Incorporate singing and body movements while playing the string instrument.

**Step 4:** Engage students in singing games that involve playing the improvised wind instrument.

**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:**

- Ask students to create their own improvised string instruments using recyclable materials at home and demonstrate playing techniques to their family members.

- Encourage students to research different string instruments from around the world and present their findings to the class.

**Teacher Self-Evaluation:**

WEEK 12: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Playing Musical Instrument (String)

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to: play the improvised string instrument (apply the skills of bowing), sing and make different body movements while playing the improvised string instrument, enjoy singing games while playing an improvised wind instrument.

**Key Inquiry Question(s):**

- How are string instruments played?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Creativity and imagination** * **Self-Efficacy** | * **Responsibility** * **Unity** | **Environmental conservation**  **Self awareness**  **Self esteem** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Reusable locally available items

- Digital devices

- Musical instruments

**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 key concepts.

**Lesson Development (20 minutes)**

- Based on learning experience: In groups, pairs, or individually, learners are guided to play the improvised string instrument (apply the skills of bowing), sing, and make different body movements while playing the improvised string instrument. The lesson development must be split into 4 distinct steps:

**Step 1:** Introduction to String Instruments

- Show learners different string instruments and play samples of music.

- Discuss the role of bowing in playing string instruments.

**Step 2:** Hands-On Practice

- Provide learners with improvised string instruments.

- Demonstrate basic bowing techniques.

- Guide learners to practice bowing and producing sounds on the instruments.

**Step 3:** Incorporating Singing and Movement

- Encourage learners to sing along while playing the string instrument.

- Introduce simple rhythmic movements to accompany the music.

**Step 4:** Singing Games

- Engage learners in fun singing games that involve playing the improvised wind instrument.

- Encourage creativity and exploration through music and movement.

**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:**

- To deepen understanding, suggest creating their own string instruments using everyday items and experimenting with different sounds.

- Encourage learners to research famous string musicians and share their findings with the class.

**Teacher Self-Evaluation:**

WEEK 12: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Playing Musical Instrument (String)

**Specific Learning Outcomes:**

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

1. Play the improvised string instrument (apply the skills of strumming).

2. Sing and make different body movements while playing the improvised string instrument.

3. Enjoy singing games while playing an improvised wind instrument.

**Key Inquiry Question(s):**

- How are string instruments played?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Creativity and imagination** * **Self-Efficacy** | * **Responsibility** * **Unity** | **Environmental conservation**  **Self awareness**  **Self esteem** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Reusable locally available materials

- Digital devices (if needed for reference)

- Musical instruments

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson and engage learners in a brief discussion to recall key concepts.

- Enable learners to read and discuss relevant content from the learning resources to set the context for the current lesson.

**Lesson Development (20 minutes)**

**- Step 1:** Introduce the concept of playing the improvised string instrument. Demonstrate strumming techniques and guide learners in practicing the same individually.

**- Step 2:** Encourage learners to incorporate singing along with strumming the string instrument. Emphasize coordination between singing and playing.

**- Step 3:** Integrate body movements into the musical performance. Guide learners to experiment with different movements while playing the instrument and singing simultaneously.

**- Step 4:** Facilitate a group activity where learners engage in singing games while playing an improvised wind instrument. Encourage creativity and collaboration among the groups.

**Conclusion (5 minutes)**

- Summarize the key points covered in the lesson, highlighting the skills developed in playing the string instrument, singing, and coordinating body movements.

- Conduct a brief interactive activity, such as a musical performance by selected learners, to reinforce the learning outcomes.

- Provide a preview of the next session's topics or questions to spark curiosity and maintain engagement.

**Extended Activities:**

- Encourage learners to create their own musical compositions using the skills learned in class.

- Organize a mini-concert where students can showcase their performances to the class or school community.

- Introduce simple music theory concepts related to string instruments to deepen understanding of musical principles.

**Teacher Self-Evaluation:**

WEEK 12: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Playing Musical Instrument (String)

**Specific Learning Outcomes:**

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

- Play the improvised string instrument (apply the skills of strumming)

- Sing and make different body movements while playing the improvised string instrument

- Enjoy singing games while playing an improvised wind instrument

**Key Inquiry Question(s):**

- How are string instruments played?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Creativity and imagination** * **Self-Efficacy** | * **Responsibility** * **Unity** | **Environmental conservation**  **Self awareness**  **Self esteem** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Reusable locally available digital devices

- Musical instruments

**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 play the improvised string instrument (apply the skills of strumming), sing, and make different body movements while playing the improvised string instrument.

Lesson Development Steps:

**Step 1:** Introduction to String Instruments

- Show examples of different string instruments and discuss their characteristics.

- Demonstrate how to properly hold and strum a string instrument.

**Step 2:** Practice Strumming Techniques

- Guide students in practicing basic strumming techniques on the improvised string instruments provided.

- Provide individual feedback and assistance as needed.

**Step 3:** Singing and Movement

- Encourage students to sing along while playing the string instruments.

- Explore different body movements that can accompany the music being played.

**Step 4:** Singing Games

- Introduce engaging singing games that involve playing the improvised wind instruments.

- Allow students to participate in these games to reinforce learning.

**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 musical guessing game.

- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Encourage students to practice playing the string instruments at home and explore different songs they can play.

- Assign a creative project where students create their own improvised string instruments using recyclable materials.

**Teacher Self-Evaluation:**

WEEK 12: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Playing Musical Instrument (String)

**Specific Learning Outcomes:**

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

1. Play the improvised string instrument (apply the skills of strumming)

2. Sing and make different body movements while playing the improvised string instrument.

3. Enjoy singing games while playing an improvised wind instrument

**Key Inquiry Question(s):**

- How are string instruments played?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Creativity and imagination** * **Self-Efficacy** | * **Responsibility** * **Unity** | **Environmental conservation**  **Self awareness**  **Self esteem** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Reusable locally available materials

- Digital devices

- Musical instruments

**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:**

In groups, pairs, or individually, learners will practice playing the improvised string instrument by applying strumming techniques.

**- Step 2:**

Encourage learners to sing and make different body movements while playing the improvised string instrument to integrate music and movement skills.

**- Step 3:**

Introduce singing games while playing the improvised wind instrument to engage learners in a fun and interactive musical activity.

**- Step 4:**

Provide opportunities for learners to showcase their skills by performing in front of the class or in small groups.

**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 musical quiz or a short performance.

3. Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Encourage learners to create their improvised musical instruments using recyclable materials at home and share their creations in the next class session.

- Organize a mini-concert where students can perform their musical creations for their peers, teachers, and parents.

**Teacher Self-Evaluation:**

WEEK 12: LESSON 5

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Playing Musical Instrument (String)

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to: Play the improvised string instrument, use digital devices to record while playing string instruments, develop responsibility by taking care of digital devices when recording and playing string musical instruments for enjoyment.

**Key Inquiry Question:**

- How are string instruments played?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Creativity and imagination** * **Self-Efficacy** | * **Responsibility** * **Unity** | **Environmental conservation**  **Self awareness**  **Self esteem** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3, open space, reusable locally available digital devices, musical instruments

**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 this lesson, learners will be divided into groups, pairs, or work individually to explore playing improvised string instruments and using digital devices to record their performances. The lesson will be split into 4 distinct steps as outlined below:

**Step 1:** Introduction to String Instruments

- Introduce different types of string instruments such as guitars, violins, and ukuleles.

- Demonstrate how to hold and play a simple improvised string instrument.

- Encourage learners to experiment with creating sounds on the string instruments.

**Step 2:** Recording on Digital Devices

- Explain how digital devices can be used to record music.

- Teach learners how to operate digital recording devices.

- Allow learners to practice recording their string instrument performances.

**Step 3:** Playing String Instruments

- Provide time for learners to play the improvised string instruments individually or in groups.

- Encourage them to use the skills learned in Step 1 to create music.

**Step 4:** Digital Device Care

- Discuss the importance of taking care of digital devices.

- Guide learners on proper handling and storage of digital devices used for recording and playing music.

**Conclusion (5 minutes)**

- Summarize key points from the lesson.

- Recap the learning objectives achieved.

- Conduct a brief interactive activity, such as a quiz or performance, to reinforce the main topics.

- Preview upcoming topics or questions to consider in the next session.

**Extended Activities:**

- Grade-appropriate extended activities could include creating a short musical composition using the recorded performances, researching famous string instrument players, or designing a poster showcasing different types of string instruments.

**Teacher Self-Evaluation:**

WEEK 12: LESSON 6

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Playing Musical Instrument (String)

**Specific Learning Outcomes:**

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

1. Play the improvised string instrument.

2. Use digital devices to record when playing string instruments.

3. Develop responsibility by taking care of digital devices as they record and play string musical instruments for enjoyment.

**Key Inquiry Question:**

- How are string instruments played?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Creativity and imagination** * **Self-Efficacy** | * **Responsibility** * **Unity** | **Environmental conservation**  **Self awareness**  **Self esteem** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Reusable locally available digital devices

- Musical instruments

**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):**

Based on learning experience, in groups, pairs, or individually, learners are guided to engage in the following steps:

**Step 1:** Setting Up

- Introduce the improvised string instruments and digital devices to the learners.

- Demonstrate how to care for the devices and instruments.

**Step 2:** Exploring and Playing

- Allow learners to explore the string instruments and practice playing them.

- Encourage them to use the digital devices to record their performances.

**Step 3:** Recording and Reviewing

- Guide learners in recording their performances using the digital devices.

- Review the recordings together, discussing strengths and areas for improvement.

**Step 4:** Reflection and Sharing

- Have learners reflect on their experiences playing the string instruments and using the digital devices.

- Encourage them to share their recordings 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 short quiz or discussion.

3. Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage learners to create their own musical compositions using string instruments and digital devices.

- Explore different types of string instruments and their unique sounds through research or additional hands-on activities.

**Teacher Self-Evaluation:**

WEEK 12: LESSON 7

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 3 | CREATIVE ARTS ACTIVITIES |  |  |  |

**Strand:** PERFORMING AND DISPLAY

**Sub Strand:** Playing Musical Instrument (String)

**Specific Learning Outcomes:**

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

1. Play the improvised string instrument.

2. Use digital devices to record when playing string instruments.

3. Develop responsibility by taking care of digital devices as they record and play string musical instruments for enjoyment.

**Key Inquiry Question(s):**

- How are string instruments played?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Creativity and imagination** * **Self-Efficacy** | * **Responsibility** * **Unity** | **Environmental conservation**  **Self awareness**  **Self esteem** |

**Learning Resources:**

- Creative Arts Curriculum Design Grade 3

- Open space

- Reusable locally available digital devices

- Musical instruments

**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 String Instruments

- Show examples of different string instruments and discuss how they are played.

- Demonstrate basic techniques for playing a string instrument.

**- Step 2:** Hands-on Practice

- Divide learners into groups or pairs.

- Provide each group with an improvised string instrument.

- Instruct them to practice playing the instrument while focusing on technique and sound production.

**- Step 3:** Recording and Playback

- Introduce the use of digital devices for recording.

- Guide learners to record themselves playing the string instrument.

- Encourage them to listen to the recordings and reflect on their performance.

**- Step 4:** Responsibility and Care

- Discuss the importance of taking care of digital devices.

- Emphasize the responsibility involved in handling and using technology for recording music.

**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 quiz or discussion.

- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Encourage learners to explore different types of string instruments and their cultural significance.

- Have students create their own makeshift string instruments using household items and experiment with different sounds.

**Teacher Self-Evaluation:**