WEEK 1: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** Creating and Execution

**Sub Strand**: 3-Sequence Gymnastics

**Specific Learning Outcomes:**

- Describe a 3-sequence gymnastics performance

- Perform a 3-sequence gymnastics routine accompanied by an instrumental ensemble

- Appreciate own and peers' woven mats used for gymnastics performance

**Key Inquiry Question(s):**

- How can sequencing in gymnastics promote creativity?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking and problem solving** * **Self efficacy** | * **Responsibility** * **Love** | **Safety**  **Gender** |

**Learning Resources:**

- Physical and Health Education (PHE) design,

- Field/space for gymnastic routines

- Video for demonstration

- Checklist for performance evaluation

- Exercise books, pens, erasers, baton, first aid kit, pencils, mats, task cards

- KLB Visionary PHE Grade 4 Activity Learners Book Grade 6, Pages 90-92

**Organization of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on gymnastics skills and sequences.

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

**Lesson Development (25 minutes)**

**Step 1:** Understanding the concept of gymnastics sequencing

- Discuss the importance of sequencing in gymnastics routines

- Demonstrate basic gymnastic skills (cartwheel, balances, and rolls)

- Guide students to brainstorm and plan a 3-phase sequence routine

**Step 2:** Practicing the gymnastics routine

- Allow students to practice their 3-phase sequence routine on woven mats

- Provide feedback and assistance as needed

- Emphasize coordination and fluidity in transitions

**Step 3:** Performing the gymnastics routine

- Each student performs their 3-phase sequence routine accompanied by instrumental music

- Encourage peer evaluation and feedback on performances

- Discuss the importance of presentation and self-expression in performance arts

**Conclusion (5 minutes)**

- Summarize the key points learned about gymnastics sequencing and performance

- Conduct a brief interactive activity, such as a mini-showcase of routines or a peer evaluation session

- Preview upcoming topics or questions for the next session

**Extended Activities:**

- Develop a group choreographed gymnastics routine incorporating music and props

- Research famous gymnasts and their signature routines

- Create a visual storyboard or diagram illustrating a complex gymnastics sequence

**Teacher Self-Evaluation:**

WEEK 1: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** Creating and Execution

**Sub-Strand:** 3-Sequence Gymnastics

**Specific Learning Outcomes:**

- Describe 3-sequence gymnastics.

- Perform a 3-sequence gymnastics routine accompanied by an instrumental ensemble.

- Appreciate own and peers' woven mats used for gymnastics performance.

**Key Inquiry Question:**

- How can practicing a 3-phase sequence of a roll, balance, and/or cartwheel on a mat enhance gymnastics skills?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking and problem solving** * **Self efficacy** | * **Responsibility** * **Love** | **Safety**  **Gender** |

**Learning Resources:**

- PHE design

- Field/space

- Video

- Checklist

- Exercise books

- Pens

- Rubbers

- Bat

- First aid kit

- Pencils

- Mats

- Task cards

- KLB Visionary PHE Grade 4 Activity Book

- Learners Book Grade 6 Pages 90-92

**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 (25 minutes):**

**Step 1:**

- Discuss how sequencing in gymnastics fosters creativity.

- Practice a 3-phase sequence involving a roll, balance, and cartwheel.

**Step 2:**

- Explain the benefits of recycling to the environment.

- Relate the concept of reusing materials to the importance of using mats in gymnastics.

**Step 3:**

- Perform the 3-sequence gymnastics routine with an instrumental ensemble.

**Step 4:**

- Appreciate and provide feedback on peers' woven mats used for gymnastics performances.

**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 their own 3-phase gymnastics routine and perform it for the class.

- Assign a project where students design and decorate their own woven mats for gymnastics performances.

**Teacher Self-Evaluation:**

WEEK 1: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** Creating and Execution

**Sub-Strand:** 3-Sequence Gymnastics

**Specific Learning Outcomes:**

- Describe 3-sequence gymnastics.

- Perform a 3-sequence gymnastics routine accompanied by an instrumental ensemble.

- Appreciate own and peers' woven mats used for gymnastics performance.

**Key Inquiry Question:**

- How can practicing a 3-phase sequence of a roll, balance, and/or cartwheel on a mat enhance gymnastics skills?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking and problem solving** * **Self efficacy** | * **Responsibility** * **Love** | **Safety**  **Gender** |

**Learning Resources:**

- PHE design

- Field/space

- Video

- Checklist

- Exercise books

- Pens

- Rubbers

- Bat

- First aid kit

- Pencils

- Mats

- Task cards

- KLB Visionary PHE Grade 4 Activity Book

- Learners Book Grade 6 Pages 90-92

**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 (25 minutes):**

**Step 1:**

- Discuss how sequencing in gymnastics fosters creativity.

- Practice a 3-phase sequence involving a roll, balance, and cartwheel.

**Step 2:**

- Explain the benefits of recycling to the environment.

- Relate the concept of reusing materials to the importance of using mats in gymnastics.

**Step 3:**

- Perform the 3-sequence gymnastics routine with an instrumental ensemble.

**Step 4:**

- Appreciate and provide feedback on peers' woven mats used for gymnastics performances.

**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 their own 3-phase gymnastics routine and perform it for the class.

- Assign a project where students design and decorate their own woven mats for gymnastics performances.

**Teacher Self-Evaluation:**

WEEK 1: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** CREATING AND EXECUTION

**Sub Strand:** 3-sequence gymnastics

**Specific Learning Outcomes:**

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

1. Describe 3-sequence gymnastics.

2. Perform a 3-sequence gymnastics performance accompanied by an instrumental ensemble.

3. Appreciate own and peers’ woven mats used for gymnastics performance.

**Key Inquiry Question(s):**

- How does sequencing in gymnastics foster creativity?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking and problem solving** * **Self efficacy** | * **Responsibility** * **Love** | **Safety**  **Gender** |

**Learning Resources:**

- PHE design, field/space, video, checklist, exercise books, pens, rubbers bat, first aid kit, pencils, mats, task cards, KLB Visionary PHE Grd 4 Act. Learners Book Grd 6 Pg.90-92

**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 (25 minutes)**

**- Step 1:** Introduce the concept of 3-sequence gymnastics to the students.

**- Step 2:** Discuss the importance of coordination and rhythm in gymnastics performances.

**- Step 3:** Demonstrate a 3-phase gymnastics sequence accompanied by a percussion instrumental ensemble.

**- Step 4:** Allow students to practice and perform their own 3-sequence gymnastics 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:**

- For an extended activity, students can create a storyboard or diagram illustrating the different phases of a gymnastics performance.

- Students can also research and present on famous gymnasts and their signature routines, highlighting the creativity and skill involved in gymnastics.

**Teacher Self-Evaluation:**

WEEK 1: LESSON 5

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** CREATING AND EXECUTION

**Sub Strand:** 3-sequence gymnastics

**Specific Learning Outcomes:**

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

1. Describe 3-sequence gymnastics.

2. Perform a 3-sequence gymnastics performance accompanied by an instrumental ensemble.

3. Appreciate own and peers’ woven mats used for gymnastics performance.

**Key Inquiry Question(s):**

- How does sequencing in gymnastics foster creativity?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Critical thinking and problem solving** * **Self efficacy** | * **Responsibility** * **Love** | **Safety**  **Gender** |

**Learning Resources:**

- PHE design, field/space, video, checklist, exercise books, pens, rubbers bat, first aid kit, pencils, mats, task cards, KLB Visionary PHE Grd 4 Act. Learners Book Grd 6 Pg.90-92

**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 (25 minutes)**

**- Step 1:** Introduce the concept of 3-sequence gymnastics to the students.

**- Step 2:** Discuss the importance of coordination and rhythm in gymnastics performances.

**- Step 3:** Demonstrate a 3-phase gymnastics sequence accompanied by a percussion instrumental ensemble.

**- Step 4:** Allow students to practice and perform their own 3-sequence gymnastics 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:**

- For an extended activity, students can create a storyboard or diagram illustrating the different phases of a gymnastics performance.

- Students can also research and present on famous gymnasts and their signature routines, highlighting the creativity and skill involved in gymnastics.

**Teacher Self-Evaluation:**

WEEK 1: LESSON 6

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** CREATING AND EXECUTION

**Sub Strand:** Singing the solfa syllables (d-d')

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to: identify sol-fa syllables (d-d'), sing the solfa syllables (d-d’) ascending and descending, appreciate melodies created by self and others.

**Key Inquiry Question(s):**

- Learner is guided to: sing solfa syllable d r m f s l t d’ ascending and descending with accuracy in pitch.

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Critical thinking and problem solving** | * **Respect** * **Unity** * **Integrity** | **Mentorship & peer education**  **Talent identification** |

**Learning Resources:**

- Finger chart, descant recorders, ICT devices, audio visual recordings.

- Spotlight Music Act. TG. Grd 6 Pg.109-124.

- Spotlight Music Act. Learners Book Grd 6 Pg.86-96.

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on solfa syllables.

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

**Lesson Development (25 minutes)**

**Step 1:** Understanding Solfa Syllables

- Explain and demonstrate the solfa syllables (d r m f s l t d’) to the students.

- Practice singing the solfa syllables in ascending and descending order together as a group.

**Step 2:** Creating Melodies

- Discuss with the students how melodies are created using solfa syllables.

- Guide students to create their own melodies using the solfa syllables provided.

- Encourage students to practice singing their melodies aloud.

**Step 3:** Appreciating Melodies

- Play audio visual recordings of melodies created by the students.

- Facilitate a discussion on the different melodies and encourage students to appreciate and provide feedback on each other's work.

**Step 4:** Singing Exercise

- Conduct a singing exercise where students have to sing the solfa syllables (d-d’) accurately in pitch both ascending and descending.

- Provide individual feedback and guidance to help students improve their singing.

**Conclusion (5 minutes)**

- Summarize key points learned during the lesson.

- Conduct a brief interactive activity where students showcase their created melodies.

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

**Extended Activities:**

- Assign students to create a short composition using the solfa syllables learned in class. They can perform these compositions in the next lesson.

- Encourage students to explore different musical genres and identify how solfa syllables are used in each.

**Teacher Self-Evaluation:**

WEEK 2: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** Creating and Execution

**Sub Strand:** Singing the solfa syllables (d-d’)

**Specific Learning Outcomes:**

- Identify sol-fa syllables (d-d’)

- Sing the solfa syllables (d-d’) ascending and descending

- Appreciate melodies created by self and others

**Key Inquiry Question(s):**

- Can you sing the solfa syllables (d-d’) using la and vowel sounds ascending and descending?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Critical thinking and problem solving** | * **Respect** * **Unity** * **Integrity** | **Mentorship & peer education**  **Talent identification** |

**Learning Resources:**

- Finger chart

- Descant recorders

- ICT devices

- Audio visual recordings

- Spotlight Music Act. TG. Grd 6 Pg.109-124

- Spotlight Music Act. Learners Book Grd 6 Pg.86-96

**Lesson Plan:**

**Introduction (5 minutes):**

- Review the previous lesson on solfa syllables.

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

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Sol-fa Syllables

- Introduce solfa syllables (d-d’), explaining the concept and demonstrating how they are sung using la and vowel sounds.

- Practice singing solfa syllables ascending and descending as a group.

**Step 2:** Identifying and Singing Solfa Syllables

- Distribute descant recorders and finger charts to assist in identifying and singing solfa syllables.

- Have students practice singing solfa syllables individually and in small groups.

**Step 3**: Creating Melodies

- Discuss how one can create interesting melodies using solfa syllables.

- Encourage students to experiment with creating their melodies using the solfa syllables learned.

**Step 4:** Appreciating Melodies

- Play audio visual recordings of melodies created by others.

- Discuss and analyze the melodies, pointing out elements that make them interesting or unique.

**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson.

- Conduct a brief interactive activity where students demonstrate singing solfa syllables.

- Preview upcoming topics or questions for the next session.

**Extended Activities:**

- Have students compose their melodies using solfa syllables and perform them for the class.

- Create a group project where students collaborate to compose a melody together using solfa syllables.

**Teacher Self-Evaluation:**

WEEK 2: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** Creating and Execution

**Sub Strand**: Singing the solfa syllables (d-d’)

**Specific Learning Outcomes:**

- Identify sol-fa syllables (d-d’)

- Sing the solfa syllables (d-d’) ascending and descending

- Appreciate melodies created by self and others

**Key Inquiry Question(s):**

- Can you imitate solfa pitches sung or played on a melodic instrument for pitch discrimination?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Critical thinking and problem solving** | * **Respect** * **Unity** * **Integrity** | **Mentorship & peer education**  **Talent identification** |

**Learning Resources:**

- Finger chart

- Descant recorders

- ICT devices

- Audio visual recordings

- Spotlight Music Act. TG. Grd 6 Pg.109-124

- Spotlight Music Act. Learners Book Grd 6 Pg.86-96

**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 (25 minutes)**

**Step 1:** Introduction to Solfa Syllables

- Explain what solfa syllables are and demonstrate the d-d' sequence

- Practice identifying and singing the solfa syllables (d-d') as a group

- Encourage learners to use finger charts and recorders to enhance learning

**Step 2:** Ascending and Descending Melodies

- Teach learners how to ascend and descend while singing the solfa syllables

- Provide examples of simple melodies using solfa syllables for practice

- Have learners create their own melodies using the d-d' sequence

**Step 3:** Appreciating Melodies

- Listen to audiovisual recordings of melodies created by others

- Discuss the different elements of the melodies and what makes them interesting

- Encourage learners to appreciate and critique the melodies respectfully

**Step 4:** Collaborative Melodic Creation

- Divide learners into groups and have them collaborate to create a short melody using the solfa syllables

- Each group performs their melody for the class and receives feedback from peers

- Discuss the importance of teamwork and creativity in music composition

**Conclusion (5 minutes)**

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

- Conduct a brief interactive activity where learners sing a short melody using solfa syllables

- Preview upcoming topics and questions to consider for the next session

**Extended Activities:**

- Encourage learners to practice singing solfa syllables on their own and create more melodies

- Ask learners to research famous songs that use solfa syllables in their composition

- Organize a group performance where learners showcase their melodies to an audience

**Teacher Self-Evaluation:**

WEEK 2: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** CREATING AND EXECUTION

**Sub Strand:** Performing major scale using Kodaly

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to: describe Kodaly hand signs, perform the major scale using Kodaly hand signs, appreciate melodies created by self and others.

**Key Inquiry Question(s):**

How can one create interesting melodies?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Critical thinking and problem solving** | * **Respect** * **Unity** * **Integrity** | **Mentorship & peer education**  **Talent identification** |

**Learning Resources:**

- Finger chart, descant recorders, ICT devices, audiovisual recordings, Spotlight Music Act. TG. Grd 6 Pg.109-124, Spotlight Music Act. Learners Book Grd 6 Pg.86-96

**Lesson Plan:**

**Introduction (5 minutes)**

- Review the previous lesson on Kodaly hand signs and the major scale.

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

**Lesson Development (25 minutes)**

**Step 1:** Introduction to Kodaly Hand Signs

- Explain and demonstrate the Kodaly hand signs for the major scale.

- Practice identifying and performing the hand signs along with the corresponding solfa syllables.

**Step 2:** Performing the Major Scale

- Have students practice performing the major scale using Kodaly hand signs with guidance and corrections as needed.

- Encourage students to memorize the sequence and practice independently.

**Step 3:** Appreciating Melodies

- Listen to melodies created by students and discuss their compositions.

- Provide feedback on their compositions and encourage appreciation for the creative efforts of others.

**Step 4:** Interactive Activities

- Engage students in a group activity where they create a short melody using Kodaly hand signs and perform it for the class.

- Encourage peer feedback and discussion on the different melodies created.

**Conclusion (5 minutes)**

- Summarize key points learned during the lesson, including Kodaly hand signs, performing the major scale, and appreciating melodies.

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

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

**Extended Activities:**

- Ask students to create their melodies using Kodaly hand signs and share them with their peers.

- Explore different scales and encourage students to practice performing them using Kodaly hand signs independently.

**Teacher Self-Evaluation:**

WEEK 2: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** CREATING AND EXECUTION

**Sub Strand:** Performing major scale using Kodaly

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to: describe Kodaly hand signs, perform the major scale using Kodaly hand signs, appreciate melodies created by self and others.

**Key Inquiry Question(s):**

How can one create interesting melodies?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Critical thinking and problem solving** | * **Respect** * **Unity** * **Integrity** | **Mentorship & peer education**  **Talent identification** |

**Learning Resources:**

- Finger chart, descant recorders, ICT devices, audiovisual recordings, Spotlight Music Act. TG. Grd 6 Pg.109-124, Spotlight Music Act. Learners Book Grd 6 Pg.86-96

**Lesson Plan:**

**Introduction (5 minutes)**

- Review the previous lesson on Kodaly hand signs and the major scale.

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

**Lesson Development (25 minutes)**

**Step 1:** Introduction to Kodaly Hand Signs

- Explain and demonstrate the Kodaly hand signs for the major scale.

- Practice identifying and performing the hand signs along with the corresponding solfa syllables.

**Step 2:** Performing the Major Scale

- Have students practice performing the major scale using Kodaly hand signs with guidance and corrections as needed.

- Encourage students to memorize the sequence and practice independently.

**Step 3:** Appreciating Melodies

- Listen to melodies created by students and discuss their compositions.

- Provide feedback on their compositions and encourage appreciation for the creative efforts of others.

**Step 4:** Interactive Activities

- Engage students in a group activity where they create a short melody using Kodaly hand signs and perform it for the class.

- Encourage peer feedback and discussion on the different melodies created.

**Conclusion (5 minutes)**

- Summarize key points learned during the lesson, including Kodaly hand signs, performing the major scale, and appreciating melodies.

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

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

**Extended Activities:**

- Ask students to create their melodies using Kodaly hand signs and share them with their peers.

- Explore different scales and encourage students to practice performing them using Kodaly hand signs independently.

**Teacher Self-Evaluation:**

WEEK 2: LESSON 5

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** CREATING AND EXECUTION

**Sub Strand:** Performing major scale using Kodaly

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to: describe Kodaly hand signs, perform the major scale using Kodaly hand signs, appreciate melodies created by self and others.

**Key Inquiry Question(s):**

How can one create interesting melodies?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Critical thinking and problem solving** | * **Respect** * **Unity** * **Integrity** | **Mentorship & peer education**  **Talent identification** |

**Learning Resources:**

- Finger chart, descant recorders, ICT devices, audiovisual recordings, Spotlight Music Act. TG. Grd 6 Pg.109-124, Spotlight Music Act. Learners Book Grd 6 Pg.86-96

**Lesson Plan:**

**Introduction (5 minutes)**

- Review the previous lesson on Kodaly hand signs and the major scale.

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

**Lesson Development (25 minutes)**

**Step 1:** Introduction to Kodaly Hand Signs

- Explain and demonstrate the Kodaly hand signs for the major scale.

- Practice identifying and performing the hand signs along with the corresponding solfa syllables.

**Step 2:** Performing the Major Scale

- Have students practice performing the major scale using Kodaly hand signs with guidance and corrections as needed.

- Encourage students to memorize the sequence and practice independently.

**Step 3:** Appreciating Melodies

- Listen to melodies created by students and discuss their compositions.

- Provide feedback on their compositions and encourage appreciation for the creative efforts of others.

**Step 4:** Interactive Activities

- Engage students in a group activity where they create a short melody using Kodaly hand signs and perform it for the class.

- Encourage peer feedback and discussion on the different melodies created.

**Conclusion (5 minutes)**

- Summarize key points learned during the lesson, including Kodaly hand signs, performing the major scale, and appreciating melodies.

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

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

**Extended Activities:**

- Ask students to create their melodies using Kodaly hand signs and share them with their peers.

- Explore different scales and encourage students to practice performing them using Kodaly hand signs independently.

**Teacher Self-Evaluation:**

WEEK 2: LESSON 6

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** CREATING AND EXECUTION

**Sub Strand:** Recognizing sol-fa sounds aurally

**Specific Learning Outcomes:**

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

- List some of the sol-fa syllables.

- Aurally recognize sol-fa sounds (d-d’) in familiar melodies.

- Appreciate melodies created by self and others.

**Key Inquiry Question(s):**

How can one create interesting melodies?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Critical thinking and problem solving** | * **Respect** * **Unity** * **Integrity** | **Mentorship & peer education**  **Talent identification** |

**Learning Resources:**

- Finger chart, descant recorders, ICT devices, audio visual recordings.

- Spotlight Music Act. TG. Grd 6 Pg.109-124.

- Spotlight Music Act. Learners Book Grd 6 Pg.86-96.

**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 (25 minutes)**

**Step 1:**

- Introduce sol-fa syllables to the learners (do, re, mi, fa, sol, la, ti).

- Explain the concept of aurally recognizing sol-fa sounds in familiar melodies.

- Practice singing simple melodies using sol-fa syllables within the d-d’ range.

**Step 2:**

- Demonstrate how to play familiar melodies on descant recorders using sol-fa syllables.

- Encourage learners to play these melodies on their own recorders.

- Provide guidance and feedback as needed.

**Step 3:**

- Explore the creation of melodies by combining sol-fa syllables in different sequences.

- Have students work in groups to create their own short melodies using sol-fa sounds.

- Allow time for groups to practice and share their creations with the class.

**Step 4:**

- Listen to audiovisual recordings of melodies created by famous musicians.

- Discuss the emotional impact of different melodies and how they inspire creativity.

**Conclusion (5 minutes)**

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

- Conduct a brief interactive activity where students sing a familiar song using sol-fa syllables.

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

**Extended Activities:**

- Assign students the task of composing a short melody using sol-fa syllables outside of class.

- Encourage learners to create simple finger chart diagrams of their melodies for practice.

- Challenge students to identify sol-fa sounds within popular songs they listen to outside of school.

**Teacher Self-Evaluation:**

WEEK 3: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand**: CREATING AND EXECUTION

**Sub Strand:** Recognizing sol-fa sounds aurally

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to: list some of the sol-fa syllables, aurally recognize sol-fa sounds (d-d’) in familiar melodies, appreciate melodies created by self and others.

**Key Inquiry Question(s):**

How can one create interesting melodies?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Critical thinking and problem solving** | * **Respect** * **Unity** * **Integrity** | **Mentorship & peer education**  **Talent identification** |

**Learning Resources:**

- Finger chart, descant recorders, ICT devices, audio visual recordings, Spotlight Music Act. TG. Grd 6 Pg.109-124, Spotlight Music Act. Learners Book Grd 6 Pg.86-96

**Organization of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on sol-fa sounds.

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

**Lesson Development (25 minutes)**

**Step 1:** Introduce the concept of sol-fa syllables and explain their importance in music.

**Step 2:** Practice identifying sol-fa sounds (d-d’) in familiar melodies using the finger chart and descant recorders.

**Step 3:** Engage students in creating their melodies within the d-d’ range using solfa syllables.

**Step 4:** Share and appreciate melodies created by students and discuss the uniqueness of each composition.

**Conclusion (5 minutes)**

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

- Conduct a brief interactive activity where students showcase their newly created melodies using sol-fa.

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

**Extended Activities:**

- Grade-relevant extended activities could include:

1. Creating a group composition using sol-fa syllables and performing it for the class.

2. Analyzing famous songs to identify sol-fa sounds and create a comparative analysis.

3. Researching the history and cultural significance of sol-fa notation in different regions and presenting findings to the class.

**Teacher Self-Evaluation:**

WEEK 3: LESSON 2

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| --- | --- | --- | --- | --- | --- |
| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand**: CREATING AND EXECUTION

**Sub Strand:** Recognizing sol-fa sounds aurally

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to: list some of the sol-fa syllables, aurally recognize sol-fa sounds (d-d’) in familiar melodies, appreciate melodies created by self and others.

**Key Inquiry Question(s):**

How can one create interesting melodies?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Critical thinking and problem solving** | * **Respect** * **Unity** * **Integrity** | **Mentorship & peer education**  **Talent identification** |

**Learning Resources:**

- Finger chart, descant recorders, ICT devices, audio visual recordings, Spotlight Music Act. TG. Grd 6 Pg.109-124, Spotlight Music Act. Learners Book Grd 6 Pg.86-96

**Organization of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on sol-fa sounds.

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

**Lesson Development (25 minutes)**

**Step 1:** Introduce the concept of sol-fa syllables and explain their importance in music.

**Step 2:** Practice identifying sol-fa sounds (d-d’) in familiar melodies using the finger chart and descant recorders.

**Step 3:** Engage students in creating their melodies within the d-d’ range using solfa syllables.

**Step 4:** Share and appreciate melodies created by students and discuss the uniqueness of each composition.

**Conclusion (5 minutes)**

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

- Conduct a brief interactive activity where students showcase their newly created melodies using sol-fa.

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

**Extended Activities:**

- Grade-relevant extended activities could include:

1. Creating a group composition using sol-fa syllables and performing it for the class.

2. Analyzing famous songs to identify sol-fa sounds and create a comparative analysis.

3. Researching the history and cultural significance of sol-fa notation in different regions and presenting findings to the class.

**Teacher Self-Evaluation:**

WEEK 3: LESSON 3

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| --- | --- | --- | --- | --- | --- |
| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** CREATING AND EXECUTION

**Sub Strand:** Composing short melodies (d-d’)

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to: explain how to compose short melodies, compose short melodies within the range of d-d’, appreciate melodies created by self and others.

**Key Inquiry Question(s):**

How can one create interesting melodies?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Critical thinking and problem solving** | * **Respect** * **Unity** * **Integrity** | **Mentorship & peer education**  **Talent identification** |

**Learning Resources**:

- Finger chart, descant recorders, ICT devices, audio visual recordings, Spotlight Music Act. Teacher's Guide Grade 6 Pg.109-124, Spotlight Music Act. Learners Book Grade 6 Pg.86-96

**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 (25 minutes)**

**Step 1:** Introduction to Composing Melodies

- Explain to students the concept of composing short melodies.

- Show examples of simple melodies within the d-d’ range.

- Discuss the elements of a melody, such as narrow leaps, stepwise motion, repetition, variation, and appropriate ending.

**Step 2:** Practical Melody Composition

- Provide students with finger charts and descant recorders.

- Guide students to compose their own melodies using the solfa syllables d r m f s l t d’.

- Encourage students to experiment with different sequences and rhythms.

**Step 3:** Appreciation of Melodies

- Play audio visual recordings of melodies composed by students and discuss as a class.

- Lead a reflection session where students appreciate both their own compositions and those of their peers.

- Encourage positive feedback and constructive criticism.

**Conclusion (5 minutes)**

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

- Conduct a brief interactive activity where students share their favorite melody compositions with the class.

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

**Extended Activities:**

- Have students work in pairs to compose a duet using the concepts learned in class.

- Host a mini-performance where students can showcase their compositions to other classes or parents.

- Create a melody challenge where students have to compose a melody based on a given theme or emotion.

**Teacher Self-Evaluation:**

WEEK 3: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** CREATING AND EXECUTION

**Sub Strand:** Composing short melodies (d-d’)

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to: explain how to compose short melodies, compose short melodies within the range of d-d’, appreciate melodies created by self and others.

**Key Inquiry Question(s):**

How can one create interesting melodies?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Critical thinking and problem solving** | * **Respect** * **Unity** * **Integrity** | **Mentorship & peer education**  **Talent identification** |

**Learning Resources:**

- Finger chart, descant recorders, ICT devices, audio visual recordings

- Spotlight Music Act. TG. Grade 6 Pg.109-124

- Spotlight Music Act. Learners Book Grade 6 Pg.86-96

**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 (25 minutes)**

**Step 1:** Introduction to Melody Composition

- Explain the concept of melody and its importance in music.

- Demonstrate how melodies can be composed using a simple structure.

- Engage students in a discussion on what makes a melody interesting.

**Step 2:** Composing Short Melodies in the Range of d-d’

- Introduce the finger chart and descant recorders for practical application.

- Guide students through composing short melodies within the specified range.

- Encourage experimentation and creativity in melody creation.

**Step 3:** Appreciating Self and Peer Melodies

- Allow students to perform their composed melodies for the class.

- Provide constructive feedback and encourage peer evaluation.

- Discuss elements of the melodies that were effective and areas for improvement.

**Step 4:** Recording and Presenting Melodies

- Utilize ICT devices for recording student melodies.

- Allow students to present their recorded melodies to peers for appraisal and discussion.

- Emphasize the value of sharing and receiving feedback in the creative process.

**Conclusion (5 minutes)**

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

- Conduct a brief interactive activity where students showcase their favorite melodies.

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

**Extended Activities:**

- Encourage students to work in pairs to compose duet melodies.

- Challenge students to combine their melodies into a short composition.

- Explore creating melodies with different rhythms or accompaniments for further experimentation.

**Teacher Self-Evaluation:**

WEEK 3: LESSON 5

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** CREATING AND EXECUTION

**Sub Strand:** Composing short melodies (d-d’)

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to: explain how to compose short melodies, compose short melodies within the range of d-d’, appreciate melodies created by self and others.

**Key Inquiry Question(s):**

How can one create interesting melodies?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Critical thinking and problem solving** | * **Respect** * **Unity** * **Integrity** | **Mentorship & peer education**  **Talent identification** |

**Learning Resources:**

- Finger chart, descant recorders, ICT devices, audio visual recordings

- Spotlight Music Act. TG. Grade 6 Pg.109-124

- Spotlight Music Act. Learners Book Grade 6 Pg.86-96

**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 (25 minutes)**

**Step 1:** Introduction to Melody Composition

- Explain the concept of melody and its importance in music.

- Demonstrate how melodies can be composed using a simple structure.

- Engage students in a discussion on what makes a melody interesting.

**Step 2:** Composing Short Melodies in the Range of d-d’

- Introduce the finger chart and descant recorders for practical application.

- Guide students through composing short melodies within the specified range.

- Encourage experimentation and creativity in melody creation.

**Step 3:** Appreciating Self and Peer Melodies

- Allow students to perform their composed melodies for the class.

- Provide constructive feedback and encourage peer evaluation.

- Discuss elements of the melodies that were effective and areas for improvement.

**Step 4:** Recording and Presenting Melodies

- Utilize ICT devices for recording student melodies.

- Allow students to present their recorded melodies to peers for appraisal and discussion.

- Emphasize the value of sharing and receiving feedback in the creative process.

**Conclusion (5 minutes)**

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

- Conduct a brief interactive activity where students showcase their favorite melodies.

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

**Extended Activities:**

- Encourage students to work in pairs to compose duet melodies.

- Challenge students to combine their melodies into a short composition.

- Explore creating melodies with different rhythms or accompaniments for further experimentation.

**Teacher Self-Evaluation:**

WEEK 3: LESSON 6

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** CREATING AND EXECUTION

**Sub Strand:** Writing solfa syllables using calligraphy

**Specific Learning Outcomes:**

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

1. Identify a calligraphy pen suitable for lettering syllables.

2. Write sol-fa syllables using calligraphy lettering.

3. Appreciate melodies created by themselves and others.

**Key Inquiry Question(s):**

How can one create interesting melodies?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Critical thinking and problem solving** | * **Respect** * **Unity** * **Integrity** | **Mentorship & peer education**  **Talent identification** |

**Learning Resources:**

- Finger chart, descant recorders, ICT devices, audio-visual recordings.

- Spotlight Music Act. TG. Grd 6 Pg.109-124

- Spotlight Music Act. Learners Book Grd 6 Pg.86-96

**Organization of Learning:**

**Introduction (5 minutes)**

1. Review the previous lesson briefly.

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

**Lesson Development (25 minutes)**

**Step 1:**

- Introduce the concept of calligraphy lettering and its use in writing sol-fa syllables.

- Demonstrate how to choose an appropriate calligraphy pen for this task.

**Step 2:**

- Engage students in practicing writing sol-fa syllables using calligraphy lettering.

- Provide individual guidance and support as needed.

**Step 3:**

- Encourage students to combine the written sol-fa syllables with created rhythms to form melodies.

- Discuss the importance of accuracy and clarity in the lettering for musical notation.

**Step 4:**

- Have students share their created melodies with the class.

- Encourage peer feedback and appreciation for each other's work.

**Conclusion (5 minutes)**

1. Summarize the key points covered in the lesson.

2. Conduct a brief interactive activity where students showcase their melodies and explain their creative process.

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

**Extended Activities:**

- Grade-relevant extended activities may include:

1. Composing longer musical pieces using sol-fa syllables and calligraphy lettering.

2. Creating a collaborative music project where students work in groups to write and perform melodies using calligraphy.

**Teacher Self-Evaluation:**

WEEK 4: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** CREATING AND EXECUTION

**Sub Strand:** Writing solfa syllables using calligraphy

**Specific Learning Outcomes:**

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

1. Identify a calligraphy pen suitable for lettering syllables.

2. Write sol-fa syllables using calligraphy lettering.

3. Appreciate melodies created by themselves and others.

**Key Inquiry Question(s):**

How can one create interesting melodies?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Critical thinking and problem solving** | * **Respect** * **Unity** * **Integrity** | **Mentorship & peer education**  **Talent identification** |

**Learning Resources:**

- Finger chart, descant recorders, ICT devices, audio-visual recordings.

- Spotlight Music Act. TG. Grd 6 Pg.109-124

- Spotlight Music Act. Learners Book Grd 6 Pg.86-96

**Organization of Learning:**

**Introduction (5 minutes)**

1. Review the previous lesson briefly.

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

**Lesson Development (25 minutes)**

**Step 1:**

- Introduce the concept of calligraphy lettering and its use in writing sol-fa syllables.

- Demonstrate how to choose an appropriate calligraphy pen for this task.

**Step 2:**

- Engage students in practicing writing sol-fa syllables using calligraphy lettering.

- Provide individual guidance and support as needed.

**Step 3:**

- Encourage students to combine the written sol-fa syllables with created rhythms to form melodies.

- Discuss the importance of accuracy and clarity in the lettering for musical notation.

**Step 4:**

- Have students share their created melodies with the class.

- Encourage peer feedback and appreciation for each other's work.

**Conclusion (5 minutes)**

1. Summarize the key points covered in the lesson.

2. Conduct a brief interactive activity where students showcase their melodies and explain their creative process.

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

**Extended Activities:**

- Grade-relevant extended activities may include:

1. Composing longer musical pieces using sol-fa syllables and calligraphy lettering.

2. Creating a collaborative music project where students work in groups to write and perform melodies using calligraphy.

**Teacher Self-Evaluation:**

WEEK 4: LESSON 2

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| --- | --- | --- | --- | --- | --- |
| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** CREATING AND EXECUTION

**Sub Strand:** Writing solfa syllables using calligraphy

**Specific Learning Outcomes:**

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

1. Identify a calligraphy pen suitable for lettering syllables.

2. Write sol-fa syllables using calligraphy lettering.

3. Appreciate melodies created by themselves and others.

**Key Inquiry Question(s):**

How can one create interesting melodies?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Critical thinking and problem solving** | * **Respect** * **Unity** * **Integrity** | **Mentorship & peer education**  **Talent identification** |

**Learning Resources:**

- Finger chart, descant recorders, ICT devices, audio-visual recordings.

- Spotlight Music Act. TG. Grd 6 Pg.109-124

- Spotlight Music Act. Learners Book Grd 6 Pg.86-96

**Organization of Learning:**

**Introduction (5 minutes)**

1. Review the previous lesson briefly.

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

**Lesson Development (25 minutes)**

**Step 1:**

- Introduce the concept of calligraphy lettering and its use in writing sol-fa syllables.

- Demonstrate how to choose an appropriate calligraphy pen for this task.

**Step 2:**

- Engage students in practicing writing sol-fa syllables using calligraphy lettering.

- Provide individual guidance and support as needed.

**Step 3:**

- Encourage students to combine the written sol-fa syllables with created rhythms to form melodies.

- Discuss the importance of accuracy and clarity in the lettering for musical notation.

**Step 4:**

- Have students share their created melodies with the class.

- Encourage peer feedback and appreciation for each other's work.

**Conclusion (5 minutes)**

1. Summarize the key points covered in the lesson.

2. Conduct a brief interactive activity where students showcase their melodies and explain their creative process.

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

**Extended Activities:**

- Grade-relevant extended activities may include:

1. Composing longer musical pieces using sol-fa syllables and calligraphy lettering.

2. Creating a collaborative music project where students work in groups to write and perform melodies using calligraphy.

**Teacher Self-Evaluation:**

WEEK 4: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** Performance and Display

**Sub Strand:** Athletics - Long jump, High jump - Sail technique in long jump

**Specific Learning Outcomes:**

- Describe the sail technique in long jump.

- Perform the sail technique in long jump using an appropriate tempo for skills acquisition.

- Appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo.

**Key Inquiry Question(s):**

- How can we demonstrate the sail technique in long jump effectively, focusing on approach/run-up, take-off, flight/sail position, and landing while ensuring safety?

- Why is it important to maintain a tempo in athletics during long jump events?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Digital literacy** | * **Integrity** * **Responsibility** | **Safety** |

**Learning Resources:**

- Tape measure

- Long jump facility

- Rake

- Video clip

- Spotlight P.H.E Grade 5 Learners Bk. Pg. 21-24

- Spotlight P.H.E Grade 5 TG Pg. 17-19

**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 (25 minutes)**

**Step 1:** Understanding Long Jump and High Jump Field Events

- Discuss how long jump and high jump are performed, focusing on techniques and key elements.

**Step 2:** Importance of Maintaining Tempo in Athletics

- Explore why maintaining a tempo is crucial in athletics, especially during long jump events.

**Step 3:** Sail Technique in Long Jump

- Demonstrate and explain the sail technique in long jump, emphasizing approach/run-up, take-off, flight/sail position, and landing.

**Step 4:** Practical Application

- Allow learners to practice the sail technique in long jump with music tempo, ensuring safety and proper execution.

**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 for the next session.

**Extended Activities:**

- Explore other field events in athletics and compare the techniques required for each.

- Research famous athletes known for their performances in long jump and high jump.

- Create a poster or presentation showcasing the sail technique in long jump, highlighting its key components.

**Teacher Self-Evaluation:**

WEEK 4: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Sail technique in long jump (take off)

**Specific Learning Outcomes:**

- Describe sail technique in long jump.

- Perform the sail technique in long jump using an appropriate tempo for skills acquisition.

- Appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo.

**Key Inquiry Question(s):**

- How can you demonstrate the sail technique in long jump effectively, focusing on approach/run-up, take-off, flight/sail position, and landing?

- Why is it important to observe safety for yourself and others while practicing the sail technique in long jump?

- How can taking a video of each other help in assessing performance and improving technique?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Digital literacy** | * **Integrity** * **Responsibility** | **Safety** |

**Learning Resources:**

- Tape measure

- Long jump facility

- Rake

- Video clip

- Spotlight P.H.E Grade 5 Learners Bk. Pg. 21-24

- Spotlight P.H.E Grade 5 TG Pg. 17-19

**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 (25 minutes)**

**Step 1:** Introduction to Long Jump and High Jump Field Events

- Discuss how long jump and high jump field events are performed.

- Explain the importance of maintaining a tempo in athletics for successful performance.

**Step 2:** Understanding Sail Technique in Long Jump

- Demonstrate and explain the sail technique in long jump, focusing on approach/run-up, take-off, flight/sail position, and landing.

- Allow students to practice the sail technique individually, emphasizing safety precautions.

**Step 3:** Peer Appraisal and Assessment

- Pair up students and have them perform the sail technique while observing and appraising each other.

- Encourage students to provide constructive feedback and suggestions for improvement.

- Use video recording to capture performances for assessment purposes.

**Step 4:** Skills Application and Tempo Practice

- Engage students in practicing the sail technique in long jump with the accompaniment of music tempo.

- Monitor students' performances and provide feedback on their execution of the technique.

**Conclusion (5 minutes)**

- Summarize key points learned during the lesson regarding the sail technique in long jump.

- Conduct a brief interactive activity to reinforce understanding of approach, take-off, flight/sail position, and landing.

- Preview upcoming topics or questions for the next session.

**Extended Activities:**

- Assign students to create a step-by-step guide or infographic illustrating the sail technique in long jump.

- Organize a mini long jump competition among students to showcase their newly acquired skills and techniques.

**Teacher Self-Evaluation:**

WEEK 4: LESSON 5

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Sail technique in long jump (take off)

**Specific Learning Outcomes:**

- Describe sail technique in long jump.

- Perform the sail technique in long jump using an appropriate tempo for skills acquisition.

- Appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo.

**Key Inquiry Question(s):**

- How can you demonstrate the sail technique in long jump effectively, focusing on approach/run-up, take-off, flight/sail position, and landing?

- Why is it important to observe safety for yourself and others while practicing the sail technique in long jump?

- How can taking a video of each other help in assessing performance and improving technique?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Digital literacy** | * **Integrity** * **Responsibility** | **Safety** |

**Learning Resources:**

- Tape measure

- Long jump facility

- Rake

- Video clip

- Spotlight P.H.E Grade 5 Learners Bk. Pg. 21-24

- Spotlight P.H.E Grade 5 TG Pg. 17-19

**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 (25 minutes)**

**Step 1:** Introduction to Long Jump and High Jump Field Events

- Discuss how long jump and high jump field events are performed.

- Explain the importance of maintaining a tempo in athletics for successful performance.

**Step 2:** Understanding Sail Technique in Long Jump

- Demonstrate and explain the sail technique in long jump, focusing on approach/run-up, take-off, flight/sail position, and landing.

- Allow students to practice the sail technique individually, emphasizing safety precautions.

**Step 3:** Peer Appraisal and Assessment

- Pair up students and have them perform the sail technique while observing and appraising each other.

- Encourage students to provide constructive feedback and suggestions for improvement.

- Use video recording to capture performances for assessment purposes.

**Step 4:** Skills Application and Tempo Practice

- Engage students in practicing the sail technique in long jump with the accompaniment of music tempo.

- Monitor students' performances and provide feedback on their execution of the technique.

**Conclusion (5 minutes)**

- Summarize key points learned during the lesson regarding the sail technique in long jump.

- Conduct a brief interactive activity to reinforce understanding of approach, take-off, flight/sail position, and landing.

- Preview upcoming topics or questions for the next session.

**Extended Activities:**

- Assign students to create a step-by-step guide or infographic illustrating the sail technique in long jump.

- Organize a mini long jump competition among students to showcase their newly acquired skills and techniques.

**Teacher Self-Evaluation:**

WEEK 4: LESSON 6

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Sail Technique in Long Jump (Landing)

**Specific Learning Outcomes:**

- Describe sail technique in long jump.

- Perform the sail technique in long jump using an appropriate tempo for skills acquisition.

- Appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo.

**Key Inquiry Question(s):**

- Can you demonstrate the sail technique in long jump, focusing on approach/run-up, take-off, flight/sail position, and landing?

- How can you practice the sail technique in long jump with music tempo while ensuring safety of self and others?

- How can you assess performance by taking videos of each other during the activity?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Digital literacy** | * **Integrity** * **Responsibility** | **Safety** |

**Learning Resources:**

- Tape measure

- Long jump facility

- Rake

- Video clip

- Spotlight P.H.E Grade 5 Learners Book (Page 21-24)

- Spotlight P.H.E Grade 5 TG (Page 17-19)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson.

- Discuss relevant content from the learning resources to emphasize key concepts.

**Lesson Development (25 minutes):**

**Step 1:** Understanding Long Jump and High Jump Field Events

- Discuss the differences between long jump and high jump field events.

- Explain the importance of maintaining a tempo in athletics.

**Step 2:** Sail Technique Overview

- Introduce the sail technique in long jump, emphasizing approach/run-up, take-off, flight/sail position, and landing.

- Demonstrate the correct form and technique to the students.

**Step 3:** Practical Application of Sail Technique

- Allow students to practice the sail technique in long jump with a music tempo.

- Encourage students to observe safety guidelines during the practice.

**Step 4:** Peer Assessment and Video Analysis

- Pair students up and have them assess each other's performance.

- Have students record videos of each other and analyze the footage to provide feedback.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives.

- Conduct an interactive activity to reinforce concepts learned.

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

**Extended Activities:**

- Independent practice sessions to refine the sail technique.

- Organize mini long jump competitions to apply skills learned.

- Research and present on famous long jump athletes and their techniques.

**Teacher Self-Evaluation:**

WEEK 5: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Scissor technique in high jump (approach/run-up)

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to: describe the scissors technique in high jump, demonstrate the scissors technique in high jump using an appropriate tempo, appraise each other's performance executing the sail and scissors techniques.

**Key Inquiry Question(s):**

- How is the scissors technique in high jump performed?

- Why is maintaining a tempo important in athletics?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Digital literacy** | * **Integrity** * **Responsibility** | **Safety** |

**Learning Resources:**

- Open spaces or marked track

- ICT devices

- Exercise books

- KLB Visionary Grade 6 Teacher's Guide, pages 14-18

- KLB Visionary Grade 6 Learner's Book, pages 22-27

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on athletics field events.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing key concepts like the scissors technique in high jump.

**Lesson Development (25 minutes):**

**Step 1:** Understanding the Scissors Technique

- Discuss the key components of the scissors technique in high jump: approach, take-off, flight, scissor motion, clearance, and landing.

- Demonstrate the proper form and technique to the students.

**Step 2:** Practicing the Scissors Technique

- Divide students into pairs or small groups to practice the scissors technique.

- Emphasize safety precautions and proper execution.

- Encourage students to record each other's performances using ICT devices.

**Step 3:** Peer Appraisal and Feedback

- Have students appraise and provide feedback on their peers' performances.

- Encourage constructive criticism and positive reinforcement.

**Step 4:** Application and Reflection

- Allow students to reflect on their own performance and identify areas for improvement.

- Discuss the importance of maintaining a tempo in athletics and how it impacts performance.

**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson.

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

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

**Extended Activities:**

- Provide students with opportunities to practice the scissors technique outside of class.

- Organize a mini high jump competition among students to apply their skills.

- Research famous athletes known for their high jump abilities and present findings to the class.

**Teacher Self-Evaluation:**

WEEK 5: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Scissor technique in high jump jump (take off)

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to describe scissors technique in high jump, demonstrate the scissors technique in high jump using an appropriate tempo for skills acquisition, and appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo.

**Key Inquiry Question(s):**

How are long jump and high jump field events performed?

Why is it important to maintain a tempo in athletics?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Digital literacy** | * **Integrity** * **Responsibility** | **Safety** |

**Learning Resources:**

- Open places or marked Track, ICT devices, Exercise books, KLB Visionary Grade 6 Teacher's Guide, pages 14-18, KLB Visionary Grade 6 Learner's Book, pages 22-27

**Lesson Plan:**

**Introduction (5 minutes)**

- Review the previous lesson on athletics and field events.

- Guide learners to read and discuss relevant content from the provided learning resources, emphasizing understanding of the scissors technique in high jump.

**Lesson Development (25 minutes)**

**- Step 1:** Discuss how long jump and high jump field events are performed. Emphasize the importance of maintaining a tempo in athletics.

**- Step 2:** Demonstrate the approach and take-off techniques for the high jump, focusing on safety precautions and correct form.

**- Step 3:** Teach the scissor motion clearance and landing techniques in the high jump. Allow students to practice in pairs, providing feedback on technique.

**- Step 4:** Have students record each other performing the scissors technique in high jump, focusing on key elements discussed in class. Encourage peer assessment and feedback.

**Conclusion (5 minutes)**

- Summarize the key points covered during the lesson regarding the scissors technique in high jump.

- Conduct a brief interactive activity where students can showcase their understanding by verbally explaining the steps of the high jump.

- Preview upcoming lessons and topics to keep students engaged and excited about learning.

**Extended Activities:**

- Have students research and create a poster or presentation on famous high jump athletes and their techniques.

- Organize a mini high jump competition where students can apply the skills learned and compete in a friendly setting.

**Teacher Self-Evaluation:**

WEEK 5: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Scissor technique in high jump (flight/sail position and landing)

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to describe the scissors technique in high jump, demonstrate the scissors technique in high jump using an appropriate tempo for skills acquisition, and appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo.

**Key Inquiry Question(s):**

How are long jump and high jump field events performed?

Why is it important to maintain a tempo in athletics?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Digital literacy** | * **Integrity** * **Responsibility** | **Safety** |

**Learning Resources:**

- Open places or marked Track, ICT devices, Exercise books, KLB Visionary Grd 6 TG pg. 14-18, KLB Visionary Grd 6 Learners Bk. pg. 22-27

**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 (25 minutes)**

**Step 1:** Briefly introduce the concept of high jump and the importance of the scissors technique.

**Step 2:** Demonstrate the proper approach, take-off, flight, scissor motion clearance, and landing techniques.

**Step 3:** Break students into groups to practice the scissors technique under supervision, emphasizing safety rules while maintaining a specific tempo.

**Step 4:** Have students appraise each other's performance, provide constructive feedback, and record performance on video for self-assessment.

**Conclusion (5 minutes)**

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

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

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

**Extended Activities:**

- Grade-relevant extended activities may include creating a poster or infographic illustrating the steps of the scissors technique, organizing a mini high jump competition among classmates to apply learned skills, or researching and presenting on the biomechanics of high jump.

**Teacher Self-Evaluation:**

WEEK 5: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Scissor technique in high jump (flight/sail position and landing)

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to describe the scissors technique in high jump, demonstrate the scissors technique in high jump using an appropriate tempo for skills acquisition, and appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo.

**Key Inquiry Question(s):**

How are long jump and high jump field events performed?

Why is it important to maintain a tempo in athletics?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Digital literacy** | * **Integrity** * **Responsibility** | **Safety** |

**Learning Resources:**

- Open places or marked Track, ICT devices, Exercise books, KLB Visionary Grd 6 TG pg. 14-18, KLB Visionary Grd 6 Learners Bk. pg. 22-27

**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 (25 minutes)**

**Step 1:** Briefly introduce the concept of high jump and the importance of the scissors technique.

**Step 2:** Demonstrate the proper approach, take-off, flight, scissor motion clearance, and landing techniques.

**Step 3:** Break students into groups to practice the scissors technique under supervision, emphasizing safety rules while maintaining a specific tempo.

**Step 4:** Have students appraise each other's performance, provide constructive feedback, and record performance on video for self-assessment.

**Conclusion (5 minutes)**

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

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

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

**Extended Activities:**

- Grade-relevant extended activities may include creating a poster or infographic illustrating the steps of the scissors technique, organizing a mini high jump competition among classmates to apply learned skills, or researching and presenting on the biomechanics of high jump.

**Teacher Self-Evaluation:**

WEEK 5: LESSON 5

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Multimedia invitation card

**Specific Learning Outcomes:**

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

- Identify locally available materials for invitation card design

- Create a multimedia invitation card for an athletics event

- Appraise each other's performance using sail and scissors techniques with an appropriate tempo

**Key Inquiry Question(s):**

- How can we use elements like layout, lettering, image, and color in designing multimedia invitation cards for events?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Digital literacy** | * **Integrity** * **Responsibility** | **Safety** |

**Learning Resources:**

- Spotlight Art & Craft Activity Learner’s book Grade 6, Pages 87-90

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson to engage students.

- Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts such as design elements.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Multimedia Invitation Cards

- Introduce the concept of multimedia invitation cards and discuss their purpose.

- Show examples of multimedia invitation cards for reference.

**Step 2:** Designing Process

- Discuss the steps involved in designing a multimedia invitation card, emphasizing the use of locally available materials.

- Encourage students to brainstorm ideas for their own athletics event invitation card.

**Step 3:** Execution and Presentation

- Demonstrate sail and scissors techniques for designing the invitation card.

- Discuss the importance of maintaining tempo in athletics and relate it to design execution.

**Step 4:** Peer Appraisal

- Have students work in pairs to appraise each other's invitation card designs using sail and scissors techniques.

- Encourage constructive feedback and suggestions for improvement.

**Conclusion (5 minutes)**

- Summarize key points learned during the lesson.

- Conduct a brief interactive activity to reinforce the importance of design elements in multimedia invitation cards.

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

**Extended Activities:**

- Assign students to create a multimedia invitation card for a different sports event using the same design principles.

- Organize a mini-exhibition where students display and present their invitation card designs to their classmates for feedback.

**Teacher Self-Evaluation:**

WEEK 5: LESSON 6

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

**Sub Strand:** Multimedia invitation card

**Specific Learning Outcomes:**

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

- Identify locally available materials for invitation card design

- Create a multimedia invitation card for an athletics event

- Appraise each other's performance using sail and scissors techniques with an appropriate tempo

**Key Inquiry Question(s):**

- How can we use elements like layout, lettering, image, and color in designing multimedia invitation cards for events?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Digital literacy** | * **Integrity** * **Responsibility** | **Safety** |

**Learning Resources:**

- Spotlight Art & Craft Activity Learner’s book Grade 6, Pages 87-90

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson to engage students.

- Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts such as design elements.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Multimedia Invitation Cards

- Introduce the concept of multimedia invitation cards and discuss their purpose.

- Show examples of multimedia invitation cards for reference.

**Step 2:** Designing Process

- Discuss the steps involved in designing a multimedia invitation card, emphasizing the use of locally available materials.

- Encourage students to brainstorm ideas for their own athletics event invitation card.

**Step 3:** Execution and Presentation

- Demonstrate sail and scissors techniques for designing the invitation card.

- Discuss the importance of maintaining tempo in athletics and relate it to design execution.

**Step 4:** Peer Appraisal

- Have students work in pairs to appraise each other's invitation card designs using sail and scissors techniques.

- Encourage constructive feedback and suggestions for improvement.

**Conclusion (5 minutes)**

- Summarize key points learned during the lesson.

- Conduct a brief interactive activity to reinforce the importance of design elements in multimedia invitation cards.

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

**Extended Activities:**

- Assign students to create a multimedia invitation card for a different sports event using the same design principles.

- Organize a mini-exhibition where students display and present their invitation card designs to their classmates for feedback.

**Teacher Self-Evaluation:**

WEEK 6: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Multimedia invitation card

**Specific Learning Outcomes:**

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

- Identify locally available materials for invitation card design

- Create a multimedia invitation card for an athletics event

- Appraise each other's performance using sail and scissors techniques with an appropriate tempo

**Key Inquiry Question(s):**

- How can we use elements like layout, lettering, image, and color in designing multimedia invitation cards for events?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Digital literacy** | * **Integrity** * **Responsibility** | **Safety** |

**Learning Resources:**

- Spotlight Art & Craft Activity Learner’s book Grade 6, Pages 87-90

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson to engage students.

- Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts such as design elements.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Multimedia Invitation Cards

- Introduce the concept of multimedia invitation cards and discuss their purpose.

- Show examples of multimedia invitation cards for reference.

**Step 2:** Designing Process

- Discuss the steps involved in designing a multimedia invitation card, emphasizing the use of locally available materials.

- Encourage students to brainstorm ideas for their own athletics event invitation card.

**Step 3:** Execution and Presentation

- Demonstrate sail and scissors techniques for designing the invitation card.

- Discuss the importance of maintaining tempo in athletics and relate it to design execution.

**Step 4:** Peer Appraisal

- Have students work in pairs to appraise each other's invitation card designs using sail and scissors techniques.

- Encourage constructive feedback and suggestions for improvement.

**Conclusion (5 minutes)**

- Summarize key points learned during the lesson.

- Conduct a brief interactive activity to reinforce the importance of design elements in multimedia invitation cards.

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

**Extended Activities:**

- Assign students to create a multimedia invitation card for a different sports event using the same design principles.

- Organize a mini-exhibition where students display and present their invitation card designs to their classmates for feedback.

**Teacher Self-Evaluation:**

WEEK 6: LESSON 2

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

**Sub Strand:** Multimedia invitation card

**Specific Learning Outcomes:**

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

- Identify locally available materials for invitation card design

- Create a multimedia invitation card for an athletics event

- Appraise each other's performance using sail and scissors techniques with an appropriate tempo

**Key Inquiry Question(s):**

- How can we use elements like layout, lettering, image, and color in designing multimedia invitation cards for events?

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| **Core competencies** | **Values** | **PCIs** |
| * **Creativity & imagination** * **Digital literacy** | * **Integrity** * **Responsibility** | **Safety** |

**Learning Resources:**

- Spotlight Art & Craft Activity Learner’s book Grade 6, Pages 87-90

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson to engage students.

- Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts such as design elements.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Multimedia Invitation Cards

- Introduce the concept of multimedia invitation cards and discuss their purpose.

- Show examples of multimedia invitation cards for reference.

**Step 2:** Designing Process

- Discuss the steps involved in designing a multimedia invitation card, emphasizing the use of locally available materials.

- Encourage students to brainstorm ideas for their own athletics event invitation card.

**Step 3:** Execution and Presentation

- Demonstrate sail and scissors techniques for designing the invitation card.

- Discuss the importance of maintaining tempo in athletics and relate it to design execution.

**Step 4:** Peer Appraisal

- Have students work in pairs to appraise each other's invitation card designs using sail and scissors techniques.

- Encourage constructive feedback and suggestions for improvement.

**Conclusion (5 minutes)**

- Summarize key points learned during the lesson.

- Conduct a brief interactive activity to reinforce the importance of design elements in multimedia invitation cards.

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

**Extended Activities:**

- Assign students to create a multimedia invitation card for a different sports event using the same design principles.

- Organize a mini-exhibition where students display and present their invitation card designs to their classmates for feedback.

**Teacher Self-Evaluation:**

WEEK 6: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Baroque fingering chart

**Specific Learning Outcomes:**

- Define a baroque fingering chart

- Observe and interpret a baroque fingering chart

- Show interest in playing the descant recorder

**Key Inquiry Question(s):**

- How can we observe and interpret the baroque fingering chart notes C, D, E, F, G, A, B, C', D'?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Citizenship** | * **Responsibility** * **Respect** | **Peer education mentorship**  **Health issues in education** |

**Learning Resources:**

- Finger chart

- Descant recorders

- ICT devices

- Audio visual recordings

- Spotlight Music Act. TG. Grade 6, Pages 59-66

- Spotlight Music Act. Learners Book Grade 6, Page 46

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson about basic music theory concepts.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of baroque fingering charts.

**Lesson Development (25 minutes)**

**- Step 1:** Introduce the concept of a baroque fingering chart and its importance in playing the descant recorder.

**- Step 2:** Demonstrate how to read and interpret the notes C, D, E, F, G, A, B, C', D' on the fingering chart.

**- Step 3:** Practice playing these notes on the descant recorder.

**- Step 4:** Provide feedback and guidance on improving tone quality on the descant recorder.

**Conclusion (5 minutes)**

- Summarize the key points learned about baroque fingering charts and playing the descant recorder.

- Conduct a brief interactive activity where learners identify and play the notes on the fingering chart.

- Preview upcoming topics or questions to consider for the next session on advanced recorder techniques.

**Extended Activities:**

- Encourage learners to practice playing simple melodies using the baroque fingering chart.

- Explore different recorder compositions from the Baroque period and discuss the role of fingering charts in playing these pieces.

**Teacher Self-Evaluation:**

WEEK 6: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Baroque fingering chart

**Specific Learning Outcomes:**

- Define a baroque fingering chart

- Observe and interpret a baroque fingering chart

- Show interest in playing the descant recorder

**Key Inquiry Question(s):**

- How can we observe and interpret the baroque fingering chart notes C, D, E, F, G, A, B, C', D'?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Citizenship** | * **Responsibility** * **Respect** | **Peer education mentorship**  **Health issues in education** |

**Learning Resources:**

- Finger chart

- Descant recorders

- ICT devices

- Audio visual recordings

- Spotlight Music Act. TG. Grade 6, Pages 59-66

- Spotlight Music Act. Learners Book Grade 6, Page 46

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson about basic music theory concepts.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of baroque fingering charts.

**Lesson Development (25 minutes)**

**- Step 1:** Introduce the concept of a baroque fingering chart and its importance in playing the descant recorder.

**- Step 2:** Demonstrate how to read and interpret the notes C, D, E, F, G, A, B, C', D' on the fingering chart.

**- Step 3:** Practice playing these notes on the descant recorder.

**- Step 4:** Provide feedback and guidance on improving tone quality on the descant recorder.

**Conclusion (5 minutes)**

- Summarize the key points learned about baroque fingering charts and playing the descant recorder.

- Conduct a brief interactive activity where learners identify and play the notes on the fingering chart.

- Preview upcoming topics or questions to consider for the next session on advanced recorder techniques.

**Extended Activities:**

- Encourage learners to practice playing simple melodies using the baroque fingering chart.

- Explore different recorder compositions from the Baroque period and discuss the role of fingering charts in playing these pieces.

**Teacher Self-Evaluation:**

WEEK 6: LESSON 5

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Baroque fingering chart

**Specific Learning Outcomes:**

- Define a baroque fingering chart

- Observe and interpret a baroque fingering chart

- Show interest in playing the descant recorder

**Key Inquiry Question(s):**

- How can we observe and interpret the baroque fingering chart notes C, D, E, F, G, A, B, C', D'?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Citizenship** | * **Responsibility** * **Respect** | **Peer education mentorship**  **Health issues in education** |

**Learning Resources:**

- Finger chart

- Descant recorders

- ICT devices

- Audio visual recordings

- Spotlight Music Act. TG. Grade 6, Pages 59-66

- Spotlight Music Act. Learners Book Grade 6, Page 46

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson about basic music theory concepts.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of baroque fingering charts.

**Lesson Development (25 minutes)**

**- Step 1:** Introduce the concept of a baroque fingering chart and its importance in playing the descant recorder.

**- Step 2:** Demonstrate how to read and interpret the notes C, D, E, F, G, A, B, C', D' on the fingering chart.

**- Step 3:** Practice playing these notes on the descant recorder.

**- Step 4:** Provide feedback and guidance on improving tone quality on the descant recorder.

**Conclusion (5 minutes)**

- Summarize the key points learned about baroque fingering charts and playing the descant recorder.

- Conduct a brief interactive activity where learners identify and play the notes on the fingering chart.

- Preview upcoming topics or questions to consider for the next session on advanced recorder techniques.

**Extended Activities:**

- Encourage learners to practice playing simple melodies using the baroque fingering chart.

- Explore different recorder compositions from the Baroque period and discuss the role of fingering charts in playing these pieces.

**Teacher Self-Evaluation:**

WEEK 6: LESSON 6

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Baroque fingering chart

**Specific Learning Outcomes:**

- Define a baroque fingering chart

- Observe and interpret a baroque fingering chart

- Show interest in playing the descant recorder

**Key Inquiry Question(s):**

- How can we observe and interpret the baroque fingering chart notes C, D, E, F, G, A, B, C', D'?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Citizenship** | * **Responsibility** * **Respect** | **Peer education mentorship**  **Health issues in education** |

**Learning Resources:**

- Finger chart

- Descant recorders

- ICT devices

- Audio visual recordings

- Spotlight Music Act. TG. Grade 6, Pages 59-66

- Spotlight Music Act. Learners Book Grade 6, Page 46

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson about basic music theory concepts.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of baroque fingering charts.

**Lesson Development (25 minutes)**

**- Step 1:** Introduce the concept of a baroque fingering chart and its importance in playing the descant recorder.

**- Step 2:** Demonstrate how to read and interpret the notes C, D, E, F, G, A, B, C', D' on the fingering chart.

**- Step 3:** Practice playing these notes on the descant recorder.

**- Step 4:** Provide feedback and guidance on improving tone quality on the descant recorder.

**Conclusion (5 minutes)**

- Summarize the key points learned about baroque fingering charts and playing the descant recorder.

- Conduct a brief interactive activity where learners identify and play the notes on the fingering chart.

- Preview upcoming topics or questions to consider for the next session on advanced recorder techniques.

**Extended Activities:**

- Encourage learners to practice playing simple melodies using the baroque fingering chart.

- Explore different recorder compositions from the Baroque period and discuss the role of fingering charts in playing these pieces.

**Teacher Self-Evaluation:**

WEEK 7: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** Performance and Display

**Sub Strand:** Playing notes in ascending and descending

**Specific Learning Outcomes:**

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

- Understand and describe the position of fingers when playing the descant recorder.

- Play notes C, D, E, F, G, A, B, C’, D’ ascending and descending on the descant recorder.

- Show interest in playing the descant recorder.

**Key Inquiry Question(s):**

- How do we practice playing the notes C, D, E, F, G, A, B, C’, D’ ascending and descending on the descant recorder with appropriate fingering, tonguing, and posture?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Citizenship** | * **Responsibility** * **Respect** | **Peer education mentorship**  **Health issues in education** |

**Learning Resources:**

- Finger chart

- Descant recorders

- ICT devices

- Audio visual recordings

- Spotlight Music Act. TG. Grd 6 Pg.59-66

- Spotlight Music Act. Learners Book Grd 6 Pg.46

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on basic music theory and recorder playing.

- Introduce the topic of playing notes in ascending and descending on the descant recorder.

- Engage students in a brief discussion on the importance of proper fingering in playing the recorder.

**Lesson Development (25 minutes)**

**Step 1:** Understanding Finger Positions

- Show students the finger chart and explain the correct finger positions for playing notes C, D, E, F, G, A, B, C’, D’ on the recorder.

- Demonstrate how to place fingers on the recorder for each note and practice together as a class.

**Step 2:** Playing Ascending Notes

- Instruct students to play the notes C, D, E, F, G ascending on the recorder.

- Provide individual feedback and guidance on correct fingering and technique.

- Encourage students to practice playing the ascending notes in pairs or small groups.

**Step 3:** Playing Descending Notes

- Guide students in playing the notes G, F, E, D, C descending on the recorder.

- Emphasize the importance of maintaining proper posture and tonguing while playing descending notes.

- Allow students time to practice descending notes independently and provide assistance as needed.

**Step 4:** Performance and Reflection

- Have students perform the complete ascending and descending note sequence in front of the class.

- Encourage peer feedback and reflection on their performance.

- Discuss any challenges faced during the lesson and strategies for improvement.

**Conclusion (5 minutes)**

- Recap the key points learned during the lesson.

- Conduct a short interactive activity, such as a quiz or musical game, to reinforce understanding.

- Preview the next lesson topic and encourage students to think about any questions they may have.

**Extended Activities:**

- Assign students to compose a short musical piece using the notes C, D, E, F, G, A, B, C’, D’.

- Create a recorder ensemble where students play different parts using the ascending and descending notes learned.

- Encourage students to explore online resources or apps for additional practice and learning.

**Teacher Self-Evaluation:**

WEEK 7: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** Performance and Display

**Sub Strand:** Playing notes in ascending and descending

**Specific Learning Outcomes:**

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

- Understand and describe the position of fingers when playing the descant recorder.

- Play notes C, D, E, F, G, A, B, C’, D’ ascending and descending on the descant recorder.

- Show interest in playing the descant recorder.

**Key Inquiry Question(s):**

- How do we practice playing the notes C, D, E, F, G, A, B, C’, D’ ascending and descending on the descant recorder with appropriate fingering, tonguing, and posture?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Citizenship** | * **Responsibility** * **Respect** | **Peer education mentorship**  **Health issues in education** |

**Learning Resources:**

- Finger chart

- Descant recorders

- ICT devices

- Audio visual recordings

- Spotlight Music Act. TG. Grd 6 Pg.59-66

- Spotlight Music Act. Learners Book Grd 6 Pg.46

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on basic music theory and recorder playing.

- Introduce the topic of playing notes in ascending and descending on the descant recorder.

- Engage students in a brief discussion on the importance of proper fingering in playing the recorder.

**Lesson Development (25 minutes)**

**Step 1:** Understanding Finger Positions

- Show students the finger chart and explain the correct finger positions for playing notes C, D, E, F, G, A, B, C’, D’ on the recorder.

- Demonstrate how to place fingers on the recorder for each note and practice together as a class.

**Step 2:** Playing Ascending Notes

- Instruct students to play the notes C, D, E, F, G ascending on the recorder.

- Provide individual feedback and guidance on correct fingering and technique.

- Encourage students to practice playing the ascending notes in pairs or small groups.

**Step 3:** Playing Descending Notes

- Guide students in playing the notes G, F, E, D, C descending on the recorder.

- Emphasize the importance of maintaining proper posture and tonguing while playing descending notes.

- Allow students time to practice descending notes independently and provide assistance as needed.

**Step 4:** Performance and Reflection

- Have students perform the complete ascending and descending note sequence in front of the class.

- Encourage peer feedback and reflection on their performance.

- Discuss any challenges faced during the lesson and strategies for improvement.

**Conclusion (5 minutes)**

- Recap the key points learned during the lesson.

- Conduct a short interactive activity, such as a quiz or musical game, to reinforce understanding.

- Preview the next lesson topic and encourage students to think about any questions they may have.

**Extended Activities:**

- Assign students to compose a short musical piece using the notes C, D, E, F, G, A, B, C’, D’.

- Create a recorder ensemble where students play different parts using the ascending and descending notes learned.

- Encourage students to explore online resources or apps for additional practice and learning.

**Teacher Self-Evaluation:**

WEEK 7: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** Performance and Display

**Sub Strand:** Playing notes in ascending and descending

**Specific Learning Outcomes:**

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

- Understand and describe the position of fingers when playing the descant recorder.

- Play notes C, D, E, F, G, A, B, C’, D’ ascending and descending on the descant recorder.

- Show interest in playing the descant recorder.

**Key Inquiry Question(s):**

- How do we practice playing the notes C, D, E, F, G, A, B, C’, D’ ascending and descending on the descant recorder with appropriate fingering, tonguing, and posture?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Citizenship** | * **Responsibility** * **Respect** | **Peer education mentorship**  **Health issues in education** |

**Learning Resources:**

- Finger chart

- Descant recorders

- ICT devices

- Audio visual recordings

- Spotlight Music Act. TG. Grd 6 Pg.59-66

- Spotlight Music Act. Learners Book Grd 6 Pg.46

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on basic music theory and recorder playing.

- Introduce the topic of playing notes in ascending and descending on the descant recorder.

- Engage students in a brief discussion on the importance of proper fingering in playing the recorder.

**Lesson Development (25 minutes)**

**Step 1:** Understanding Finger Positions

- Show students the finger chart and explain the correct finger positions for playing notes C, D, E, F, G, A, B, C’, D’ on the recorder.

- Demonstrate how to place fingers on the recorder for each note and practice together as a class.

**Step 2:** Playing Ascending Notes

- Instruct students to play the notes C, D, E, F, G ascending on the recorder.

- Provide individual feedback and guidance on correct fingering and technique.

- Encourage students to practice playing the ascending notes in pairs or small groups.

**Step 3:** Playing Descending Notes

- Guide students in playing the notes G, F, E, D, C descending on the recorder.

- Emphasize the importance of maintaining proper posture and tonguing while playing descending notes.

- Allow students time to practice descending notes independently and provide assistance as needed.

**Step 4:** Performance and Reflection

- Have students perform the complete ascending and descending note sequence in front of the class.

- Encourage peer feedback and reflection on their performance.

- Discuss any challenges faced during the lesson and strategies for improvement.

**Conclusion (5 minutes)**

- Recap the key points learned during the lesson.

- Conduct a short interactive activity, such as a quiz or musical game, to reinforce understanding.

- Preview the next lesson topic and encourage students to think about any questions they may have.

**Extended Activities:**

- Assign students to compose a short musical piece using the notes C, D, E, F, G, A, B, C’, D’.

- Create a recorder ensemble where students play different parts using the ascending and descending notes learned.

- Encourage students to explore online resources or apps for additional practice and learning.

**Teacher Self-Evaluation:**

WEEK 7: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** Performance and Display

**Sub Strand:** Playing notes in ascending and descending

**Specific Learning Outcomes:**

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

- Understand and describe the position of fingers when playing the descant recorder.

- Play notes C, D, E, F, G, A, B, C’, D’ ascending and descending on the descant recorder.

- Show interest in playing the descant recorder.

**Key Inquiry Question(s):**

- How do we practice playing the notes C, D, E, F, G, A, B, C’, D’ ascending and descending on the descant recorder with appropriate fingering, tonguing, and posture?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Citizenship** | * **Responsibility** * **Respect** | **Peer education mentorship**  **Health issues in education** |

**Learning Resources:**

- Finger chart

- Descant recorders

- ICT devices

- Audio visual recordings

- Spotlight Music Act. TG. Grd 6 Pg.59-66

- Spotlight Music Act. Learners Book Grd 6 Pg.46

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on basic music theory and recorder playing.

- Introduce the topic of playing notes in ascending and descending on the descant recorder.

- Engage students in a brief discussion on the importance of proper fingering in playing the recorder.

**Lesson Development (25 minutes)**

**Step 1:** Understanding Finger Positions

- Show students the finger chart and explain the correct finger positions for playing notes C, D, E, F, G, A, B, C’, D’ on the recorder.

- Demonstrate how to place fingers on the recorder for each note and practice together as a class.

**Step 2:** Playing Ascending Notes

- Instruct students to play the notes C, D, E, F, G ascending on the recorder.

- Provide individual feedback and guidance on correct fingering and technique.

- Encourage students to practice playing the ascending notes in pairs or small groups.

**Step 3:** Playing Descending Notes

- Guide students in playing the notes G, F, E, D, C descending on the recorder.

- Emphasize the importance of maintaining proper posture and tonguing while playing descending notes.

- Allow students time to practice descending notes independently and provide assistance as needed.

**Step 4:** Performance and Reflection

- Have students perform the complete ascending and descending note sequence in front of the class.

- Encourage peer feedback and reflection on their performance.

- Discuss any challenges faced during the lesson and strategies for improvement.

**Conclusion (5 minutes)**

- Recap the key points learned during the lesson.

- Conduct a short interactive activity, such as a quiz or musical game, to reinforce understanding.

- Preview the next lesson topic and encourage students to think about any questions they may have.

**Extended Activities:**

- Assign students to compose a short musical piece using the notes C, D, E, F, G, A, B, C’, D’.

- Create a recorder ensemble where students play different parts using the ascending and descending notes learned.

- Encourage students to explore online resources or apps for additional practice and learning.

**Teacher Self-Evaluation:**

WEEK 7: LESSON 5

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** Performance and Display

**Sub Strand:** Playing notes in ascending and descending

**Specific Learning Outcomes:**

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

- Understand and describe the position of fingers when playing the descant recorder.

- Play notes C, D, E, F, G, A, B, C’, D’ ascending and descending on the descant recorder.

- Show interest in playing the descant recorder.

**Key Inquiry Question(s):**

- How do we practice playing the notes C, D, E, F, G, A, B, C’, D’ ascending and descending on the descant recorder with appropriate fingering, tonguing, and posture?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Citizenship** | * **Responsibility** * **Respect** | **Peer education mentorship**  **Health issues in education** |

**Learning Resources:**

- Finger chart

- Descant recorders

- ICT devices

- Audio visual recordings

- Spotlight Music Act. TG. Grd 6 Pg.59-66

- Spotlight Music Act. Learners Book Grd 6 Pg.46

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on basic music theory and recorder playing.

- Introduce the topic of playing notes in ascending and descending on the descant recorder.

- Engage students in a brief discussion on the importance of proper fingering in playing the recorder.

**Lesson Development (25 minutes)**

**Step 1:** Understanding Finger Positions

- Show students the finger chart and explain the correct finger positions for playing notes C, D, E, F, G, A, B, C’, D’ on the recorder.

- Demonstrate how to place fingers on the recorder for each note and practice together as a class.

**Step 2:** Playing Ascending Notes

- Instruct students to play the notes C, D, E, F, G ascending on the recorder.

- Provide individual feedback and guidance on correct fingering and technique.

- Encourage students to practice playing the ascending notes in pairs or small groups.

**Step 3:** Playing Descending Notes

- Guide students in playing the notes G, F, E, D, C descending on the recorder.

- Emphasize the importance of maintaining proper posture and tonguing while playing descending notes.

- Allow students time to practice descending notes independently and provide assistance as needed.

**Step 4:** Performance and Reflection

- Have students perform the complete ascending and descending note sequence in front of the class.

- Encourage peer feedback and reflection on their performance.

- Discuss any challenges faced during the lesson and strategies for improvement.

**Conclusion (5 minutes)**

- Recap the key points learned during the lesson.

- Conduct a short interactive activity, such as a quiz or musical game, to reinforce understanding.

- Preview the next lesson topic and encourage students to think about any questions they may have.

**Extended Activities:**

- Assign students to compose a short musical piece using the notes C, D, E, F, G, A, B, C’, D’.

- Create a recorder ensemble where students play different parts using the ascending and descending notes learned.

- Encourage students to explore online resources or apps for additional practice and learning.

**Teacher Self-Evaluation:**

WEEK 7: LESSON 6

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** Performance and Display

**Sub Strand:** Playing notes in ascending and descending

**Specific Learning Outcomes:**

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

- Understand and describe the position of fingers when playing the descant recorder.

- Play notes C, D, E, F, G, A, B, C’, D’ ascending and descending on the descant recorder.

- Show interest in playing the descant recorder.

**Key Inquiry Question(s):**

- How do we practice playing the notes C, D, E, F, G, A, B, C’, D’ ascending and descending on the descant recorder with appropriate fingering, tonguing, and posture?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Citizenship** | * **Responsibility** * **Respect** | **Peer education mentorship**  **Health issues in education** |

**Learning Resources:**

- Finger chart

- Descant recorders

- ICT devices

- Audio visual recordings

- Spotlight Music Act. TG. Grd 6 Pg.59-66

- Spotlight Music Act. Learners Book Grd 6 Pg.46

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on basic music theory and recorder playing.

- Introduce the topic of playing notes in ascending and descending on the descant recorder.

- Engage students in a brief discussion on the importance of proper fingering in playing the recorder.

**Lesson Development (25 minutes)**

**Step 1:** Understanding Finger Positions

- Show students the finger chart and explain the correct finger positions for playing notes C, D, E, F, G, A, B, C’, D’ on the recorder.

- Demonstrate how to place fingers on the recorder for each note and practice together as a class.

**Step 2:** Playing Ascending Notes

- Instruct students to play the notes C, D, E, F, G ascending on the recorder.

- Provide individual feedback and guidance on correct fingering and technique.

- Encourage students to practice playing the ascending notes in pairs or small groups.

**Step 3:** Playing Descending Notes

- Guide students in playing the notes G, F, E, D, C descending on the recorder.

- Emphasize the importance of maintaining proper posture and tonguing while playing descending notes.

- Allow students time to practice descending notes independently and provide assistance as needed.

**Step 4:** Performance and Reflection

- Have students perform the complete ascending and descending note sequence in front of the class.

- Encourage peer feedback and reflection on their performance.

- Discuss any challenges faced during the lesson and strategies for improvement.

**Conclusion (5 minutes)**

- Recap the key points learned during the lesson.

- Conduct a short interactive activity, such as a quiz or musical game, to reinforce understanding.

- Preview the next lesson topic and encourage students to think about any questions they may have.

**Extended Activities:**

- Assign students to compose a short musical piece using the notes C, D, E, F, G, A, B, C’, D’.

- Create a recorder ensemble where students play different parts using the ascending and descending notes learned.

- Encourage students to explore online resources or apps for additional practice and learning.

**Teacher Self-Evaluation:**

WEEK 9: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** Performance and Display

**Sub Strand:** Playing notes in ascending and descending

**Specific Learning Outcomes:**

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

- Understand and describe the position of fingers when playing the descant recorder.

- Play notes C, D, E, F, G, A, B, C’, D’ ascending and descending on the descant recorder.

- Show interest in playing the descant recorder.

**Key Inquiry Question(s):**

- How do we practice playing the notes C, D, E, F, G, A, B, C’, D’ ascending and descending on the descant recorder with appropriate fingering, tonguing, and posture?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Citizenship** | * **Responsibility** * **Respect** | **Peer education mentorship**  **Health issues in education** |

**Learning Resources:**

- Finger chart

- Descant recorders

- ICT devices

- Audio visual recordings

- Spotlight Music Act. TG. Grd 6 Pg.59-66

- Spotlight Music Act. Learners Book Grd 6 Pg.46

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on basic music theory and recorder playing.

- Introduce the topic of playing notes in ascending and descending on the descant recorder.

- Engage students in a brief discussion on the importance of proper fingering in playing the recorder.

**Lesson Development (25 minutes)**

**Step 1:** Understanding Finger Positions

- Show students the finger chart and explain the correct finger positions for playing notes C, D, E, F, G, A, B, C’, D’ on the recorder.

- Demonstrate how to place fingers on the recorder for each note and practice together as a class.

**Step 2:** Playing Ascending Notes

- Instruct students to play the notes C, D, E, F, G ascending on the recorder.

- Provide individual feedback and guidance on correct fingering and technique.

- Encourage students to practice playing the ascending notes in pairs or small groups.

**Step 3:** Playing Descending Notes

- Guide students in playing the notes G, F, E, D, C descending on the recorder.

- Emphasize the importance of maintaining proper posture and tonguing while playing descending notes.

- Allow students time to practice descending notes independently and provide assistance as needed.

**Step 4:** Performance and Reflection

- Have students perform the complete ascending and descending note sequence in front of the class.

- Encourage peer feedback and reflection on their performance.

- Discuss any challenges faced during the lesson and strategies for improvement.

**Conclusion (5 minutes)**

- Recap the key points learned during the lesson.

- Conduct a short interactive activity, such as a quiz or musical game, to reinforce understanding.

- Preview the next lesson topic and encourage students to think about any questions they may have.

**Extended Activities:**

- Assign students to compose a short musical piece using the notes C, D, E, F, G, A, B, C’, D’.

- Create a recorder ensemble where students play different parts using the ascending and descending notes learned.

- Encourage students to explore online resources or apps for additional practice and learning.

**Teacher Self-Evaluation:**

WEEK 9: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Playing melodies range C-D’

**Learning Objectives:**

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

1. Explain hygienic practices when playing a descant recorder.

2. Play a melody within the range of C-D’ on the descant recorder.

3. Demonstrate interest in playing the descant recorder.

**Key Inquiry Question:**

- How do you produce a good tone on a descant recorder?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Citizenship** | * **Responsibility** * **Respect** | **Peer education mentorship**  **Health issues in education** |

**Resources:**

- Finger chart

- Descant recorders

- ICT devices

- Audio visual recordings

- Spotlight Music Act. Teacher's Guide Grade 6, Pages 67-69

- Spotlight Music Act. Learners Book Grade 6, Page 53

**Lesson Plan:**

**Introduction (5 minutes):**

1. Review the previous lesson briefly.

2. Ask students to read and discuss relevant content from the learning resources, focusing on key concepts.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Descant Recorder and Hygienic Practices:

- Explain the importance of hygiene when playing the descant recorder.

- Demonstrate proper cleaning and maintenance of the instrument.

- Discuss techniques for producing a good tone on the descant recorder.

**Step 2:** Playing Melodies C-D’:

- Introduce students to the notes C D E F G A B C’ D’ on the descant recorder.

- Guide students through playing a simple melody using these notes.

- Provide individual practice time and offer support where needed.

**Step 3:** Practice Session:

- Allow students to practice playing melodies on the descant recorder independently or in pairs.

- Encourage students to focus on maintaining a good tone and correct finger placements.

**Step 4:** Performance and Feedback:

- Select a few students to perform the melody they practiced.

- Provide constructive feedback on their technique and tone.

- Encourage peer feedback to support each other's learning.

**Conclusion (5 minutes):**

1. Summarize the key points covered in the lesson.

2. Conduct a brief interactive activity like a quiz or reflection on their learning.

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

**Extended Activities:**

- Assign students to compose their melodies within the C-D’ range and perform them in the next class.

- Research famous melodies that use the C-D’ range and present their findings in a mini-presentation.

**Teacher Self-Evaluation:**

WEEK 9: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Playing melodies range C-D’

**Learning Objectives:**

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

1. Explain hygienic practices when playing a descant recorder.

2. Play a melody within the range of C-D’ on the descant recorder.

3. Demonstrate interest in playing the descant recorder.

**Key Inquiry Question:**

- How do you produce a good tone on a descant recorder?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Citizenship** | * **Responsibility** * **Respect** | **Peer education mentorship**  **Health issues in education** |

**Resources:**

- Finger chart

- Descant recorders

- ICT devices

- Audio visual recordings

- Spotlight Music Act. Teacher's Guide Grade 6, Pages 67-69

- Spotlight Music Act. Learners Book Grade 6, Page 53

**Lesson Plan:**

**Introduction (5 minutes):**

1. Review the previous lesson briefly.

2. Ask students to read and discuss relevant content from the learning resources, focusing on key concepts.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Descant Recorder and Hygienic Practices:

- Explain the importance of hygiene when playing the descant recorder.

- Demonstrate proper cleaning and maintenance of the instrument.

- Discuss techniques for producing a good tone on the descant recorder.

**Step 2:** Playing Melodies C-D’:

- Introduce students to the notes C D E F G A B C’ D’ on the descant recorder.

- Guide students through playing a simple melody using these notes.

- Provide individual practice time and offer support where needed.

**Step 3:** Practice Session:

- Allow students to practice playing melodies on the descant recorder independently or in pairs.

- Encourage students to focus on maintaining a good tone and correct finger placements.

**Step 4:** Performance and Feedback:

- Select a few students to perform the melody they practiced.

- Provide constructive feedback on their technique and tone.

- Encourage peer feedback to support each other's learning.

**Conclusion (5 minutes):**

1. Summarize the key points covered in the lesson.

2. Conduct a brief interactive activity like a quiz or reflection on their learning.

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

**Extended Activities:**

- Assign students to compose their melodies within the C-D’ range and perform them in the next class.

- Research famous melodies that use the C-D’ range and present their findings in a mini-presentation.

**Teacher Self-Evaluation:**

WEEK 9: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Playing melodies range C-D’

**Learning Objectives:**

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

1. Explain hygienic practices when playing a descant recorder.

2. Play a melody within the range of C-D’ on the descant recorder.

3. Demonstrate interest in playing the descant recorder.

**Key Inquiry Question:**

- How do you produce a good tone on a descant recorder?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Citizenship** | * **Responsibility** * **Respect** | **Peer education mentorship**  **Health issues in education** |

**Resources:**

- Finger chart

- Descant recorders

- ICT devices

- Audio visual recordings

- Spotlight Music Act. Teacher's Guide Grade 6, Pages 67-69

- Spotlight Music Act. Learners Book Grade 6, Page 53

**Lesson Plan:**

**Introduction (5 minutes):**

1. Review the previous lesson briefly.

2. Ask students to read and discuss relevant content from the learning resources, focusing on key concepts.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Descant Recorder and Hygienic Practices:

- Explain the importance of hygiene when playing the descant recorder.

- Demonstrate proper cleaning and maintenance of the instrument.

- Discuss techniques for producing a good tone on the descant recorder.

**Step 2:** Playing Melodies C-D’:

- Introduce students to the notes C D E F G A B C’ D’ on the descant recorder.

- Guide students through playing a simple melody using these notes.

- Provide individual practice time and offer support where needed.

**Step 3:** Practice Session:

- Allow students to practice playing melodies on the descant recorder independently or in pairs.

- Encourage students to focus on maintaining a good tone and correct finger placements.

**Step 4:** Performance and Feedback:

- Select a few students to perform the melody they practiced.

- Provide constructive feedback on their technique and tone.

- Encourage peer feedback to support each other's learning.

**Conclusion (5 minutes):**

1. Summarize the key points covered in the lesson.

2. Conduct a brief interactive activity like a quiz or reflection on their learning.

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

**Extended Activities:**

- Assign students to compose their melodies within the C-D’ range and perform them in the next class.

- Research famous melodies that use the C-D’ range and present their findings in a mini-presentation.

**Teacher Self-Evaluation:**

WEEK 9: LESSON 5

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** Performance and Display

**Sub Strand:** Melody of Kenya National Anthem

**Specific Learning Outcomes:**

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

- Identify when the Kenya National Anthem is sung.

- Play the main melody of the Kenya National Anthem on the descant recorder during a gymnastic session.

- Show interest in playing the descant recorder.

**Key Inquiry Question(s):**

- How can we learn to play the main melody of the Kenya National Anthem on the descant recorder?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Citizenship** | * **Responsibility** * **Respect** | **Peer education mentorship**  **Health issues in education** |

**Learning Resources:**

- Finger chart

- Descant recorders

- ICT devices

- Audiovisual recordings

- Spotlight Music Act. TG. Grd 6 Pg.67-73

- Spotlight Music Act. Learners Book Grd 6 Pg.53-54

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on musical notes and basic recorder techniques.

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

**Lesson Development (25 minutes):**

**- Step 1:** Discuss the significance of the Kenya National Anthem and its melody. Play a recording for students to listen and identify the main melody.

**- Step 2:** Introduce the finger chart for the descant recorder and explain how to read and use it. Practice playing simple notes using the finger chart.

**- Step 3:** Demonstrate how to play the main melody of the Kenya National Anthem on the descant recorder. Break down the melody into sections for easier learning.

**- Step 4:** Divide students into small groups to practice playing the main melody together. Offer individual guidance and feedback to ensure correct playing technique.

**Conclusion (5 minutes):**

- Summarize key points about the Kenya National Anthem and the descant recorder playing techniques.

- Conduct a brief interactive activity where students take turns playing the main melody on the recorder.

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

**Extended Activities:**

- Encourage students to research the history and meaning behind the Kenya National Anthem and present their findings to the class.

- Organize a mini-concert where students perform the Kenya National Anthem on the descant recorder in front of their peers or other classes.

**Teacher Self-Evaluation:**

WEEK 9: LESSON 6

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** Performance and Display

**Sub Strand:** Melody of Kenya National Anthem

**Specific Learning Outcomes:**

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

- Identify when the Kenya National Anthem is sung.

- Play the main melody of the Kenya National Anthem on the descant recorder during a gymnastic session.

- Show interest in playing the descant recorder.

**Key Inquiry Question(s):**

- How can we learn to play the main melody of the Kenya National Anthem on the descant recorder?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Citizenship** | * **Responsibility** * **Respect** | **Peer education mentorship**  **Health issues in education** |

**Learning Resources:**

- Finger chart

- Descant recorders

- ICT devices

- Audiovisual recordings

- Spotlight Music Act. TG. Grd 6 Pg.67-73

- Spotlight Music Act. Learners Book Grd 6 Pg.53-54

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on musical notes and basic recorder techniques.

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

**Lesson Development (25 minutes):**

**- Step 1:** Discuss the significance of the Kenya National Anthem and its melody. Play a recording for students to listen and identify the main melody.

**- Step 2:** Introduce the finger chart for the descant recorder and explain how to read and use it. Practice playing simple notes using the finger chart.

**- Step 3:** Demonstrate how to play the main melody of the Kenya National Anthem on the descant recorder. Break down the melody into sections for easier learning.

**- Step 4:** Divide students into small groups to practice playing the main melody together. Offer individual guidance and feedback to ensure correct playing technique.

**Conclusion (5 minutes):**

- Summarize key points about the Kenya National Anthem and the descant recorder playing techniques.

- Conduct a brief interactive activity where students take turns playing the main melody on the recorder.

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

**Extended Activities:**

- Encourage students to research the history and meaning behind the Kenya National Anthem and present their findings to the class.

- Organize a mini-concert where students perform the Kenya National Anthem on the descant recorder in front of their peers or other classes.

**Teacher Self-Evaluation:**

WEEK 10: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Creating classroom décor using paper craft techniques

**Specific Learning Outcomes:**

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

1. List the different types of paper craft techniques.

2. Create decor for the classroom interior using papercraft techniques.

3. Show interest in playing the descant recorder.

**Key Inquiry Question(s):**

How do you produce a good tone on a descant recorder?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Citizenship** | * **Responsibility** * **Respect** | **Peer education mentorship**  **Health issues in education** |

**Learning Resources:**

- Spotlight Art & Craft Activity Learner’s Book, Grade 6, Pages 98-116.

**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 (25 minutes)**

**Step 1:**

- Introduce the concept of paper craft techniques to create decor for the classroom interior.

**Step 2:**

- Demonstrate the paper craft techniques of folding, cutting, twisting, and joining to form decorative block letters, music notes, shapes of instruments, and sports equipment forms.

**Step 3:**

- Guide the learners in hands-on practice and experimentation with the paper craft techniques to create their own decorative items.

**Step 4:**

- Encourage learners to share their creations with the class, discussing the process and techniques used.

**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 students create a collaborative papercraft mural for the classroom using the techniques learned in this lesson. This activity can help deepen understanding and foster teamwork.

**Teacher Self-Evaluation:**

WEEK 10: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Creating classroom décor using paper craft techniques

**Specific Learning Outcomes:**

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

1. List the different types of paper craft techniques.

2. Create decor for the classroom interior using papercraft techniques.

3. Show interest in playing the descant recorder.

**Key Inquiry Question(s):**

How do you produce a good tone on a descant recorder?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Citizenship** | * **Responsibility** * **Respect** | **Peer education mentorship**  **Health issues in education** |

**Learning Resources:**

- Spotlight Art & Craft Activity Learner’s Book, Grade 6, Pages 98-116.

**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 (25 minutes)**

**Step 1:**

- Introduce the concept of paper craft techniques to create decor for the classroom interior.

**Step 2:**

- Demonstrate the paper craft techniques of folding, cutting, twisting, and joining to form decorative block letters, music notes, shapes of instruments, and sports equipment forms.

**Step 3:**

- Guide the learners in hands-on practice and experimentation with the paper craft techniques to create their own decorative items.

**Step 4:**

- Encourage learners to share their creations with the class, discussing the process and techniques used.

**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 students create a collaborative papercraft mural for the classroom using the techniques learned in this lesson. This activity can help deepen understanding and foster teamwork.

**Teacher Self-Evaluation:**

WEEK 10: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Creating classroom décor using paper craft techniques

**Specific Learning Outcomes:**

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

1. List the different types of paper craft techniques.

2. Create decor for the classroom interior using papercraft techniques.

3. Show interest in playing the descant recorder.

**Key Inquiry Question(s):**

How do you produce a good tone on a descant recorder?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Citizenship** | * **Responsibility** * **Respect** | **Peer education mentorship**  **Health issues in education** |

**Learning Resources:**

- Spotlight Art & Craft Activity Learner’s Book, Grade 6, Pages 98-116.

**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 (25 minutes)**

**Step 1:**

- Introduce the concept of paper craft techniques to create decor for the classroom interior.

**Step 2:**

- Demonstrate the paper craft techniques of folding, cutting, twisting, and joining to form decorative block letters, music notes, shapes of instruments, and sports equipment forms.

**Step 3:**

- Guide the learners in hands-on practice and experimentation with the paper craft techniques to create their own decorative items.

**Step 4:**

- Encourage learners to share their creations with the class, discussing the process and techniques used.

**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 students create a collaborative papercraft mural for the classroom using the techniques learned in this lesson. This activity can help deepen understanding and foster teamwork.

**Teacher Self-Evaluation:**

WEEK 10: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Creating classroom décor using paper craft techniques

**Specific Learning Outcomes:**

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

- List different types of paper craft techniques for creating decorations

- Display the decorations in the classroom using threads, ribbons, and glue

- Show interest in playing the descant recorder

**Key Inquiry Question(s):**

- How can we use paper craft techniques to create decorations for the classroom?

- How can playing melodies on the descant recorder enhance rhythmic accompaniment during gymnastic activities?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Citizenship** | * **Responsibility** * **Respect** | **Peer education mentorship**  **Health issues in education** |

**Learning Resources:**

- Spotlight Art & Craft Activity Learner’s Book, Grade 6, Pages 98-116

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on paper craft techniques.

- Have learners read and discuss relevant content from the learning resources, focusing on key concepts related to paper craft techniques and music in sports activities.

**Lesson Development (25 minutes)**

**Step 1:** Proper posture and hand positioning while holding the descant recorder.

**Step 2:** Practice proper breath control and note articulation techniques.

**Step 3:** Learn basic fingering positions and scales on the descant recorder.

**Step 4:** Practice playing simple melodies to improve tone quality and rhythmic accuracy.

**Conclusion (5 minutes)**

- Summarize the key points covered in the lesson regarding paper craft techniques and playing the descant recorder.

- Conduct a brief interactive activity where learners can showcase their paper craft decorations and play a simple melody on the descant recorder.

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

**Extended Activities:**

- Encourage learners to create paper craft decorations for other areas of the school, such as the library or common areas.

- Have students research and present on different musical instruments used in sports activities and their significance in enhancing performance.

**Teacher Self-Evaluation:**

WEEK 10: LESSON 5

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Inverted Breastroke in swimming

**Specific Learning Outcomes:**

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

1. Explain the inverted breaststroke technique in swimming.

2. Demonstrate the inverted breaststroke technique in swimming for skill acquisition.

3. Appreciate their own and others' efforts in performing inverted breaststroke and montage creation.

**Key Inquiry Question(s):**

1. How can we use the inverted breaststroke in life-saving situations?

2. Why is overlapping important in a montage work?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self efficacy** | * **Responsibility** * **Unity** | **Safety**  **Life skills** |

**Learning Resources:**

- Swimming pool, floating devices, ropes, hoops

- Digital devices

- KLB Visionary Grade 6 Teacher's Guide, pages 105-108

- KLB Visionary Grade 6 Learner's Book, pages 159-167

**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 key concepts understanding.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Inverted Breaststroke

- Define and explain the inverted breaststroke technique in swimming.

- Discuss the key components and movements involved in performing the inverted breaststroke.

**Step 2:** Demonstration and Practice

- Demonstrate the inverted breaststroke technique in the swimming pool.

- Provide opportunities for students to practice the technique with the support of floating devices and ropes.

**Step 3:** Application in Life-Saving Scenarios

- Discuss how the inverted breaststroke technique can be used in life-saving situations.

- Engage students in a scenario-based discussion on the practical applications of the technique.

**Step 4:** Montage Creation and Appreciation

- Introduce the concept of overlapping in montage creation.

- Guide students in creating their own montages using visuals or digital devices.

- Encourage students to appreciate their own and others' efforts in the montage creation process.

**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 group discussion on the importance of technique in swimming.

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

**Extended Activities:**

- Grade-relevant extended activities could include:

- Organizing a mini swimming competition where students showcase their inverted breaststroke skills.

- Researching famous montage artists and creating a presentation on their work.

- Practicing the inverted breaststroke technique in different water environments (e.g., lake, ocean) for varied experiences.

**Teacher Self-Evaluation:**

WEEK 10: LESSON 6

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Inverted Breastroke in swimming

**Specific Learning Outcomes:**

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

1. Explain the inverted breaststroke technique in swimming.

2. Demonstrate the inverted breaststroke technique in swimming for skill acquisition.

3. Appreciate their own and others' efforts in performing inverted breaststroke and montage creation.

**Key Inquiry Question(s):**

1. How can we use the inverted breaststroke in life-saving situations?

2. Why is overlapping important in a montage work?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self efficacy** | * **Responsibility** * **Unity** | **Safety**  **Life skills** |

**Learning Resources:**

- Swimming pool, floating devices, ropes, hoops

- Digital devices

- KLB Visionary Grade 6 Teacher's Guide, pages 105-108

- KLB Visionary Grade 6 Learner's Book, pages 159-167

**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 key concepts understanding.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Inverted Breaststroke

- Define and explain the inverted breaststroke technique in swimming.

- Discuss the key components and movements involved in performing the inverted breaststroke.

**Step 2:** Demonstration and Practice

- Demonstrate the inverted breaststroke technique in the swimming pool.

- Provide opportunities for students to practice the technique with the support of floating devices and ropes.

**Step 3:** Application in Life-Saving Scenarios

- Discuss how the inverted breaststroke technique can be used in life-saving situations.

- Engage students in a scenario-based discussion on the practical applications of the technique.

**Step 4:** Montage Creation and Appreciation

- Introduce the concept of overlapping in montage creation.

- Guide students in creating their own montages using visuals or digital devices.

- Encourage students to appreciate their own and others' efforts in the montage creation process.

**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 group discussion on the importance of technique in swimming.

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

**Extended Activities:**

- Grade-relevant extended activities could include:

- Organizing a mini swimming competition where students showcase their inverted breaststroke skills.

- Researching famous montage artists and creating a presentation on their work.

- Practicing the inverted breaststroke technique in different water environments (e.g., lake, ocean) for varied experiences.

**Teacher Self-Evaluation:**

WEEK 11: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Inverted Breastroke in swimming

**Specific Learning Outcomes:**

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

1. Explain the inverted breaststroke technique in swimming.

2. Demonstrate the inverted breaststroke technique in swimming for skill acquisition.

3. Appreciate their own and others' efforts in performing inverted breaststroke and montage creation.

**Key Inquiry Question(s):**

1. How can we use the inverted breaststroke in life-saving situations?

2. Why is overlapping important in a montage work?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self efficacy** | * **Responsibility** * **Unity** | **Safety**  **Life skills** |

**Learning Resources:**

- Swimming pool, floating devices, ropes, hoops

- Digital devices

- KLB Visionary Grade 6 Teacher's Guide, pages 105-108

- KLB Visionary Grade 6 Learner's Book, pages 159-167

**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 key concepts understanding.

**Lesson Development (25 minutes):**

**Step 1:** Introduction to Inverted Breaststroke

- Define and explain the inverted breaststroke technique in swimming.

- Discuss the key components and movements involved in performing the inverted breaststroke.

**Step 2:** Demonstration and Practice

- Demonstrate the inverted breaststroke technique in the swimming pool.

- Provide opportunities for students to practice the technique with the support of floating devices and ropes.

**Step 3:** Application in Life-Saving Scenarios

- Discuss how the inverted breaststroke technique can be used in life-saving situations.

- Engage students in a scenario-based discussion on the practical applications of the technique.

**Step 4:** Montage Creation and Appreciation

- Introduce the concept of overlapping in montage creation.

- Guide students in creating their own montages using visuals or digital devices.

- Encourage students to appreciate their own and others' efforts in the montage creation process.

**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 group discussion on the importance of technique in swimming.

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

**Extended Activities:**

- Grade-relevant extended activities could include:

- Organizing a mini swimming competition where students showcase their inverted breaststroke skills.

- Researching famous montage artists and creating a presentation on their work.

- Practicing the inverted breaststroke technique in different water environments (e.g., lake, ocean) for varied experiences.

**Teacher Self-Evaluation:**

WEEK 11: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Inverted Breaststroke in swimming

**Specific Learning Outcomes:**

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

- Explain the inverted breaststroke technique in swimming.

- Demonstrate the inverted breaststroke technique in swimming for skill acquisition.

- Appreciate their own and others' efforts in performing inverted breaststroke.

**Key Inquiry Question(s):**

- How can we apply the inverted breaststroke technique in life-saving situations?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self efficacy** | * **Responsibility** * **Unity** | **Safety**  **Life skills** |

**Learning Resources:**

- Swimming pool, floating devices, ropes, hoops.

- Digital devices.

- KLB Visionary Grade 6 Teacher's Guide, pages 105-108.

- KLB Visionary Grade 6 Learner's Book, pages 159-167.

**Organization of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson on basic swimming techniques.

- Guide learners to read and discuss relevant content from the learning resources to understand the inverted breaststroke technique and its importance.

**Lesson Development (25 minutes):**

**- Step 1:** Understanding the Inverted Breaststroke Technique

- Explain the key elements of the inverted breaststroke.

- Demonstrate the technique in the swimming pool.

- Allow students to practice the arm and leg movements.

**- Step 2:** Skill Acquisition

- Provide floating devices for support as students practice the inverted breaststroke.

- Offer guidance and tips to improve their technique.

- Encourage peer feedback and support.

**- Step 3:** Application in Life-Saving

- Discuss how the inverted breaststroke can be used in life-saving situations.

- Role-play scenarios where the technique is crucial for rescuing someone in water.

**- Step 4:** Appreciation and Reflection

- Reflect on individual and group performances of the inverted breaststroke.

- Encourage students to appreciate their own progress and that of their peers.

**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson.

- Engage in a brief interactive activity to reinforce understanding, such as a quick quiz or group discussion.

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

**Extended Activities:**

- Assign students to create a safety poster showcasing the importance of swimming techniques like the inverted breaststroke in life-saving situations.

- Organize a swimming relay race where students must incorporate the inverted breaststroke technique to complete a section of the race.

**Teacher Self-Evaluation:**

WEEK 11: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Inverted Breaststroke in swimming

**Specific Learning Outcomes:**

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

1. Explain the inverted breaststroke technique in swimming.

2. Demonstrate the inverted breaststroke technique in swimming for skill acquisition.

3. Appreciate your own and others' efforts in performing inverted breaststroke and montage creation.

**Key Inquiry Question(s):**

- How can we use inverted breaststroke in life-saving situations?

- Why is overlapping important in a montage work?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self efficacy** | * **Responsibility** * **Unity** | **Safety**  **Life skills** |

**Learning Resources:**

- Swimming pool, floating devices, ropes, hoops, digital devices

- KLB Visionary Grade 6 Teacher's Guide pages 105-108

- KLB Visionary Grade 6 Learner's Book pages 159-167

**Organization of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson with students.

- Guide students to read and discuss relevant content from the learning resources, emphasizing understanding of key concepts related to inverted breaststroke in swimming.

**Lesson Development (25 minutes)**

**Step 1:** Explain the Inverted Breaststroke Technique

- Discuss the key components and movements involved in the inverted breaststroke technique with the students.

- Demonstrate the correct form and technique for performing the inverted breaststroke.

- Allow students to ask questions and clarify any doubts regarding the technique.

**Step 2:** Demonstrate the Inverted Breaststroke

- Divide students into pairs or small groups and have them practice the inverted breaststroke in the swimming pool.

- Provide feedback and guidance to students as they practice the technique.

- Encourage students to observe and learn from each other's performances.

**Step 3:** Appreciate Efforts in Performing Inverted Breaststroke and Montage Creation

- Facilitate a discussion on the importance of appreciating one's own efforts and those of others in performance-based activities.

- Introduce the concept of montage creation and discuss how overlapping is important in creating a visual composition.

- Engage students in a practical activity where they create a simple montage using images or drawings.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson, highlighting the learning objectives achieved.

- Conduct a brief interactive activity, such as a peer feedback session on the montage creations, to reinforce the main topics.

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

**Extended Activities:**

- Encourage students to research and create a storyboard depicting a life-saving scenario where the inverted breaststroke technique is utilized.

- Have students collaborate to create a larger-scale montage artwork incorporating themes related to teamwork and cooperation.

- Organize a mini swimming competition where students can showcase their improved inverted breaststroke skills and receive constructive feedback from their peers.

**Teacher Self-Evaluation:**

WEEK 11: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Procedure for Inverted Breaststroke

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to: explain the procedure in inverted breaststroke, demonstrate body position inverted breaststroke technique in swimming for skill acquisition, appreciate your own and others' efforts in performing inverted breaststroke and montage creation.

**Key Inquiry Question(s):**

- How can we use inverted breaststroke in life saving?

- Why is overlapping important in a montage work?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self efficacy** | * **Responsibility** * **Unity** | **Safety**  **Life skills** |

**Learning Resources:**

- Swimming pool, floating devices, ropes, hoops, digital devices

- KLB Visionary Grade 6 Teacher's Guide pg. 105-108

- KLB Visionary Grade 6 Learners Book pg. 159-167

**Lesson Plan:**

**Introduction (5 minutes)**

- Welcome the students back and briefly review the previous lesson on swimming techniques.

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

**Lesson Development (25 minutes)**

**Step 1:** Introduction to Inverted Breaststroke

- Discuss the concept of inverted breaststroke and its importance in swimming.

- Demonstrate the body position for inverted breaststroke and explain the technique.

**Step 2:** Practical Demonstration

- Take the students to the swimming pool and allow them to practice the inverted breaststroke technique with the help of floating devices and ropes.

- Provide guidance and feedback to each student on their body position and execution of the stroke.

**Step 3:** Appreciating Efforts

- Encourage students to appreciate their own and others' efforts in performing the inverted breaststroke.

- Discuss the importance of sportsmanship and supporting each other in skill acquisition.

**Step 4:** Montage Creation

- Introduce the concept of creating a montage and discuss why overlapping is important in the composition.

- Encourage students to work on creating their own montages using digital devices or art supplies.

**Conclusion (5 minutes)**

- Summarize the key points covered during the lesson, including the procedure for inverted breaststroke and the significance of montage creation.

- Engage the students in a brief interactive activity to reinforce their understanding of the main topics.

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

**Extended Activities:**

- Students can create a visual presentation showcasing the steps of the inverted breaststroke technique.

- Organize a mini swimming competition where students can apply their newly acquired skills in different strokes including inverted breaststroke.

**Teacher Self-Evaluation:**

WEEK 11: LESSON 5

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Procedure for Inverted Breaststroke

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to: explain the procedure in inverted breaststroke, demonstrate body position inverted breaststroke technique in swimming for skill acquisition, appreciate your own and others' efforts in performing inverted breaststroke and montage creation.

**Key Inquiry Question(s):**

- How can we use inverted breaststroke in life saving?

- Why is overlapping important in a montage work?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self efficacy** | * **Responsibility** * **Unity** | **Safety**  **Life skills** |

**Learning Resources:**

- Swimming pool, floating devices, ropes, hoops, digital devices

- KLB Visionary Grade 6 Teacher's Guide pg. 105-108

- KLB Visionary Grade 6 Learners Book pg. 159-167

**Lesson Plan:**

**Introduction (5 minutes)**

- Welcome the students back and briefly review the previous lesson on swimming techniques.

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

**Lesson Development (25 minutes)**

**Step 1:** Introduction to Inverted Breaststroke

- Discuss the concept of inverted breaststroke and its importance in swimming.

- Demonstrate the body position for inverted breaststroke and explain the technique.

**Step 2:** Practical Demonstration

- Take the students to the swimming pool and allow them to practice the inverted breaststroke technique with the help of floating devices and ropes.

- Provide guidance and feedback to each student on their body position and execution of the stroke.

**Step 3:** Appreciating Efforts

- Encourage students to appreciate their own and others' efforts in performing the inverted breaststroke.

- Discuss the importance of sportsmanship and supporting each other in skill acquisition.

**Step 4:** Montage Creation

- Introduce the concept of creating a montage and discuss why overlapping is important in the composition.

- Encourage students to work on creating their own montages using digital devices or art supplies.

**Conclusion (5 minutes)**

- Summarize the key points covered during the lesson, including the procedure for inverted breaststroke and the significance of montage creation.

- Engage the students in a brief interactive activity to reinforce their understanding of the main topics.

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

**Extended Activities:**

- Students can create a visual presentation showcasing the steps of the inverted breaststroke technique.

- Organize a mini swimming competition where students can apply their newly acquired skills in different strokes including inverted breaststroke.

**Teacher Self-Evaluation:**

WEEK 11: LESSON 6

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Procedure for Inverted Breaststroke

**Specific Learning Outcomes:**

- By the end of the lesson, the learner should be able to: explain the procedure in inverted breaststroke, demonstrate body position inverted breaststroke technique in swimming for skill acquisition, appreciate your own and others' efforts in performing inverted breaststroke and montage creation.

**Key Inquiry Question(s):**

- How can we use inverted breaststroke in life saving?

- Why is overlapping important in a montage work?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self efficacy** | * **Responsibility** * **Unity** | **Safety**  **Life skills** |

**Learning Resources:**

- Swimming pool, floating devices, ropes, hoops, digital devices

- KLB Visionary Grade 6 Teacher's Guide pg. 105-108

- KLB Visionary Grade 6 Learners Book pg. 159-167

**Lesson Plan:**

**Introduction (5 minutes)**

- Welcome the students back and briefly review the previous lesson on swimming techniques.

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

**Lesson Development (25 minutes)**

**Step 1:** Introduction to Inverted Breaststroke

- Discuss the concept of inverted breaststroke and its importance in swimming.

- Demonstrate the body position for inverted breaststroke and explain the technique.

**Step 2:** Practical Demonstration

- Take the students to the swimming pool and allow them to practice the inverted breaststroke technique with the help of floating devices and ropes.

- Provide guidance and feedback to each student on their body position and execution of the stroke.

**Step 3:** Appreciating Efforts

- Encourage students to appreciate their own and others' efforts in performing the inverted breaststroke.

- Discuss the importance of sportsmanship and supporting each other in skill acquisition.

**Step 4:** Montage Creation

- Introduce the concept of creating a montage and discuss why overlapping is important in the composition.

- Encourage students to work on creating their own montages using digital devices or art supplies.

**Conclusion (5 minutes)**

- Summarize the key points covered during the lesson, including the procedure for inverted breaststroke and the significance of montage creation.

- Engage the students in a brief interactive activity to reinforce their understanding of the main topics.

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

**Extended Activities:**

- Students can create a visual presentation showcasing the steps of the inverted breaststroke technique.

- Organize a mini swimming competition where students can apply their newly acquired skills in different strokes including inverted breaststroke.

**Teacher Self-Evaluation:**

WEEK 12: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Procedure for inverted Breaststroke

**Specific Learning Outcomes:**

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

1. Explain the procedure for inverted breaststroke.

2. Demonstrate arm action inverted breaststroke technique in swimming for skill acquisition.

3. Appreciate their own and others' efforts in performing inverted breaststroke and montage creation.

**Key Inquiry Question(s):**

- How can we use inverted breaststroke in life saving?

- Why is overlapping important in a montage work?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self efficacy** | * **Responsibility** * **Unity** | **Safety**  **Life skills** |

**Learning Resources:**

- Swimming pool, floating devices, ropes, hoops, digital devices

- KLB Visionary Grade 6 Teacher's Guide, pages 105-108

- KLB Visionary Grade 6 Learner's Book, pages 159-167

**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 (25 minutes)**

**- Step 1:** Introduce the concept of inverted breaststroke and its importance in swimming techniques. Discuss how this stroke is different from traditional breaststroke.

**- Step 2:** Demonstrate and explain the arm action technique for inverted breaststroke. Allow students to practice this technique in the water with the help of floating devices.

**- Step 3:** Discuss the significance of skill acquisition in swimming and how practicing inverted breaststroke can contribute to overall swimming proficiency.

- **Step 4:** Engage students in a group activity where they provide feedback to each other on their arm action and execution of inverted breaststroke both in and out of the pool.

**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 peer assessment of arm action technique.

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

**Extended Activities:**

- Ask students to create a short video demonstrating the inverted breaststroke technique and share it with the class for peer feedback.

- Organize a mini swimming competition where students can showcase their improved skills in inverted breaststroke.

**Teacher Self-Evaluation:**

WEEK 12: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Procedure for inverted Breaststroke

**Specific Learning Outcomes:**

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

1. Explain the procedure for inverted breaststroke.

2. Demonstrate arm action inverted breaststroke technique in swimming for skill acquisition.

3. Appreciate their own and others' efforts in performing inverted breaststroke and montage creation.

**Key Inquiry Question(s):**

- How can we use inverted breaststroke in life saving?

- Why is overlapping important in a montage work?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self efficacy** | * **Responsibility** * **Unity** | **Safety**  **Life skills** |

**Learning Resources:**

- Swimming pool, floating devices, ropes, hoops, digital devices

- KLB Visionary Grade 6 Teacher's Guide, pages 105-108

- KLB Visionary Grade 6 Learner's Book, pages 159-167

**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 (25 minutes)**

**- Step 1:** Introduce the concept of inverted breaststroke and its importance in swimming techniques. Discuss how this stroke is different from traditional breaststroke.

**- Step 2:** Demonstrate and explain the arm action technique for inverted breaststroke. Allow students to practice this technique in the water with the help of floating devices.

**- Step 3:** Discuss the significance of skill acquisition in swimming and how practicing inverted breaststroke can contribute to overall swimming proficiency.

- **Step 4:** Engage students in a group activity where they provide feedback to each other on their arm action and execution of inverted breaststroke both in and out of the pool.

**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 peer assessment of arm action technique.

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

**Extended Activities:**

- Ask students to create a short video demonstrating the inverted breaststroke technique and share it with the class for peer feedback.

- Organize a mini swimming competition where students can showcase their improved skills in inverted breaststroke.

**Teacher Self-Evaluation:**

WEEK 12: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Procedure for inverted Breaststroke

**Specific Learning Outcomes:**

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

1. Explain the procedure for inverted breaststroke.

2. Demonstrate arm action inverted breaststroke technique in swimming for skill acquisition.

3. Appreciate their own and others' efforts in performing inverted breaststroke and montage creation.

**Key Inquiry Question(s):**

- How can we use inverted breaststroke in life saving?

- Why is overlapping important in a montage work?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self efficacy** | * **Responsibility** * **Unity** | **Safety**  **Life skills** |

**Learning Resources:**

- Swimming pool, floating devices, ropes, hoops, digital devices

- KLB Visionary Grade 6 Teacher's Guide, pages 105-108

- KLB Visionary Grade 6 Learner's Book, pages 159-167

**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 (25 minutes)**

**- Step 1:** Introduce the concept of inverted breaststroke and its importance in swimming techniques. Discuss how this stroke is different from traditional breaststroke.

**- Step 2:** Demonstrate and explain the arm action technique for inverted breaststroke. Allow students to practice this technique in the water with the help of floating devices.

**- Step 3:** Discuss the significance of skill acquisition in swimming and how practicing inverted breaststroke can contribute to overall swimming proficiency.

- **Step 4:** Engage students in a group activity where they provide feedback to each other on their arm action and execution of inverted breaststroke both in and out of the pool.

**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 peer assessment of arm action technique.

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

**Extended Activities:**

- Ask students to create a short video demonstrating the inverted breaststroke technique and share it with the class for peer feedback.

- Organize a mini swimming competition where students can showcase their improved skills in inverted breaststroke.

**Teacher Self-Evaluation:**

WEEK 12: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Procedure for Inverted Breaststroke

**Specific Learning Outcomes:**

- Explain the procedure for inverted breaststroke

- Demonstrate establishing rhythm using the inverted breaststroke technique in swimming for skill acquisition

- Appreciate personal and peers' efforts in performing the inverted breaststroke and montage creation

**Key Inquiry Question(s):**

- How can we use inverted breaststroke in life saving?

- Why is overlapping important in a montage work?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self efficacy** | * **Responsibility** * **Unity** | **Safety**  **Life skills** |

**Learning Resources:**

- Swimming pool, floating devices, ropes, hoops, digital devices

- KLB Visionary Grade 6 Teacher's Guide, pages 105-108

- KLB Visionary Grade 6 Learner's Book, pages 159-167

**Lesson Plan:**

**Introduction (5 minutes):**

- Review the previous lesson related to swimming techniques.

- Have students read and discuss relevant content from the provided learning resources, focusing on understanding key concepts.

**Lesson Development (25 minutes):**

**Step 1:** Exploring Inverted Breaststroke

- Discuss the importance of the inverted breaststroke technique in swimming for life-saving situations.

- Demonstrate and guide students in practicing the execution of the inverted breaststroke.

- Emphasize establishing rhythm in the stroke for better performance.

**Step 2:** Understanding Montage Creation

- Introduce the concept of montage and its significance in creative arts.

- Explain why overlapping is crucial in creating a visually appealing montage.

- Engage students in a hands-on activity where they create their own simple montages using images or shapes.

**Step 3**: Peer Feedback

- Pair students up to provide feedback on each other's inverted breaststroke technique, both in and out of the pool.

- Encourage constructive criticism and positive reinforcement to enhance skill acquisition.

**Step 4:** Appreciation and Reflection

- Facilitate a discussion on appreciating personal efforts in skill development and acknowledging peers' progress.

- Reflect on the importance of teamwork and support in achieving common goals, whether in sports or creative projects.

**Conclusion (5 minutes):**

- Summarize the key points covered in the lesson, including the procedure for inverted breaststroke and the elements of creating a montage.

- Conduct a brief interactive activity where students share their reflections on the lesson.

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

**Extended Activities:**

- Assign students to create a larger-scale montage representing a theme or concept discussed in class.

- Organize a mini swimming competition where students showcase their improved inverted breaststroke skills and receive peer feedback for further improvement.

**Teacher Self-Evaluation:**

WEEK 12: LESSON 5

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Procedure for the Inverted Breaststroke

**Specific Learning Outcomes:**

- Explain the procedure for the inverted breaststroke.

- Demonstrate establishing rhythm in the inverted breaststroke technique in swimming for skill acquisition.

- Appreciate your own and others' efforts in performing the inverted breaststroke and montage creation.

**Key Inquiry Question(s):**

- How can we use the inverted breaststroke in life-saving situations?

- Why is overlapping important in a montage work?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self efficacy** | * **Responsibility** * **Unity** | **Safety**  **Life skills** |

**Learning Resources:**

- Swimming pool, floating devices, ropes, hoops

- Digital devices for recording and analysis

- KLB Visionary Grade 6 Teacher's Guide pages 105-108

- KLB Visionary Grade 6 Learner's Book pages 159-167

**Organization of Learning:**

**Introduction (5 minutes)**

- Review key concepts from the previous lesson.

- Have learners engage with the learning resources to refresh their understanding of the inverted breaststroke technique.

**Lesson Development (25 minutes)**

**Step 1:** Explanation and Demonstration

- Discuss the key components of the inverted breaststroke technique: body position, arm action, leg action, and breathing.

- Demonstrate the established rhythm required for the inverted breaststroke.

- Guide learners in practicing the technique in and out of the pool.

**Step 2:** Skill Application

- Have learners apply the inverted breaststroke technique in simulated life-saving scenarios.

- Provide opportunities for peer feedback and evaluation of each other's technique.

**Step 3:** Montage Creation

- Introduce the concept of montage and explain the importance of overlapping in creating a visually appealing composition.

- Guide learners in creating their own montages using images or digital tools.

**Step 4:** Appreciation and Reflection

- Facilitate a discussion on the efforts of each learner in performing the inverted breaststroke and creating montages.

- Encourage students to appreciate and provide constructive feedback to their peers.

**Conclusion (5 minutes)**

- Recap the key points covered during the lesson.

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

- Provide a preview of the topics to be covered in the next session.

**Extended Activities:**

- Assign students to research famous swimmers who excelled in the breaststroke technique and present their findings to the class.

- Organize a swimming competition where students can showcase their improved inverted breaststroke skills.

**Teacher Self-Evaluation:**

WEEK 12: LESSON 6

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Procedure for the Inverted Breaststroke

**Specific Learning Outcomes:**

- Explain the procedure for the inverted breaststroke.

- Demonstrate establishing rhythm in the inverted breaststroke technique in swimming for skill acquisition.

- Appreciate your own and others' efforts in performing the inverted breaststroke and montage creation.

**Key Inquiry Question(s):**

- How can we use the inverted breaststroke in life-saving situations?

- Why is overlapping important in a montage work?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self efficacy** | * **Responsibility** * **Unity** | **Safety**  **Life skills** |

**Learning Resources:**

- Swimming pool, floating devices, ropes, hoops

- Digital devices for recording and analysis

- KLB Visionary Grade 6 Teacher's Guide pages 105-108

- KLB Visionary Grade 6 Learner's Book pages 159-167

**Organization of Learning:**

**Introduction (5 minutes)**

- Review key concepts from the previous lesson.

- Have learners engage with the learning resources to refresh their understanding of the inverted breaststroke technique.

**Lesson Development (25 minutes)**

**Step 1:** Explanation and Demonstration

- Discuss the key components of the inverted breaststroke technique: body position, arm action, leg action, and breathing.

- Demonstrate the established rhythm required for the inverted breaststroke.

- Guide learners in practicing the technique in and out of the pool.

**Step 2:** Skill Application

- Have learners apply the inverted breaststroke technique in simulated life-saving scenarios.

- Provide opportunities for peer feedback and evaluation of each other's technique.

**Step 3:** Montage Creation

- Introduce the concept of montage and explain the importance of overlapping in creating a visually appealing composition.

- Guide learners in creating their own montages using images or digital tools.

**Step 4:** Appreciation and Reflection

- Facilitate a discussion on the efforts of each learner in performing the inverted breaststroke and creating montages.

- Encourage students to appreciate and provide constructive feedback to their peers.

**Conclusion (5 minutes)**

- Recap the key points covered during the lesson.

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

- Provide a preview of the topics to be covered in the next session.

**Extended Activities:**

- Assign students to research famous swimmers who excelled in the breaststroke technique and present their findings to the class.

- Organize a swimming competition where students can showcase their improved inverted breaststroke skills.

**Teacher Self-Evaluation:**

WEEK 13: LESSON 1

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
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**Strand:** Performance and Display

**Sub Strand:** Pictorial Composition using Montage Technique

**Specific Learning Outcomes:**

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

1. Explain the photomontage technique.

2. Analyze the characteristics of a montage.

3. Appreciate their own and others' efforts in performing the inverted breaststroke and creating montages.

**Key Inquiry Question(s):**

- How can we use the inverted breaststroke in life-saving situations?

- Why is overlapping important in a montage work?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self efficacy** | * **Responsibility** * **Unity** | **Safety**  **Life skills** |

**Learning Resources:**

- Internet

- Digital devices

- Pencils

- Sharpener

- Drawing book

- Samples from Spotlight Art & Craft Activities Teacher's Guide Grade 6 Pg. 23-29

- Spotlight Art & Craft Activities Learner's Book Grade 6 Pg. 26-32

**Organisation of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson related to pictorial composition.

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

**Lesson Development (25 minutes)**

**- Step 1:** Photomontage Technique

- Introduce learners to the concept of photomontage.

- Discuss examples of photomontage works and their characteristics.

**- Step 2:** Characteristics of Montage

- Explain the characteristics of a montage, such as blending, overlapping, and composition.

- Show examples of montages that highlight these characteristics.

**- Step 3:** Inverted Breaststroke in Life Saving

- Discuss the practical application of the inverted breaststroke in life-saving situations.

- Demonstrate the proper technique and emphasize its importance.

**- Step 4:** Importance of Overlapping in Montage Work

- Explore the significance of overlapping in creating visually appealing montages.

- Encourage learners to create their own montages utilizing overlapping elements.

**Conclusion (5 minutes)**

- Summarize the key points discussed during the lesson.

- Conduct a brief interactive activity where learners compare and discuss their montages and the techniques used.

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

**Extended Activities:**

- Assign students to create their photomontages using the techniques learned.

- Organize a gallery walk where learners present and discuss their montages with their peers.

- Challenge students to create a montage that conveys a specific theme or message.

**Teacher Self-Evaluation:**

WEEK 13: LESSON 2

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Pictorial composition using montage technique

**Specific Learning Outcomes:**

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

- Explain photomontage technique.

- Analyze the characteristics of montage.

- Appreciate their own and others' efforts in performing inverted breaststroke and montage creation.

**Key Inquiry Question(s):**

- How can we use the inverted breaststroke in life-saving situations?

- Why is overlapping important in a montage work?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self efficacy** | * **Responsibility** * **Unity** | **Safety**  **Life skills** |

**Learning Resources:**

- Internet, digital devices, pencils, sharpener, drawing book, samples from:

- Spotlight Art & Craft Activity Teacher's Guide Grade 6 Pages 23-29

- Spotlight Art & Craft Activity Learner's Book Grade 6 Pages 26-32

**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 (25 minutes)**

**Step 1:** Discuss the importance of the inverted breaststroke in life-saving situations.

Content: Explore the key elements of the inverted breaststroke and how they can be applied in a life-saving scenario.

**Step 2:** Analyze the significance of overlapping in montage work.

Content: Explain why overlapping images is crucial in creating a visually appealing montage and how it contributes to the overall composition.

**Step 3:** Explore the meaning and characteristics of photomontage technique.

Content: Define photomontage technique, discuss its purpose, and analyze the different characteristics of montage work.

**Step 4:** Appreciate and discuss your own and others' efforts in performing the inverted breaststroke and creating montages.

Content: Encourage learners to share their experiences with inverted breaststroke performance and montage creation, highlighting the value of self-reflection and peer feedback.

**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:**

- Learners can create their own photomontages using digital tools or physical materials, showcasing their understanding of the technique and its characteristics.

- Engage students in a peer review session where they evaluate each other's montages and provide constructive feedback to improve their work.

**Teacher Self-Evaluation:**

WEEK 13: LESSON 3

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand**: PERFORMANCE AND DISPLAY

**Sub Strand:** Pictorial composition using montage technique

**Specific Learning Outcomes:**

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

1. Explain the photomontage technique.

2. Create a pictorial composition on a PCI theme using the montage technique.

3. Appreciate their own and others' efforts in performing an inverted breaststroke and montage creation.

**Key Inquiry Question(s):**

- How can we use the inverted breaststroke in life-saving situations?

- Why is overlapping important in a montage work?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self efficacy** | * **Responsibility** * **Unity** | **Safety**  **Life skills** |

**Learning Resources:**

- Internet, digital devices, pencils, sharpener, drawing book, samples Spotlight Art & Craft Act. TG. Grd 6 Pg.23-29 Spotlight Art & Craft Act. Learner’s book. Grd 6 Pg.26-32

**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 (25 minutes)**

**Step 1:** Introduce the concept of photomontage and explain its significance in art.

**Step 2:** Demonstrate how to select and cut out images for the collage composition.

**Step 3:** Guide students in arranging and pasting the cut-out images on a theme of "water conservation" focusing on the key elements (interpretation of subject matter, overlapping, dominance, finishing).

**Step 4:** Encourage students to share their completed montage works and reflect on the process.

**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:

1. Research and create a digital montage using online tools.

2. Collaborate with peers to create a larger-scale montage project on a school-related theme.

3. Explore different forms of collage art and present findings to the class.

**Teacher Self-Evaluation:**

WEEK 13: LESSON 4

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** Performance and Display

**Sub Strand:** Pictorial Composition Using Montage Technique

**Specific Learning Outcomes:**

- Explain the photomontage technique.

- Create a pictorial composition on a PCI theme using the montage technique.

- Appreciate your own and others' efforts in performing inverted breaststroke and montage creation.

**Key Inquiry Question(s):**

- How can we use inverted breaststroke in lifesaving?

- Why is overlapping important in a montage work?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self efficacy** | * **Responsibility** * **Unity** | **Safety**  **Life skills** |

**Learning Resources:**

- Internet, digital devices

- Pencils, sharpener, drawing book

- Samples from Spotlight Art & Craft Activity Teacher's Guide Grade 6 Pg.23-29

- Samples from Spotlight Art & Craft Activity Learner's Book Grade 6 Pg.26-32

**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 (25 minutes)**

**Step 1:** Introduction to the Photomontage Technique

- Explain the photomontage technique using visual aids and examples.

- Discuss the elements of a photomontage and how it differs from traditional collage.

**Step 2:** Creating a Pictorial Composition on "Water Conservation"

- Instruct students on how to select and cut out pictures from old magazines and newspapers related to water conservation.

- Guide students in arranging and pasting the cut-out images to create a collage composition with emphasis on interpretation, overlapping, dominance, and finishing.

**Step 3:** Exploring New Ideas and Techniques

- Encourage students to explore and try out new ideas for arranging and pasting images to enhance their collage composition.

- Provide feedback and guidance on creative choices made by students in their compositions.

**Step 4:** Appreciating Efforts in Montage Creation

- Facilitate a peer-review session where students appreciate and provide constructive feedback on each other's montage compositions.

- Encourage students to reflect on the creative process and express appreciation for unique approaches taken by their peers.

**Conclusion (5 minutes)**

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

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

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

**Extended Activities:**

- Have students create a digital photomontage using online editing tools.

- Organize a gallery walk where students display and discuss their montage compositions with classmates.

**Teacher Self-Evaluation:**

WEEK 13: LESSON 5

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Pictorial composition using montage technique

**Specific Learning Outcomes:**

- Explain the photomontage technique.

- Create a pictorial composition on a PCI theme using the montage technique.

- Appreciate your own and others' efforts in performing inverted breaststroke and montage creation.

**Key Inquiry Question(s):**

- How can we use inverted breaststroke in lifesaving?

- Why is overlapping important in a montage work?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self efficacy** | * **Responsibility** * **Unity** | **Safety**  **Life skills** |

**Learning Resources:**

- Internet, digital devices

- Pencils, sharpener, drawing book

- Samples from Spotlight Art & Craft Activity Teacher’s Guide Grade 6 (Pages 23-29)

- Samples from Spotlight Art & Craft Activity Learner’s Book Grade 6 (Pages 26-32)

**Organization of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson.

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

**Lesson Development (25 minutes)**

**Step 1:** Understanding Photomontage Technique

- Explain and demonstrate the photomontage technique.

- Discuss the elements and principles of design involved in creating a montage.

**Step 2:** Creating a Pictorial Composition

- Guide students in selecting a PCI theme for their montages.

- Provide instructions on how to apply the montage technique to create their compositions.

**Step 3:** Appreciating Efforts

- Facilitate a sharing session where students display and discuss their montages with a partner.

- Encourage them to appreciate and give constructive feedback on each other’s work.

**Step 4:** Inverted Breaststroke and Montage Creation

- Lead a brief discussion on the use of inverted breaststroke in life-saving situations.

- Highlight the importance of overlapping in creating an effective montage work.

**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 in the next session.

**Extended Activities:**

- Encourage students to explore creating digital montages using online tools.

- Have students research and analyze famous montages in art history and present their findings.

**Teacher Self-Evaluation:**

WEEK 13: LESSON 6

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| SCHOOL | LEVEL | LEARNING AREA | DATE | TIME | ROLL |
|  | GRADE 6 | CREATIVE ARTS |  |  |  |

**Strand:** PERFORMANCE AND DISPLAY

**Sub Strand:** Pictorial composition using montage technique

**Specific Learning Outcomes:**

- Explain the photomontage technique.

- Create a pictorial composition on a PCI theme using the montage technique.

- Appreciate your own and others' efforts in performing inverted breaststroke and montage creation.

**Key Inquiry Question(s):**

- How can we use inverted breaststroke in lifesaving?

- Why is overlapping important in a montage work?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Self efficacy** | * **Responsibility** * **Unity** | **Safety**  **Life skills** |

**Learning Resources:**

- Internet, digital devices

- Pencils, sharpener, drawing book

- Samples from Spotlight Art & Craft Activity Teacher’s Guide Grade 6 (Pages 23-29)

- Samples from Spotlight Art & Craft Activity Learner’s Book Grade 6 (Pages 26-32)

**Organization of Learning:**

**Introduction (5 minutes)**

- Review the previous lesson.

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

**Lesson Development (25 minutes)**

**Step 1:** Understanding Photomontage Technique

- Explain and demonstrate the photomontage technique.

- Discuss the elements and principles of design involved in creating a montage.

**Step 2:** Creating a Pictorial Composition

- Guide students in selecting a PCI theme for their montages.

- Provide instructions on how to apply the montage technique to create their compositions.

**Step 3:** Appreciating Efforts

- Facilitate a sharing session where students display and discuss their montages with a partner.

- Encourage them to appreciate and give constructive feedback on each other’s work.

**Step 4:** Inverted Breaststroke and Montage Creation

- Lead a brief discussion on the use of inverted breaststroke in life-saving situations.

- Highlight the importance of overlapping in creating an effective montage work.

**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 in the next session.

**Extended Activities:**

- Encourage students to explore creating digital montages using online tools.

- Have students research and analyze famous montages in art history and present their findings.

**Teacher Self-Evaluation:**