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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 1: LESSON 1**

**Strand:** Our School

**Sub Strand:** Swinging and Stretching

**Specific Learning Outcomes:**

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

1. Differentiate swinging and stretching activities through practice.
2. Watch a video clip on swinging and stretching.
3. Acknowledge the importance of swinging and stretching.

**Key Inquiry Question(s):**- How can you identify the differences between swinging and stretching activities?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson on CREATIVE ARTS.
- Engage learners in a discussion about swinging and stretching using the provided learning resources.

**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of swinging and stretching. Discuss the definitions and provide examples.
**Step 2:** Demonstrate how to swing and stretch using ropes, swings, and other materials.
**Step 3:** Watch video clips showcasing different swinging and stretching activities.

 **Step 4:** Engage learners in hands-on activities where they can practice swinging and stretching using the provided resources.

**Conclusion (5 minutes):**

- Summarize the key differences between swinging and stretching.
- Conduct an interactive activity to reinforce learning, such as a quick quiz or role-playing exercise.
- Provide a preview of the next lesson and encourage learners to think about the upcoming topics.

**Extended Activities:**

- Encourage students to create their swinging and stretching routines using a combination of the provided resources.
- Have students create a poster showcasing the importance of swinging and stretching in physical activity.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** Our School

**Sub Strand:** Difference between swinging and stretching
 **Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:**

1. Differentiate swinging and stretching activities through practice.
2. Watch a video clip on swinging and stretching.
3. Acknowledge the importance of swinging and stretching.

**Key Inquiry Question(s):**

 The learner is guided to:
- Watch video clips showing learners performing activities on swinging and stretching.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
 |

**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings.

**Organisation of Learning:**
**Introduction (5 minutes):**1. Review the previous lesson.
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (30 minutes):**- How do you stretch and swing?

**Step 1:** Introduction to Swinging and Stretching
- Introduce the concepts of swinging and stretching using visual aids and demonstrations.
- Engage learners in a discussion on the differences between the two activities.

**Step 2:** Practical Demonstration
- Provide hands-on activities for learners to practice swinging and stretching using the provided resources.
- Encourage active participation and guidance as needed.

**Step 3:** Watch Video Clips
- Show video clips of children engaging in swinging and stretching activities.
- Emphasize the key differences and benefits of each activity.

**Step 4:** Group Activity
- Divide learners into groups to create their own swinging and stretching routines using the provided materials.
- Encourage creativity and collaboration among the groups.

**Conclusion (5 minutes):**

1. Summarize key points and learning objectives achieved during the lesson.
2. Conduct a brief interactive activity to reinforce the main topics, such as a mini demonstration or quiz.
3. Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Encourage learners to practice swinging and stretching at home or in the playground and reflect on the differences and benefits.
- Create a mini-exhibition where learners showcase their swinging and stretching routines to their peers and teachers.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Our School

**Sub Strand:** Difference between swinging and stretching

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

1. Differentiate swinging and stretching activities through practice.
2. Watch a video clip on swinging and stretching.
3. Acknowledge the importance of swinging and stretching.

**Key Inquiry Question(s):**- The learner is guided to watch video clips showing learners performing activities on swinging and stretching.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of swinging and stretching, discussing the differences between the two activities.
**Step 2:** Demonstrate and practice swinging activities using swings, ropes, and hula hoops.
**Step 3:** Demonstrate and practice stretching exercises using papers, small clothes, and feathers.
**Step 4:** Watch a video clip showcasing swinging and stretching activities, discussing the importance of each.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Encourage students to create their own swinging and stretching routines using the provided resources.
- Have students create posters or drawings illustrating the benefits of swinging and stretching for physical health.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 4**

**Strand:** Our school

**Sub Strand:** Performing swinging activities while singing

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

1. Differentiate swinging and stretching activities through practice,

**Key Inquiry Question(s):**- The learner is guided to: Demonstrate swinging activities, Talk about safety during swinging activity in pairs,

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags,

**Organisation of Learning:**
**Introduction (5 minutes):**- Recap the previous lesson on swinging and stretching activities.
- Guide learners to explore and discuss relevant content from the learning resources, focusing on key concepts related to swinging activities.

**Lesson Development (20 minutes):**- Based on the learning experience, the lesson will be divided into 4 distinct steps:

**Step 1:** Introduce the concept of swinging and stretching activities.
**Step 2:** Demonstrate proper swinging techniques.
**Step 3:** Practice swinging activities in pairs, emphasizing safety measures.
**Step 4:** Reflect on the experience and discuss the differences between swinging and stretching.

**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson.
- Engage in an interactive activity to reinforce the main concepts of swinging activities.
- Provide a preview of the next lesson to prepare learners for upcoming topics.

**Extended Activities:**

- Encourage students to create their own swinging activity using materials such as papers, feathers, and paper bags to deepen their understanding of the concept. They can also draw or write about their experience with swinging activities to express their creativity.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 5-6**

**Strand:** Our school

**Sub Strand:** Performing swinging activities while singing
 **Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:**

1. Differentiate swinging and stretching activities through practice.
2. Perform swinging activities while singing a song for fun.
3. Acknowledge the importance of swinging and stretching.

**Key Inquiry Question(s):**- The learner is guided to:
1. Demonstrate swinging activities.
2. Talk about safety during swinging activity in pairs.
3. Practice swinging the arms, waist, shoulders, head while observing safety.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings.

**Organisation of Learning:**
**Introduction (5 minutes):**1. Review the previous lesson.
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**Based on learning experience: How do you stretch and swing?
**Step 1:** Introduce the concept of swinging and stretching. Demonstrate basic swinging movements.
**Step 2:** Practice swinging arms, waist, shoulders, and head while singing a song for fun.
**Step 3:** Discuss the importance of safety during swinging activities and practice safety measures with partners.
**Step 4:** Engage in a group swinging activity using hula hoops and swings.

**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:**

- Grade-relevant extended activities could include creating a dance routine incorporating swinging movements, designing a playground with safe swinging equipment, or writing a short story about a character who loves swinging and stretching activities.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Our school

**Sub Strand:** Performing swinging activities while singing

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

1. Differentiate swinging and stretching activities through practice.
2. Perform swinging activities while singing a song for fun.
3. Acknowledge the importance of swinging and stretching.

**Key Inquiry Question(s):** The learner is guided to:
- Demonstrate swinging activities.
- Talk about safety during swinging activity in pairs.
- Practice swinging the arms, waist, shoulders, head while observing safety.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**- Based on learning experience: How do you stretch and swing?, lesson development MUST be split into 3 or 4 distinct steps.

**Step 1:** Introduction to Swinging Activities
- Define swinging and stretching activities.
- Discuss the importance of warming up and stretching before physical activities.

**Step 2:** Practicing Swinging Movements
- Demonstrate different swinging movements using arms, waist, shoulders, and head.
- Have students practice these movements in pairs while emphasizing safety.

**Step 3:** Swinging Activities While Singing
- Introduce a fun song for the students to sing.
- Encourage students to perform swinging activities while singing the song.

**Step 4:** Reflection on Learning
- Ask students to share what they enjoyed about swinging and stretching activities.
- Discuss the benefits of incorporating movement into singing activities.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- For extended activities, students can create their own swinging or stretching routine incorporating music and movement. They can also research different swinging activities from around the world and present them to the class.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Our School

**Sub Strand:** Performing stretching activities

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

1. State the difference between swinging and stretching.
2. Perform stretching activities for gross motor development.
3. Acknowledge the importance of swinging and stretching.

**Key Inquiry Question(s):**The learner is guided to:
- Demonstrate stretching activities.
- Stretch their hands and legs in groups.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of stretching and its importance.
**Step 2:** Demonstrate different stretching activities using the provided resources.
**Step 3:** Engage learners in group stretching exercises involving stretching hands and legs.
**Step 4:** Discuss the difference between swinging and stretching, and the benefits of each.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Encourage learners to create a stretching routine they can practice daily at home.
- Ask learners to research and prepare a short presentation on different sports that involve stretching activities.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** Our School

**Sub Strand:** Performing stretching activities

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

1. State the difference between swinging and stretching.
2. Perform stretching activities for gross motor development.
3.Acknowledge the importance of swinging and stretching.

**Key Inquiry Question(s):**The learner is guided to:
- Demonstrate stretching activities.
- Stretch their hands and legs in groups.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tires, ropes, hula hoops, swings.

**Organization of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of stretching and swinging. Discuss the importance of these activities for physical development.

**Step 2:** Demonstrate different stretching exercises involving hands and legs. Encourage learners to follow along.

**Step 3:** Explore swinging movements with the help of swings and hula hoops. Discuss the benefits of swinging for physical coordination.

 **Step 4:** Engage learners in group stretching activities to encourage teamwork and collaboration.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Have learners create a mini poster showing different stretching exercises and their benefits.
- Organize a group relay race that includes elements of stretching and swinging to reinforce the concepts learned.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 4-5**

**Strand:** Our School

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

1.State the difference between swinging and stretching.

2.Perform stretching activities for gross motor development.
3.Acknowledge the importance of swinging and stretching.

**Key Inquiry Question(s):**The learner is guided to:
- Demonstrate stretching activities.
- Stretch their hands and legs in groups.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tires, ropes, hula hoops, swings.

**Organization of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of stretching and swinging. Discuss the importance of these activities for physical development.

**Step 2:** Demonstrate different stretching exercises involving hands and legs. Encourage learners to follow along.

**Step 3:** Explore swinging movements with the help of swings and hula hoops. Discuss the benefits of swinging for physical coordination.

**Step 4:** Engage learners in group stretching activities to encourage teamwork and collaboration.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Have learners create a mini poster showing different stretching exercises and their benefits.
- Organize a group relay race that includes elements of stretching and swinging to reinforce the concepts learned.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 6**

**Strand:** Our school

**Sub Strand:** Colouring drawn pictures of learners swinging

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

1.Differentiate swinging and stretching activities through practice.
2. Colour drawn pictures of learners swinging for enjoyment.
3.Acknowledge own and others’ drawn swinging materials.

**Key Inquiry Question(s):**The learner is guided to:
- Colour drawn pictures of learners swinging and stretching.
- Display and talk about own and others colored pictures on swinging and stretching.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
 |

**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**Based on learning experience: "How do you stretch and swing?", lesson development MUST be split into 3 or 4 distinct steps:

 **Step 1:** Introduce the concept of stretching and swinging, discussing the differences between the two activities.

**Step 2:** Demonstrate stretching and swinging movements using props like ropes, hula hoops, and swings.

**Step 3:** Allow learners to practice swinging and stretching activities using the provided resources like sand, grass, and feathers.

**Step 4:** Guide learners to color drawn pictures of learners swinging, encouraging creativity and attention to detail.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Encourage learners to create a collage depicting various physical activities, including swinging and stretching, using the resources provided.
- Organize a mini-exhibition where learners can display and share their artwork with their peers and teachers.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 3: LESSON 1**

**Strand:** Our school

**Sub Strand:** Colouring drawn pictures of learners swinging

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

1. Differentiate swinging and stretching activities through practice.
2. Colour drawn pictures of learners swinging for enjoyment.
3. Acknowledge own and others' drawn swinging materials.

**Key Inquiry Question(s):**- The learner is guided to:
1. Colour drawn pictures of learners swinging and stretching.
2. Display and talk about own and others' coloured pictures on swinging and stretching.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
 |

**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**- Based on learning experience on how to stretch and swing, the lesson development will be split into 4 distinct steps:

**Step 1:** Demonstrate and discuss the difference between swinging and stretching. Use visual aids like pictures or simple movements to explain.

**Step 2:** Provide learners with drawn pictures of swinging activities. Encourage them to colour the pictures using the provided materials.

**Step 3:** Allow learners to share and discuss their coloured pictures with their peers. Encourage them to appreciate and acknowledge each other's work.

**Step 4:** Engage in a group discussion about the importance of physical activities like swinging and stretching for health and wellbeing.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where learners can showcase their coloured pictures and talk about what they've learned.
- Preview upcoming topics or questions for the next session.

**Extended Activities:**

- Encourage learners to practice swinging and stretching in a safe and supervised environment.
- Create a mini art exhibition in the classroom showcasing everyone's coloured pictures of swinging activities.
- Invite parents or other classes to view the exhibition and discuss the importance of physical activities for young children.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 3: LESSON 2**

**Strand:** Our school

**Sub Strand:** Colouring drawn pictures of learners stretching
 **Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:**

1. Differentiate swinging and stretching activities through practice.
2. Colour drawn pictures of learners stretching for enjoyment.
3.Acknowledge own and others’ drawn swinging materials.

**Key Inquiry Question(s):**The learner is guided to:
- Colour drawn pictures of learners swinging and stretching.
- Display and talk about own and others colored pictures on swinging and stretching.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
 |

**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings.

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

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

**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of stretching and swinging through a brief discussion. Show examples and demonstrate the movements.

**Step 2:** Provide coloring materials and let learners practice coloring pictures of learners stretching, emphasizing the use of different colors and textures.

**Step 3:** Encourage learners to share their colored pictures with their peers and discuss the differences in their artworks.

**Step 4:** Discuss the importance of acknowledging and appreciating each other's artwork and efforts in creating them.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where learners showcase their colored pictures and explain their creative choices.
- Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Grade-relevant extended activities could include creating a group mural of stretching and swinging activities, organizing a mini art exhibition where learners can display their artwork to the school community, or creating a short video showcasing their art process and learning.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 3: LESSON 3**

**Strand:** Our school

**Sub Strand:** Colouring drawn pictures of learners stretching

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

1.Differentiate swinging and stretching activities through practice.

**Key Inquiry Question(s):**The learner is guided to:

- Colour drawn pictures of learners swinging and stretching, display, and talk about their own and others' colored pictures on swinging and stretching.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
 |

**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):
Step 1:** Discuss with students the differences between swinging and stretching activities.
**Step 2:** Provide drawn pictures of learners swinging and stretching for coloring.
**Step 3:** Encourage students to color the pictures using the provided resources such as sand, grass, feathers, etc.
**Step 4:** Have students display and discuss their colored pictures with their peers.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Ask students to create their own drawings depicting swinging and stretching activities.
- Organize a mini-exhibition where students can showcase their drawings to parents and peers.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 3: LESSON 4**

**Strand:** Our school

**Sub Strand:** Parts of the body that can be used as percussion

**Specific Learning Outcomes:**

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

1. Identify parts of the body that can be used as percussion in performance of music in school.
2.Observe pictures of body parts used as percussion instruments.
3. Appreciate own and other’s efforts in using parts of the body as percussion in a performance.

**Key Inquiry Question(s):**- How can we use parts of our body to create musical rhythms?
- Name parts of the body that can be used to perform music (clapping, stomping, snapping).

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**
**Step 1:** Demonstration and Discussion
- Show video clips or demonstrations of rhythmic sounds using body parts.
- Discuss the different parts of the body that can be used for percussion.

**Step 2:** Practical Activity
- Divide learners into pairs.
- Encourage each pair to experiment with creating rhythms using their body parts.

**Step 3:** Presentation
- Each pair will showcase their rhythm creation to the class.
- Discuss and appreciate the efforts of each pair.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where learners identify body parts used by their peers in creating rhythms.
- Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Encourage learners to create a simple percussion piece using a combination of body parts and other materials found in the learning resources.
- Explore creating rhythms with different tempos and patterns to further enhance musical understanding.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 3: LESSON 5-6**

**Strand:** Our school

**Sub Strand:** Parts of the body that can be used as percussion

**Specific Learning Outcomes:**1.Identify parts of the body that can be used as percussion in the performance of music in school.
2. Observe pictures of body parts used as percussion instruments.
3.Appreciate own and others' efforts in using parts of the body as percussion in a performance.

**Key Inquiry Question(s):**- Watch video clips of learners or demonstrations of performance of rhythmic sounds using body parts in groups.
- Name parts of the body that can be used to perform music (clapping, stomping, snapping) in pairs.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

 **Step 1:** Introduce the concept of using body parts as percussion instruments through a brief explanation and examples.
**Step 2:** Demonstrate different body parts that can be used for percussion (clapping, stomping, snapping) and have learners practice these rhythms.
**Step 3:** Engage learners in group activities where they create rhythmic patterns using their body parts.

**Step 4:** Showcase and appreciate each group's performance, focusing on individual and collective effort.

**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 percussion instruments using the provided materials and showcase their creations in the following lesson.
- Encourage learners to practice creating rhythmic patterns at home using their body parts and share their experiences in the next class.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 4: LESSON 1**

**Strand:** Our School

**Sub Strand:** Parts of the body that can be used as percussion

**Specific Learning Outcomes:**1. Identify parts of the body that can be used as percussion in the performance of music in school
 2.Observe pictures of body parts used as percussion instruments
3. Appreciate own and others' efforts in using parts of the body as percussion in a performance

**Key Inquiry Question(s):**- Watch video clips of learners or demonstrations of performance of rhythmic sounds using body parts in groups
- Name parts of the body that can be used to perform music (clapping, stomping, snapping) in pairs

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tires, ropes, hula hoops, swings

**Organization of Learning:**
**Introduction (5 minutes):**- Review the previous lesson
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts

**Lesson Development (20 minutes):**

**Step 1:** Explore different body parts that can be used as percussion instruments
**Step 2:** Demonstrate how to create rhythmic sounds using parts of the body
**Step 3:** Practice making music rhythms in pairs or small groups
**Step 4:** Share and appreciate each other's musical 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 percussion instruments using the provided materials
- Organize a mini-concert where students can showcase their musical performances using body percussion techniques

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 4: LESSON 2**

**Strand:** Our School

**Sub-Strand:** Parts of the body that can be used as percussion

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

1.Identify parts of the body that can be used as percussion in the performance of music in school

2.Observe pictures of body parts used as percussion instruments

3. Appreciate their own and others' efforts in using parts of the body as percussion in a performance.

**Key Inquiry Question(s):**- How can we use parts of our body to create musical rhythms?
- Name parts of the body that can be used to perform music (clapping, stomping, snapping) in pairs.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tires, ropes, hula hoops, swings.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Discuss with learners the concept of using body parts as percussion instruments.
**Step 2:** Watch video clips of rhythmic sounds using body parts in groups.
**Step 3:** Practice naming and utilizing specific body parts for creating rhythmic sounds (e.g. clapping, stomping, snapping).
**Step 4:** Create a collaborative performance using body percussion techniques learned.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Have students create their own body percussion routines incorporating different body parts and rhythms.
- Encourage students to explore other non-traditional percussion instruments using items from the learning resources provided.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 3**

**Strand:** Our School

**Sub-Strand:** Parts of the body that can be used as percussion

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

1.Identify parts of the body that can be used as percussion in the performance of music in school

2.Observe pictures of body parts used as percussion instrument

3. Appreciate their own and others' efforts in using parts of the body as percussion in a performance.

**Key Inquiry Question(s):**- How can we use parts of our body to create musical rhythms?
- Name parts of the body that can be used to perform music (clapping, stomping, snapping) in pairs.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tires, ropes, hula hoops, swings.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Discuss with learners the concept of using body parts as percussion instruments.
**Step 2:** Watch video clips of rhythmic sounds using body parts in groups.
**Step 3:** Practice naming and utilizing specific body parts for creating rhythmic sounds (e.g. clapping, stomping, snapping).
**Step 4:** Create a collaborative performance using body percussion techniques learned.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Have students create their own body percussion routines incorporating different body parts and rhythms.
- Encourage students to explore other non-traditional percussion instruments using items from the learning resources provided.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 4: LESSON 4**

**Strand:** Our School

**Sub Strand:** Performing rhythmic sounds using parts of body

**Specific Learning Outcomes:**

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

1. Identify parts of the body that can be used as percussion in music performance.
2. Perform rhythmic sounds using parts of the body while singing.
3. Appreciate own and others' efforts in using body parts as percussion in a performance.

**Key Inquiry Question(s):**- How can we use parts of our body to create musical rhythms?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings

**Organisation 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 (20 minutes):**

**Step 1:** Introduce the concept of using body parts for percussion. Demonstrate clapping, stomping, and snapping as examples.
**Step 2:** Lead learners in practicing rhythmic sounds while singing in groups.
**Step 3:** Have learners record their performances, taking turns to create musical rhythms using body percussions.
**Step 4:** Discuss and compare recorded musical rhythms created by learners.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives.
- Conduct a brief interactive activity to reinforce concepts.
- Preview upcoming topics or questions for the next session.

**Extended Activities:**

- Encourage learners to create their compositions using body percussion and present them to the class.
- Organize a group performance where learners showcase their rhythmic skills using body parts.

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**WEEK 4: LESSON 5-6**

**Strand:** Our School

**Sub Strand:** Performing rhythmic sounds using parts of the body
 **Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:**

1. Identify parts of the body that can be used as percussion in the performance of music in school.

**Key Inquiry Question(s):**- The learner is guided to:
- Practise rhythmic sounds (clapping, stomping, snapping) using body parts.
- Practise singing while clapping, stomping, and snapping in groups.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

 **Step 1:** Introduce the concept of using different parts of the body as percussion instruments. Demonstrate clapping, stomping, and snapping as examples.

**Step 2:** Have students practice creating rhythmic sounds using their bodies. Encourage them to experiment with different combinations and patterns.

**Step 3:** Divide students into groups and have them practice singing while incorporating clapping, stomping, and snapping.

**Step 4:** Facilitate a group performance where students showcase their rhythmic sounds and singing together.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Ask students to create their own short rhythmic compositions using body percussion and present them to the class.
- Encourage students to explore creating music with everyday objects found in the classroom or at home.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 5: LESSON 1**

**Strand:** Our school

**Sub Strand:** Performing rhythmic sounds using parts of body

**Specific Learning Outcomes:**

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

1. Identify parts of the body that can be used as percussion in music performance in school.
2. Perform rhythmic sounds using parts of the body when singing in school.
3. Appreciate own and others' efforts in using parts of the body as percussion in a performance.

**Key Inquiry Question(s):**- How can we use parts of our body to create musical rhythms?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Explore Different Body Percussion Sounds
- Demonstrate clapping, stomping, and snapping as examples of body percussion sounds.
- Encourage students to practice these sounds individually.

**Step 2:** Practice Body Percussion with Singing
- Have students practice singing while incorporating clapping, stomping, and snapping.
- Guide students to experiment with creating rhythms using body percussion.

**Step 3:** Create Musical Rhythms in Groups
- Divide students into groups and have them collaborate to create musical rhythms using body percussion.
- Each group will record their performances using digital devices.

**Step 4:** Share and Discuss Performances
- Have each group share their recorded performances with the class.
- Facilitate a discussion on the different rhythms created and appreciate each group's efforts.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Encourage students to create a body percussion routine at home and perform it for their families.
- Have students create simple percussion instruments using the provided resources and explore different sounds they can make.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 5: LESSON 2**

**Strand:** Our school

**Sub Strand:** Performing rhythmic sounds using parts of the body

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

1. Identify parts of the body that can be used as percussion in performance of music in school
2. Perform rhythmic sounds using parts of the body when singing in school
3. Appreciate own and others' efforts in using parts of the body as percussion in a performance

**Key Inquiry Question(s):**- How can we use parts of our body to create musical rhythms?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
 |

**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Body Percussion
- Demonstrate different body parts that can be used for percussion
- Practice clapping, stomping, and snapping rhythms

**Step 2:** Group Activity
- Divide learners into groups
- Practice singing while incorporating body percussion (clapping, stomping, snapping)

**Step 3:** Recording Performances
- Have groups take turns recording their rhythmic performances using body percussion
- Discuss and analyze recordings

**Step 4:** Group Discussion
- Encourage learners to talk about their own and others' recorded musical rhythms using body percussion
- Appreciate and provide feedback on each other's performances

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Encourage learners to create their own rhythmic patterns using body percussion at home
- Explore different musical genres and identify the use of body percussion in them

**Teacher Self-Evaluation:**

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|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 5: LESSON 3**

**Strand:** Our School

**Sub Strand:** Performing Rhythmic Sounds using Parts of Body

**Specific Learning Outcomes:**

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

1. Identify parts of the body that can be used as percussion in performance of music in school.
2. Perform rhythmic sounds using parts of the body when singing in school.

**Key Inquiry Question(s):**- How can we use our body parts to create musical rhythms?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
 |

**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Discuss key concepts from the learning resources related to using body parts for music.

**Lesson Development (20 minutes):**
**Step 1:** Identifying Body Parts
- Guide students to name body parts that can be used as percussion instruments.
- Demonstrate different sounds that can be produced using hands, feet, and other body parts.

**Step 2:** Practicing Rhythmic Sounds
- In groups, students practice rhythmic sounds like clapping, stomping, and snapping while singing.
- Encourage creativity in combining body percussions with vocal rhythms.

**Step 3:** Recording Performances
- Students take turns recording their group performances using digital devices.
- Discuss and compare the recorded performances to identify strengths and areas for improvement.

**Conclusion (5 minutes):**

- Recap key learning points on using body parts for musical rhythms.
- Engage students in a quick interactive activity to reinforce the concepts learned.
- Preview upcoming topics or questions for reflection in the next session.

**Extended Activities:**

- Encourage students to create their own rhythmic compositions using body percussions.
- Explore different musical genres and discuss how body percussions are used in traditional and contemporary music.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 5: LESSON 4**

**Strand:** Our school

**Sub Strand:** Performing rhythmic sounds using parts of the body

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

1. Identify parts of the body that can be used as percussion in the performance of music in school.
2.Perform rhythmic sounds using parts of the body when singing in school.
3. Appreciate own and others' efforts in using parts of the body as percussion in a performance.

**Key Inquiry Question(s):**- How can we use parts of our body to create musical rhythms?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings.

**Organisation of Learning:**

**Introduction (5 minutes):**

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

**Lesson Development (20 minutes):**

**Step 1:** Introduce body percussion
- Demonstrate and explain different body parts that can be used as percussion instruments.
- Practice clapping, stomping, and snapping rhythms together.

**Step 2:** Group performance
- Divide learners into groups.
- Have each group create a short rhythmic sequence using body percussion and singing simultaneously.

**Step 3:** Recording and feedback
- Allow each group to record their performance using digital devices.
- Play back the recordings and discuss the musical rhythms created, encouraging feedback and appreciation.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved.
- Conduct a brief interactive activity where learners share their favorite rhythmic patterns.
- Preview upcoming topics or questions for the next session.

**Extended Activities:**

- Create a dance routine incorporating body percussion.
- Write a simple song together using body percussion as the rhythm.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 5: LESSON 5-6**

**Strand:** Our school

**Sub Strand:** Colouring drawn pictures of parts of the body used as percussion

**Specific Learning Outcomes:**

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

1. Identify parts of the body that can be used as percussion in the performance of music in school
2.Colour drawn pictures of parts of the body used as percussions for gross motor development
3. Appreciate own and others’ efforts in using parts of the body as percussion in a performance

**Key Inquiry Question(s):**- How can we use parts of our body to create musical rhythms?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts
 **Lesson Development (20 minutes):**

 **Step 1:** Introduce the concept of using parts of the body as percussion instruments. Discuss different body parts that can be used to create rhythms.

**Step 2:** Provide drawn pictures of body parts for coloring. Encourage learners to color the pictures creatively while discussing the role of each body part in creating percussion sounds.

**Step 3:** Engage learners in a hands-on activity where they create rhythmic patterns using their own bodies. This could involve clapping, stomping, or tapping different body parts to create music.

**Step 4:** Discuss the importance of appreciating and supporting each other's efforts in using body percussion. Encourage learners to showcase their rhythmic creations to the class.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson
- Conduct a brief interactive activity where learners demonstrate the rhythms they have created
- Preview upcoming topics or questions for the next session

**Extended Activities:**

- Suggest learners create their own body percussion routines and perform them for their peers
- Explore the possibility of incorporating body percussion into a larger musical performance
- Encourage learners to research and discover different cultural uses of body percussion

**Teacher Self-Evaluation:**

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|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 6: LESSON 1**

**Strand:** Our school

**Sub Strand:** Colouring drawn pictures of parts of the body used as percussion

**Specific Learning Outcomes:**1. Identify parts of the body that can be used as percussion in the performance of music in school.
2. Colour drawn pictures of parts of the body used as percussion for gross motor development.
3. Appreciate one's own and others' efforts in using parts of the body as percussion in a performance.

**Key Inquiry Question(s):**- Can you colour the drawn pictures of parts of the body used as body percussion?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of using parts of the body for creating rhythmic sounds.
**Step 2:** Engage learners in a hands-on activity where they explore different parts of their bodies that can act as percussion instruments.
**Step 3:** Provide drawn pictures of body parts for learners to colour and decorate.
**Step 4:** Encourage learners to participate in a mini percussion performance using their coloured body parts.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Encourage learners to create their own percussion instruments using recycled materials at home.
- Have a mini percussion concert where learners showcase their handmade instruments to their classmates.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 6: LESSON 2**

**Strand:** CREATIVE ARTS

**Sub Strand:** Colouring drawn pictures of parts of the body used as percussion

**Specific Learning Outcomes:**

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

1.Identify parts of the body that can be used as percussion in school performances.

2. Colour drawn pictures of body parts used as percussions for gross motor development.
3.Appreciate individual and collaborative efforts in using body percussion in a performance.

**Key Inquiry Question(s):**- How can we use parts of our body to create musical rhythms?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Discuss the concept of using body parts for percussion, connecting it to the learning resources.

**Lesson Development (20 minutes):**

**Step 1:** Introduce different body parts that can be used for percussion and their sounds.
**Step 2:** Provide drawings of body parts for the students to colour and cut out.
**Step 3:** Engage students in a group activity where they use the cut-out body parts to create rhythms.
**Step 4:** Encourage students to appreciate and share their rhythm creations with each other.

**Conclusion (5 minutes):**

- Recap the key learnings of the lesson.
- Conduct a short interactive activity to reinforce the main concepts.
- Preview upcoming topics or questions to consider.

**Extended Activities:**

- Ask students to create their own body percussion rhythms at home and share them in the next lesson.
- Encourage students to explore making rhythmic patterns using different materials around them, such as sand, grass, or paper bags.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 6: LESSON 3-4**

**Strand:** Our school

**Sub Strand:** Colouring drawn pictures of parts of the body used as percussion
 **Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:**

1. Identify parts of the body that can be used as percussion in the performance of music in school.
2. Colour drawn pictures of parts of the body used as percussions for gross motor development.
3. Appreciate their own and others' efforts in using parts of the body as percussion in a performance.

**Key Inquiry Question(s):**The learner is guided to:
- Colour drawn pictures of parts of the body used as body percussions.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**- Based on learning experience: How can we use parts of our body to create musical rhythms?

**Step 1:**Introduce the concept of using different body parts as percussion instruments. Discuss the concept of rhythm and how it can be created using the body.

**Step 2:**Engage students in a hands-on activity where they try out different body percussion techniques such as clapping, snapping, stomping, and patting various body parts.

**Step 3:**Distribute drawn pictures of different body parts and encourage students to colour them creatively. Discuss the importance of creativity in music and art.

**Step 4:**Lead a group activity where students come together to create a rhythm composition using their coloured body part drawings as visual aids.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Encourage students to create their own body percussion compositions at home using everyday objects and record themselves performing it.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 6: LESSON 5**

**Strand:** Our school

**Sub Strand:** Colouring drawn pictures of parts of the body used as percussion

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

1. Identify parts of the body that can be used as percussion in the performance of music in school.
2. Colour drawn pictures of parts of the body used as percussions for gross motor development.
3. Appreciate their own and others' efforts in using parts of the body as percussion in a performance.

**Key Inquiry Question(s):** The learner is guided to:
- Colour drawn pictures of parts of the body used as body percussions.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings.

 **Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**- Based on learning experience: How can we use parts of our body to create musical rhythms?

**Step 1:**Introduce the concept of using different body parts as percussion instruments. Discuss the concept of rhythm and how it can be created using the body.

**Step 2:**Engage students in a hands-on activity where they try out different body percussion techniques such as clapping, snapping, stomping, and patting various body parts.

**Step 3:**
Distribute drawn pictures of different body parts and encourage students to colour them creatively. Discuss the importance of creativity in music and art.

**Step 4:**Lead a group activity where students come together to create a rhythm composition using their coloured body part drawings as visual aids.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Encourage students to create their own body percussion compositions at home using everyday objects and record themselves performing it.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 6: LESSON 6**

**Strand:** Our market

**Sub Strand:** Colouring – colour of items in the market

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

1.Identify colours of items found in the market.

**Key Inquiry Question(s):**The learner is guided to:
- Watch video clips showing colours of common items found in the market (fruits, grains, clothes).

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits.

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

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

**Lesson Development (20 minutes):**- Based on learning experience: Why do people go to the market?

**Step 1:** Introduce the concept of colours found in the market.
**Step 2:** Show video clips showcasing common items in the market and their colours.
**Step 3:** Engage learners in a discussion about the colours they observed.
**Step 4:** Distribute crayons and images of fruits for a hands-on colouring activity.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Encourage learners to bring items from home to create a mini-market display in class, focusing on colours.
- Have a colour scavenger hunt in the school playground or classroom.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 7: LESSON 1**

**Strand:** Our Market

**Sub Strand:** Colour of Items in the Market

**Specific Learning Outcomes:**1.Identify colours of items found in the market
2.Observe pictures of common items found in the market
3. Appreciate own and others coloured items

**Key Inquiry Question(s):**- Watch video clips showing colours of common items found in the market (fruits, grains, clothes)

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
 |

**Learning Resources:**- Crayons, leaves, pencils, charcoal
- Pictures of different fruits
- Real fruits

**Organization of Learning:**
**Introduction (5 minutes):**1. Review the previous lesson.
2. Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

**Lesson Development (20 minutes):**Based on learning experience: Why do people go to the market?

**Step 1:** Introduce the concept of markets and discuss reasons why people go to the market.
**Step 2:** Show video clips showcasing different colours of common items found in the market such as fruits, grains, and clothes. Discuss the importance of colours in identifying items.
**Step 3:** Engage learners in a hands-on activity where they use crayons, pencils, or charcoal to draw their favorite fruits or vegetables, emphasizing the correct colours.
**Step 4:** Display pictures of fruits and ask learners to name the colours of each item.

**Conclusion (5 minutes):**

1. Summarize key points and learning objectives achieved during the lesson.
2. Conduct a brief interactive activity where learners share their drawings and describe the colours they used.
3. Prepare learners for the next session with a preview of upcoming topics or questions to consider.

**Extended Activities:**

- Encourage learners to bring different coloured items from home to create a mini-market in the classroom.
- Have a colour scavenger hunt where learners search for items of a specific colour within the classroom or school grounds.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 7: LESSON 2**

**Strand:** Our Market

**Sub Strand:** Colour of Items in the Market

**Specific Learning Outcomes:**1. Identify colours of items found in the market
2. Observe pictures of common items found in the market
3. Appreciate own and others coloured items

**Key Inquiry Question(s):**- How can we identify colours of items found in the market?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Crayons, leaves, pencils, charcoal
- Pictures of different fruits
- Real fruits

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to the concept of colours in the market. Discuss why different items have different colours.

**Step 2:** Watch video clips showing colours of common items found in the market (fruits, grains, clothes).

**Step 3:** Engage in a hands-on activity where students match colours of fruits with crayons or draw their own coloured items.

**Step 4:** Talk about the importance of appreciating diversity in colours and items in the market.
 **Conclusion (5 minutes):**

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

**Extended Activities:**

- Encourage students to create a colourful market scene using leaves, crayons, or other materials.
- Ask students to bring an item from home that represents a specific colour found in the market and share with the class.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 7: LESSON 3**

**Strand:** Our market

**Sub Strand:** Colour of items in the market

**Specific Learning Outcomes:**

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

1.Identify colours of items found in the market.
2. Observe pictures of common items found in the market.
3. Appreciate own and others coloured items.

**Key Inquiry Question(s):**- Why do people go to the market?
- How can we identify colours of items in the market?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Crayons, leaves, pencils, charcoal.
- Pictures of different fruits.
- Real fruits.

**Organization of Learning:**
**Introduction (5 minutes):**- Review the previous lesson on colours.
- Guide learners to explore the learning resources to understand key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Discuss the reasons why people go to the market – to buy food, clothes, etc.
**Step 2:** Watch video clips showing colours of common items found in the market (fruits, grains, clothes).
**Step 3:** Identify and name the colours of various items shown in the pictures.
**Step 4:** Appreciate the importance of different colours in the market.

**Conclusion (5 minutes):**

- Summarize key points learned about colours in the market.
- Conduct an interactive activity where learners match colours to corresponding items.
- Preview upcoming topics on exploring colours in sports equipment.

**Extended Activities:**
- Encourage students to draw their own market scene, labeling the colours of items.
- Conduct a fun sorting activity where students categorize real fruits by colour.

**Teacher Self-Evaluation:**

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|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 7: LESSON 4**

**Strand**: Our market

**Sub Strand:** Colour of items in the market

**Specific Learning Outcomes:**

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

- Identify colours of items found in the market
- Observe pictures of common items found in the market
- Appreciate own and others coloured items

**Key Inquiry Question(s):**- Why do people go to the market?
- What are the different colours of items found in the market?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
 |

**Learning Resources:**- Crayons, leaves, pencils, charcoal
- Pictures of different fruits
- Real fruits

**Organisation of learning:**

**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**
**Step 1:** Introduction to Market Colors
- Show video clips showing colours of common items found in the market (fruits, grains, clothes).
- Discuss the different colours observed and ask learners to identify them.

**Step 2:** Identifying Colours in Pictures
- Display pictures of different fruits and other items found in the market.
- Ask learners to identify and name the colours of each item.

**Step 3:** Appreciating Own and Others Coloured Items
- Provide crayons and paper for learners to draw their favourite coloured items found in the market.
- Encourage them to appreciate and share their drawings with others.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where learners can match colours with their corresponding items.
- Preview upcoming topics or questions for the next session.

**Extended Activities:**

- Encourage learners to go on a nature walk and collect leaves of different colours. They can sort and group the leaves based on their colours.
- Have a mini-market role-play activity where learners pretend to buy and sell items while identifying colours.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 7: LESSON 5-6**

**Strand:** Our Market

**Sub Strand:** Coloring Drawn Pictures of Items in the Market

**Specific Learning Outcomes:**

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

1. Be able to identify colors of items found in the market.
2. Color the drawn pictures of items found in the market for fine motor development.
3.Appreciate their own and others' colored items.

**Key Inquiry Question(s):**- Why do people go to the market?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Learners will collect and name materials used for coloring.
- They will pick and share coloring materials equitably among themselves in groups.
- Coloring pictures of items found in the market in groups and individually.

**Organization of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduce different colors and their names commonly found in the market.
**Step 2:** Provide drawn pictures of various market items for coloring in groups.
**Step 3:** Encourage learners to color pictures individually, focusing on fine motor skills.
**Step 4:** Discuss and appreciate each other's colored items, fostering a sense of respect and inclusivity.

**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 collaborative market mural using colored pictures, role-playing scenes in the market, or identifying market items based on their colors in a scavenger hunt.

**Teacher Self-Evaluation:**

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**WEEK 8: LESSON 1**

**Strand:** Our Market

**Sub Strand:** Colouring Drawn Pictures of Items in the Market

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

1.Identify colours of items found in the market

2.Colour the drawn pictures of items found in the market for fine motor development 3.Appreciate own and others coloured items.

**Key Inquiry Question(s):**- The learner is guided to:
- Collect and name materials used for colouring
- Pick and share equitably the colouring materials among themselves in groups
- Colour pictures of items found in the market in groups
- Colour pictures of items found in the market individually

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
 |

**Learning Resources:**- Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits

**Organisation of Learning:**

**Introduction (5 minutes):**- Review the previous lesson
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts

**Lesson Development (20 minutes):**

**Step 1:** Discuss why people go to the market. Encourage students to share their ideas and experiences.
**Step 2:** Demonstrate how to name colours and distribute colouring materials equitably among small groups of students.
**Step 3:** Each group will colour pictures of items found in the market collaboratively, sharing ideas on colour choices.
**Step 4:** Give each student a picture to colour individually, focusing on fine motor skills and creativity.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students share and appreciate each other's coloured pictures.
- Preview upcoming topics or questions for the next session.

**Extended Activities:**

- Ask students to create a market scene using various art materials to deepen their understanding of the market environment.
- Encourage students to interview family members about their market experiences and create a visual representation through drawing or painting.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 8: LESSON 2**

**Strand:** Our market

**Sub Strand:** Colouring drawn pictures of items in the market
 **Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:**

1. Identify colours of items found in the market.
2. Colour the drawn pictures of items found in the market for fine motor development.
3. Appreciate their own and others' coloured items.

**Key Inquiry Question(s):** The learner is guided to:
- Collect and name materials used for colouring.
- Pick and share colouring materials equitably among themselves in groups.
- Colour pictures of items found in the market in groups.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
 |

**Learning Resources:**- Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing key concepts understanding.

**Lesson Development (20 minutes):**- Based on learning experience: Why do people go to the market? The lesson break down into 3 or 4 distinct steps:

**Step 1:** Understanding the purpose of markets and the items found in them.
- Educate learners on the concept of markets and the variety of items available for purchase.

**Step 2:** Exploring colours and materials for colouring.
- Introduce different colouring materials and tools, discussing their importance in creating vibrant images.

**Step 3:** Hands-on colouring activity.
- Distribute pictures of items found in the market and allow learners to colour them in groups using the provided materials.

**Step 4:** Sharing and appreciating artwork.
- Encourage learners to showcase their coloured pictures, share their materials, and appreciate each other's artwork.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Organize a mini-market role-playing activity where students can pretend to be vendors and customers, further exploring the concept of markets and items.
- Create a collaborative mural project where students work together to create a market scene using drawings and colourful materials.

**Teacher Self-Evaluation:**

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|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 8: LESSON 3**

**Strand:** Our market

**Sub Strand:** Colouring drawn pictures of items in the market

**Specific Learning Outcomes:**

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

1. Identify colours of items found in the market
2.Colour the drawn pictures of items found in the market for fine motor development
3. Appreciate own and others' coloured items

**Key Inquiry Question(s):**- What materials are used for colouring?
- How can we share colouring materials equitably in groups?
- Why do people go to the market?
- How can we colour pictures of items found in the market individually?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Crayons, leaves, pencils, charcoal
- Pictures of different fruits
- Real fruits

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Discuss and explore reasons why people go to the market.
**Step 2:** Demonstrate how to identify and name different colours.
**Step 3:** Colour pictures of items found in the market in groups.
**Step 4:** Colour pictures of items found in the market individually.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Have students draw their own pictures of market items and colour them.
- Organize a mini-market role-play where students can interact and act out buying and selling scenarios.

**Teacher Self-Evaluation:**

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|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 9: LESSON 1**

**Strand:** Our Market

**Sub Strand:** Colouring Drawn Pictures of Items in the Market

**Specific Learning Outcomes:**

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

1. Identify colors of items found in the market.
2. Color drawn pictures of items found in the market for fine motor development.
3.Appreciate one's and others' colored items.

**Key Inquiry Question(s):**- Which materials are used for coloring?
- How can we share coloring materials equitably in groups?
- Why is it important to appreciate others' colored items?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
 |

**Learning Resources:**- Crayons, leaves, pencils, charcoal.
- Pictures of different fruits.
- Real fruits.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding of key concepts.

**Lesson Development (20 minutes):**
**Step 1:** Discuss why people go to the market. Ask learners to share their thoughts and experiences about markets.

**Step 2:** Identify and name various colors found in the market. Show pictures of different fruits and real fruits to reinforce learning.

**Step 3:** Provide coloring materials and encourage learners to color pictures of market items in groups, emphasizing sharing and cooperation.

**Step 4:** Allow learners to color pictures individually, focusing on fine motor skills and creativity.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives.
- Conduct a brief interactive activity to reinforce concepts, such as a color matching game.
- Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Ask learners to create their own market scenes using colored materials.
- Organize a mini market role-play, where students can exchange their "market items" with each other.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 9: LESSON 2-3**

**Strand:** Our Market

**Sub Strand:** Colouring Drawn Pictures of Items in the Market

**Specific Learning Outcomes:**

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

1. Identify colors of items found in the market.
2.Color drawn pictures of items found in the market for fine motor development.
3.Appreciate one's and others' colored items.

**Key Inquiry Question(s):**- Which materials are used for coloring?
- How can we share coloring materials equitably in groups?
- Why is it important to appreciate others' colored items?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
 |

**Learning Resources:**- Crayons, leaves, pencils, charcoal.
- Pictures of different fruits.
- Real fruits.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding of key concepts.

**Lesson Development (20 minutes):**
**Step 1:** Discuss why people go to the market. Ask learners to share their thoughts and experiences about markets.

**Step 2:** Identify and name various colors found in the market. Show pictures of different fruits and real fruits to reinforce learning.

**Step 3:** Provide coloring materials and encourage learners to color pictures of market items in groups, emphasizing sharing and cooperation.

**Step 4:** Allow learners to color pictures individually, focusing on fine motor skills and creativity.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives.
- Conduct a brief interactive activity to reinforce concepts, such as a color matching game.
- Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Ask learners to create their own market scenes using colored materials.
- Organize a mini market role-play, where students can exchange their "market items" with each other.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 9: LESSON 4**

**Strand:** Our Market

**Sub Strand:** Performing singing game on items in the market

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

1. Identify colours of items found in the market
2.Perform a singing game about items found in the market, while making movements
3.Appreciate own and others coloured items

**Key Inquiry Question(s):**- The learner is guided to:
- Hold their coloured pictures as they march in a singing game
- Display and talk about their coloured pictures
- Clean their working areas and dispose waste appropriately

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
 |

**Learning Resources:**- Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Discuss with the learners why people go to the market. Encourage them to share their thoughts and experiences related to markets.

**Step 2:** Introduce the different items found in the market, such as fruits, vegetables, and other products. Discuss the colours of these items and have the learners identify them using the provided resources.

**Step 3:** Teach the learners a fun singing game that incorporates the items found in the market. Encourage them to make movements corresponding to the items mentioned in the game.

**Step 4:** Have the learners each hold up a coloured picture of an item from the market as they march and sing the game. After the game, allow them to display and talk about their coloured pictures.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- To deepen understanding, learners can create their own market scene using drawings and coloured materials, incorporating the items and colours discussed in the lesson.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 9: LESSON 5**

**Strand:** Our market

**Sub Strand:** Performing singing game on items in the market

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

1.Identify colours of items found in the market.

**Key Inquiry Question(s):**- The learner is guided to: ● hold their coloured pictures as they march in a singing game.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**Based on learning experience: Why do people go to the market?, lesson development MUST be split into 3 or 4 distinct steps.

**Step 1:** Introduction to market items and colours
- Show pictures of different fruits and real fruits to the students.
- Ask students to identify the colours of the fruits and name them.
- Discuss why people go to the market to buy these items.

**Step 2:** Singing game on market items
- Provide colored pictures of market items to each student.
- Lead students in a fun singing game where they march and hold up their colored pictures based on the lyrics of the song.

**Step 3:** Colour matching activity
- Distribute crayons and ask students to match the colours of the items they saw in the market pictures.
- Encourage students to describe the colours as they match them.

**Step 4:** Outdoor activity with real fruits
- Take students outside and show them real fruits matching the ones in the pictures.
- Have a mini-market set up for students to 'shop' for fruits and identify their colours.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Encourage students to create their own market scene artwork using leaves, crayons, and other materials.
- Play a memory game where students match pictures of market items with their corresponding colours.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 6**

**Strand:** Our market

**Sub Strand:** Performing singing game on items in the market

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

1.Identify colours of items found in the market
2.Perform a singing game about items found in the market, while making movements
3.Appreciate own and others colored items

**Key Inquiry Question(s):**- The learner is guided to:
- Hold their colored pictures as they march in a singing game
- Display and talk about their colored pictures
- Clean their working areas and dispose waste appropriately

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
 |

**Learning Resources:**- Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of a market and discuss why people go to the market. Show pictures of different fruits and items found in the market.

**Step 2:** Engage learners in a singing game where they identify and name the colors of the items found in the market, while making corresponding movements.

 **Step 3:** Encourage learners to hold up their colored pictures and march around as they sing the market-themed song. Emphasize appreciating both their own and others' colored items.

**Step 4:** Discuss the importance of cleanliness and proper waste disposal in markets. Have learners clean their working areas and dispose of waste appropriately.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Create a market-themed art project where learners can draw and color their favorite fruits using crayons or pencils.
- Play a color matching game using real fruits, where learners have to match the fruit to the correct colored picture.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** Our market

**Sub Strand:** Performing singing game on items in the market

**Specific Learning Outcomes:**1. Identify colours of items found in the market
2.Perform a singing game about items found in the market, while making movements
3.Appreciate own and others coloured items

**Key Inquiry Question(s):**- Hold their coloured pictures as they march in a singing game
- Display and talk about their coloured pictures
- Clean their working areas and dispose waste appropriately

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
 |

**Learning Resources:**- Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits

**Organization of Learning:**
**Introduction (5 minutes):**- Review the previous lesson
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts

**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of the market and discuss why people go to the market
**Step 2:** Identify different coloured items found in the market using pictures and real fruits
**Step 3:** Teach learners a singing game related to items in the market, incorporating movements with the colours
**Step 4:** Encourage learners to appreciate and share their coloured pictures with each other

**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 market scene using crayons and different coloured materials
- Conduct a mini-market role-play where students can act out buying and selling items with colours

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** Animals

**Sub Strand:** Modelling - materials for modelling

**Specific Learning Outcomes:**

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

1.Identify materials for modelling.
2.Collect materials used for modelling.
3.Appreciate modelled objects using the rolling technique.

**Key Inquiry Question(s):**- What materials are used in modelling?
- How do we collect and name materials used in modelling?
- How can we appreciate modelled items of domestic animals?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Plasticine, clay, water, paper mache, digital devices, crayons, colored pencils, charcoal, manila paper.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson related to modelling.
- Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Materials
- Introduce different materials used for modelling (e.g., plasticine, clay).
- Discuss the properties of each material and their uses in modelling.

**Step 2:** Collecting Materials
- Guide learners to collect various materials for modelling.
- Encourage them to name each material as they collect them.

**Step 3:** Appreciating Modelled Objects
- Demonstrate the rolling technique for modelling.
- Show examples of modelled items of domestic animals and discuss their features.

**Step 4:** Group Activity
- Divide learners into groups to observe and appreciate modelled items of domestic animals.
- Encourage group discussions on the materials used and the techniques applied.

**Conclusion (5 minutes):**

- Summarize key points about materials for modelling and the rolling technique.
- Conduct a brief interactive activity where learners identify materials used in different modelled objects.
- Provide a preview of upcoming topics or questions for the next session.

**Extended Activities:**

- Encourage learners to create their own modelled objects using the materials provided.
- Ask them to describe their creations and explain the techniques they used.
- Display the modelled objects in a mini-exhibition for further appreciation.

**Teacher Self-Evaluation:**

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|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 10: LESSON 3**

**Strand:** Animals

**Sub Strand:** Materials for modelling

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

1.Identify materials for modelling

2.Collect materials used for modelling.

3. Appreciate modelled objects using rolling technique.

**Key Inquiry Question(s):**- The learner is guided to:

1.Collect materials used in modelling

2.Name materials used in modelling in pairs

3.Share in groups materials used in modelling.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manila paper.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**- Why do we model?
**Step 1:** Introduce different materials for modelling such as plasticine, clay, and paper mache.
**Step 2:** Demonstrate how to collect and select materials for modelling.
**Step 3:** Show learners how to appreciate modelled objects using the rolling technique.
**Step 4:** Engage learners in hands-on practice with the materials to create their own models.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Encourage learners to create their animal models using the materials discussed in the lesson.
- Ask learners to share their creations with their classmates and explain the materials they used.
- Organize a mini-exhibition where learners can display their modelled objects for others to appreciate.

**Teacher Self-Evaluation:**

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|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 10: LESSON 4**

**Strand:** Animals

**Sub Strand:** Materials for Modelling

**Specific Learning Outcomes:**

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

1. Identify materials for modelling
2.Collect materials used for modelling
3.Appreciate modelled objects using rolling technique

**Key Inquiry Question(s):**- What materials are used in modelling?
- How can we collect and name materials used in modelling?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
 |

**Learning Resources:**- Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson on modelling.
- Guide learners to read and discuss relevant content from the learning resources.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to different materials for modelling, such as plasticine and clay.
**Step 2:** Collecting materials used for modelling and naming them in pairs.
**Step 3:** Sharing materials used in modelling in groups and discussing their properties.
**Step 4:** Observing modelled items of domestic animals in groups, focusing on the rolling technique.

**Conclusion (5 minutes):**

- Summarize key points learned during the lesson.
- Conduct a brief interactive activity related to modelling techniques.
- Preview upcoming topics for the next session.

**Extended Activities:**

- Grade-relevant extended activities could include creating modelled animals using the collected materials, experimenting with different textures and shapes, or researching more about animal modeling techniques in art.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 10: LESSON 5-6**

**Strand:** Animals

**Sub-Strand:** Materials for Modelling

**Specific Learning Outcomes:**

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

1.Identify materials for modeling
2. Collect materials used for modeling
3. Appreciate modelled objects using rolling technique

**Key Inquiry Question(s):**- What materials are used in modeling?
- How can we create modelled objects using the rolling technique?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
 |

**Learning Resources:**- Plasticine, clay, water, paper mache, digital devices, crayons, colored pencils, charcoal, manila paper

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson on modeling.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Materials for Modeling
- Introduce different materials used in modeling.
- Discuss the properties and characteristics of each material.

**Step 2:** Collecting Materials
- Guide learners to collect various materials for modeling.
- Explore the textures and features of the materials.

**Step 3:** Appreciating Modelled Objects
- Demonstrate the rolling technique for modeling.
- Encourage learners to create modelled objects using the technique.

**Conclusion (5 minutes):**
- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where learners present their modelled objects.
- Provide a preview of upcoming topics or questions for the next session.

**Extended Activities:**

- Create a collaborative model using different materials that represent a scene or habitat with animals.
- Explore the use of digital devices for virtual modeling activities.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 11: LESSON 1**

**Strand:** Animals

**Sub Strand:** Materials for Modelling

**Specific Learning Outcomes:**

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

1.Identify materials for modelling
2. Collect materials used for modelling
3.Appreciate modelled objects using rolling technique

**Key Inquiry Question(s):**- What materials are used in modelling?
- How can we collect and appreciate modelled objects?
- What are the key features of modelled animals?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the importance of modelling in creative arts.
- Engage learners in a discussion about different materials used for modelling animals.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Materials
- Show examples of different modelling materials and discuss their properties.
- Guide learners to touch and feel each material to understand its texture and form.

**Step 2:** Collecting Materials
- In pairs, have students collect various materials for modelling animals.
- Encourage them to name each material as they gather and sort them.

**Step 3:** Appreciating Modelled Objects
- Showcase pre-made modelled animals using the rolling technique.
- Discuss the details and features of each model with the students.

**Step 4:** Group Observation
- Divide students into small groups.
- Have each group observe and discuss modelled items of domestic animals, focusing on the use of materials and techniques.

**Conclusion (5 minutes):**

- Recap the materials used for modelling and the key steps in appreciating modelled objects.
- Conduct a group activity where students share their observations and opinions on the modelled animals.

**Extended Activities:**

- Encourage students to create their own modelled animal using the materials provided.
- Ask students to research and present on different modelling techniques or artists who specialize in animal sculptures.

**Teacher Self-Evaluation:**

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|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 11: LESSON 2**

**Strand:** Animals

**Sub Strand:** Modelling domestic animals using Rolling technique

**Specific Learning Outcomes:**

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

1.Identify materials for modelling
2. Model domestic animals using rolling technique for skill acquisition
3. Appreciate modelled objects using rolling technique

**Key Inquiry Question(s):**- Can you model domestic animals in groups using the rolling technique?
- How do you collect and organize materials for modelling?
- How can you display and talk about your modelled work?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manila paper

**Organisation of learning:**

**Introduction (5 minutes):**- Review the previous lesson on animals
- Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts

**Lesson Development (20 minutes):**

**Step 1:** Introduce the materials for modelling and their purpose
**Step 2:** Demonstrate the rolling technique for modelling domestic animals
**Step 3:** Engage learners in hands-on practice to model their own animals
**Step 4:** Allow students to display and present their modelled work to the class

**Conclusion (5 minutes):**

- Summarize key points learned 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:**

- Encourage students to create a mini-exhibition of their modelled animals
- Have the learners discuss and compare their modelled animals, highlighting unique features and creative techniques used

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 3**

**Strand:** Animals

**Sub Strand:** Modelling domestic animals

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

1. Identify materials for modelling domestic animals
2. Model domestic animals in groups using rolling technique
3. Collect used and unused materials

**Key Inquiry Question(s):**- How can we model domestic animals using different materials?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson on animals.
- Guide learners to read and discuss relevant content from the learning resources to understand key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduce different materials for modelling (plasticine, clay, etc.) and discuss their properties.
**Step 2:** Demonstrate the rolling technique for shaping animals using these materials.
**Step 3:** Encourage learners to work in groups to model domestic animals.
**Step 4:** Guide learners to collect and differentiate between used and unused materials for recycling purposes.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where learners showcase their modelled animals.
- Preview upcoming topics or questions for the next session.

**Extended Activities:**

- Encourage learners to create a mini-exhibit displaying their modelled animals.
- Ask learners to write a short description of their favourite domestic animal and present it creatively.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 4**

**Strand:** Animals

**Sub Strand:** Modelling domestic animals using Rolling technique
 **Specific Learning Outcomes:
- By the end of the lesson, the learner should be able to:**

1. Identify materials for modelling
2. Model domestic animals using rolling technique for skill acquisition
3. Appreciate modelled objects using rolling technique

**Key Inquiry Question(s):**The learner is guided to:
- Model domestic animals in groups using rolling technique
- Collect used and unused materials and put them in appropriate places
- Display and talk about their modelled work

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper
 **Organisation of learning:**

**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

 **Step 1:** Introduce different materials for modelling (e.g., plasticine, clay, etc.) and discuss their properties.

**Step 2:** Demonstrate the rolling technique for modelling domestic animals, showcasing how to shape and mold them.

**Step 3:** Allow learners to practice modelling their own domestic animals using the rolling technique.

**Step 4:** Encourage learners to share and admire each other's modelled objects, discussing the use of rolling technique in creating them.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Ask students to create a mini-exhibition of their modelled domestic animals for their classmates to appreciate and discuss.
- Challenge learners to write a short story or description about the domestic animal they modeled, incorporating details about its habitat and characteristics.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 5-6**

**Strand:** Animals

**Sub Strand:** Modelling domestic animals using Rolling technique

**Specific Learning Outcomes:**

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

1. Identify materials for modelling
2.Model domestic animals using rolling technique for skill acquisition

3. Appreciate modelled objects using rolling technique

**Key Inquiry Question(s):**- How can we model domestic animals using the rolling technique?
- What materials can we use for modelling domestic animals?
- How can we display and appreciate our modelled work?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper

**Organisation 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 (20 minutes):**

**Step 1:** Introduce the materials for modelling domestic animals.
**Step 2:** Demonstrate the rolling technique for shaping clay or plasticine.
**Step 3:** Guide learners to model domestic animals in groups.
**Step 4:** Encourage learners to display and talk about their modelled work.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Ask learners to create a small exhibition of their modelled animals for parents or caregivers to visit.
- Organize a mini "zoo" where each learner presents their model and shares interesting facts about the animal represented.

**Teacher Self-Evaluation:**

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**WEEK 12: LESSON 1**

**Strand:** Animals

**Sub Strand:** Modelling domestic animals using Rolling technique

**Specific Learning Outcomes:**

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

1.Identify materials for modelling
2. Model domestic animals using rolling technique for skill acquisition
3. Appreciate modelled objects using rolling technique

**Key Inquiry Question(s):**- How can we model domestic animals using the rolling technique?
- How can we display and talk about our modelled work?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts

**Lesson Development (20 minutes):**

**-Why do we model?:**

**Step 1:** Introduce different materials for modelling and discuss their features
**Step 2:** Demonstrate the rolling technique for modelling domestic animals
**Step 3:** Let students practice modelling in groups using the rolling technique
**Step 4:** Guide students to display and talk about their modelled work

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Ask students to research about different domestic animals and create a model using the rolling technique
- Conduct a mini-exhibition where students can display and explain their modelled animals to their peers

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
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**WEEK 12: LESSON 2**

**Strand:** Animals

**Sub Strand:** Modelling domestic animals using Rolling technique

**Specific Learning Outcomes:**1. Identify materials for modelling
2. Model domestic animals using rolling technique for skill acquisition
3. Appreciate modelled objects using rolling technique

**Key Inquiry Question(s):**- How can we model domestic animals using the rolling technique?
- Why is it important to collect and organize materials during the modelling process?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper

**Organisation of Learning:**
**Introduction (5 minutes):**- Review of the previous lesson.
- Introduction of the key concepts and materials for today's lesson using the learning resources.

**Lesson Development (20 minutes):**

**Step 1:** Materials Identification
- Discuss and identify the different materials available for modelling.
- Explain the importance of choosing suitable materials for different aspects of the model.

**Step 2:** Modelling Technique
- Demonstrate the rolling technique for modelling domestic animals.
- Guide learners in hands-on practice using clay or plasticine to create their own animal models.

**Step 3:** Appreciation of Modelled Objects
- Encourage learners to appreciate each other's work by displaying and discussing their modelled animals.
- Emphasize the importance of constructive feedback and positive reinforcement.

**Conclusion (5 minutes):**

- Summarize key points learned during the lesson.
- Engage in an interactive activity where learners share their favourite part of the modelling process.
- Provide a preview of the upcoming session topics to build anticipation.

**Extended Activities:**

- Have learners create a mini-exhibition of their modelled animals for parents or other classes to visit.
- Organize a group discussion on the importance of animals in our daily lives and how modelling helps us understand and appreciate them better.

**Teacher Self-Evaluation:**

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**WEEK 12: LESSON 3**

**Strand:** Animals

**Sub Strand:** Modelling domestic animals using Rolling technique

**Specific Learning Outcomes:**

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

1. Identify materials for modelling domestic animals.
2.Model domestic animals using the rolling technique for skill acquisition.

**Key Inquiry Question(s):**- How can we model domestic animals using the rolling technique?
- Why is it important to collect and organize materials properly?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson on animal characteristics and habitats.
- Encourage learners to explore the provided learning resources and discuss the materials needed for modelling domestic animals.

**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of modelling and discuss the importance of using specific materials for different animal features.

**Step 2:** Demonstrate the rolling technique using plasticine to create simple animal shapes.
**Step 3:** Allow learners to practice modelling domestic animals in pairs or small groups using the rolling technique.

**Step 4:** Guide students in organizing and storing the materials after use.

**Conclusion (5 minutes):**

- Summarize the key points covered in the lesson.
- Engage students in a mini-exhibition where they showcase their modeled domestic animals.
- Preview the next session's topic on animal movements and actions.

**Extended Activities:**

 - Encourage students to create a mini-zoo display using their modeled animals.
- Have students write a short description of their modeled animals, including their habitat and characteristics.

**Teacher Self-Evaluation:**

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**WEEK 12: LESSON 4**

**Strand:** Animals

**Sub Strand:** Modelling domestic animals using Rolling technique

**Specific Learning Outcomes:**

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

1. Identify materials for modelling domestic animals
2. Model domestic animals using the rolling technique
3.Appreciate modelled objects created using the rolling technique

**Key Inquiry Question(s):**- How can we model domestic animals using the rolling technique?
- What materials can be used for modelling domestic animals?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Plasticine, clay, water, paper mache, digital devices, crayons, colored pencils, charcoal, manila paper

**Organization of Learning:**
**Introduction (5 minutes):**- Review the previous lesson on modelling animals.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of modelling animals using the rolling technique.
**Step 2:** Demonstrate how to use plasticine or clay to create basic shapes for animals.
**Step 3:** Guide learners to form animal structures with detail and texture using the rolling technique.
**Step 4:** Allow learners to exhibit and discuss their modelled animals in small groups.

**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson.
- Conduct an interactive activity to reinforce the main topics, such as a mini-show and tell.
- Provide a preview of the next lesson topic or question for reflection.

**Extended Activities:**

- Encourage learners to create a mini zoo using their modelled animals, teaching them how to categorize animals.
- Have a mini-exhibition where learners showcase their final creations to classmates and teachers.

**Teacher Self-Evaluation:**

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**WEEK 12: LESSON 5-6**

**Strand:** Animals

**Sub Strand:** Modelling domestic animals using Rolling technique

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

1.Identify materials for modelling
2. Model domestic animals using rolling technique for skill acquisition
3. Appreciate modelled objects using rolling technique

**Key Inquiry Question(s):**- How can we model domestic animals using the rolling technique effectively?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
 |

**Learning Resources:**- Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson on animal characteristics and habitats
- Discuss the importance of creativity in learning about animals
- Introduce the concept of modelling domestic animals using the rolling technique

**Lesson Development (20 minutes):**
**Step 1:** Materials Exploration
- Show the different materials available for modelling (plasticine, clay, etc.)
- Discuss the properties and uses of each material for modelling
- Allow students to feel and explore the materials before choosing one for their project

**Step 2:** Modelling Process
- Demonstrate the rolling technique to create animal shapes
- Guide students in modelling their chosen domestic animal using the rolling technique
- Encourage creativity and attention to detail during the modelling process

**Step 3: Appreciation and Display**- Have students share and discuss their modelled animals with their peers
- Appreciate each other's work and provide positive feedback
- Display the modelled animals around the classroom for everyone to see

**Conclusion (5 minutes):**

- Summarize the key points learned about modelling domestic animals using rolling technique
- Conduct a short quiz or game to reinforce learning
- Preview the next lesson on creating a habitat diorama for the modelled animals

**Extended Activities:**

- Assign a take-home project for students to create a mini zoo using the modelled animals
- Encourage students to research and write a short description of the domestic animals they modelled

**Teacher Self-Evaluation:**

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|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 13: LESSON 1**

**Strand:** Animals

**Sub Strand:** Reciting rhymes about domestic animals

**Specific Learning Outcomes:**

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

1.Identify domestic animals found at home.
2.Recite rhymes about domestic animals.
3. Appreciate modelled objects using rolling technique.

**Key Inquiry Question(s):**- Can you recite rhymes about domestic animals?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson with a brief discussion.
- Introduce the topic of domestic animals and rhymes.
- Provide an overview of the learning resources to be used during the lesson.

**Lesson Development (20 minutes):**

**Step 1:** Introduce different domestic animals found at home, such as cats, dogs, and rabbits. Discuss their characteristics and sounds they make.

**Step 2:** Teach a simple rhyme about domestic animals, such as "Old MacDonald Had a Farm" and encourage students to recite along.

**Step 3:** Engage students in a hands-on activity using plasticine or clay to model their favorite domestic animal. Demonstrate the rolling technique to create the animal shapes.

**Step 4:** Allow students to share their modelled animals and encourage them to recite the rhyme learned earlier while showcasing their creations.

**Conclusion (5 minutes):**- Recap the key points learned about domestic animals and rhymes.
- Conduct a fun interactive activity where students can recite the rhyme together and showcase their modelled animals.
- Provide a preview of the next lesson to build anticipation and curiosity.

**Extended Activities:**

- Encourage students to create a short story involving their modelled animals.
- Organize a mini-exhibition where students can display their modelled animals and recite rhymes for their classmates.

**Teacher Self-Evaluation:**

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**WEEK 13: LESSON 2**

**Strand:** Animals

**Sub Strand:** Reciting rhymes about domestic animals

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

1. Identify domestic animals found at home.
2. Recite rhymes about domestic animals.
3. Appreciate modelled objects using rolling technique.

**Key Inquiry Question(s):**- The learner is guided to: recite rhymes about domestic animals

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
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 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
 |

**Learning Resources:**- Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper

**Organization of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**- Based on learning experience: Why do we model?

**Step 1:**Introduce the concept of modeling and its importance in creating objects.

**Step 2:**Demonstrate different methods of modeling using plasticine or clay to create model animals. Encourage learners to follow along.

**Step 3:**Guide learners to recite rhymes about domestic animals while they mold the models. Emphasize the connection between art and language.

**Step 4:**Using the rolling technique, show learners how to create texture and details on their modeled animals. Encourage creativity and experimentation.

**Conclusion (5 minutes):**

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

**Extended Activities:**

- Encourage learners to create a complete scene with the modeled animals and present it in a mini-exhibition to their peers.
- Explore creating a short play incorporating the modeled animals and the recited rhymes.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 13: LESSON 3**

**Strand:** Animals

**Sub Strand:** Reciting rhymes about domestic animals

**Specific Learning Outcomes:**1.Identify domestic animals found at home.
2. Recite rhymes about domestic animals.
3. Appreciate modelled objects using rolling technique.

**Key Inquiry Question:**- Can you recite rhymes about domestic animals?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper.

**Organisation of Learning:**

**Introduction (5 minutes):**- Review the previous lesson.
- Encourage learners to engage with the learning resources to understand key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of modeling and its importance.

**Step 2:** Discuss different domestic animals found at home and their characteristics.

**Step 3:** Assist learners in reciting rhymes about domestic animals.S

**Step 4:** Demonstrate and practice the rolling technique to create modelled objects.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives.
- Conduct an interactive activity to reinforce concepts.
- Provide a preview of upcoming topics for the next session.

**Extended Activities:**

- Encourage learners to create their own modelled animals using the techniques learned.
- Ask students to write short stories about the domestic animals they have learned about.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 13: LESSON 4**

**Strand:** Animals

**Sub Strand:** Reciting rhymes about domestic animals

**Specific Learning Outcomes:**

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

1. Identify domestic animals found at home.
2. Recite rhymes about domestic animals.
3. Appreciate modelled objects using rolling technique.

**Key Inquiry Question(s):**- Why do we model?
- How can we recite rhymes about domestic animals?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson on animals and domestic pets.
- Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts.

**Lesson Development (20 minutes):**

 **Step 1:** Introduce different domestic animals by showing pictures or real-life examples. Discuss their characteristics and roles in our lives.

**Step 2:** Teach learners rhymes about domestic animals through interactive recitation and modeling.

**Step 3:** Demonstrate the rolling technique using clay or plasticine to create model domestic animals. Guide learners to appreciate and create their own models.

**Step 4:** Engage learners in a hands-on activity where they recite rhymes while holding and presenting their model animals to the class.

**Conclusion (5 minutes):**
- Summarize key points learned about domestic animals and reciting rhymes.
- Conduct a mini recital where learners showcase their model animals and recite rhymes.
- Preview upcoming topics or questions to consider for the next session.

**Extended Activities:**

- Ask learners to create a short story incorporating the domestic animals they modeled in the lesson.
- Encourage learners to illustrate and write their own rhyme about a domestic animal of their choice.

**Teacher Self-Evaluation:**

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|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 13: LESSON 5-6**

**Strand:** Animals

**Sub Strand:** Reciting Rhymes about Domestic Animals

**Specific Learning Outcomes:**

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

1.Identify domestic animals found at home.
2.Recite rhymes about domestic animals.
3.Appreciate modelled objects using rolling technique.

**Key Inquiry Question(s):**- Can you recite rhymes about domestic animals?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson with students.
- Introduce the topic of reciting rhymes about domestic animals.
- Engage students in a discussion about animals found at home.

**Lesson Development (20 minutes):**

**Step 1:** Introduce different domestic animal models made out of plasticine or clay.
**Step 2:** Practice reciting rhymes about each domestic animal.
**Step 3:** Demonstrate the rolling technique for creating modelled objects.
**Step 4:** Allow students to create their own modelled objects using the rolling technique.

**Conclusion (5 minutes):**

- Summarize the key points: identification of domestic animals, reciting rhymes, and appreciating modelled objects using the rolling technique.
- Engage students in a brief interactive activity such as a quiz or game related to the lesson.
- Provide a preview of upcoming topics or questions for the next session.

**Extended Activities:**

- Ask students to create a mini exhibition showcasing their modelled objects of domestic animals.
- Encourage students to write their own rhymes about their favorite domestic animal and recite them in front of the class.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 14: LESSON 1**

**Strand:** Animals

**Sub Strand:** Reciting rhymes about domestic animals

**Specific Learning Outcomes:**

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

1.Identify domestic animals found at home.
2.Recite rhymes about domestic animals.
3.Appreciate modeled objects using the rolling technique.

**Key Inquiry Question(s):**- How can we recite rhymes about domestic animals?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
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**Learning Resources:**- Plasticine, clay, water, paper mache, digital devices, crayons, colored pencils, charcoal, manila paper.

**Organisation of Learning:**
**Introduction (5 minutes):**- Review the previous lesson briefly.
- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduce the concept of modeling with plasticine or clay.
**Step 2:** Model a simple domestic animal using the rolling technique.
**Step 3:** Guide learners to recite a rhyme related to the domestic animal they created.
**Step 4:** Encourage learners to appreciate each other's modeled animals and rhymes.

**Conclusion (5 minutes):**

- Summarize key points and learning objectives.
- Conduct a brief interactive activity, like a mini showcase of the modeled animals and recited rhymes.
- Preview upcoming topics or questions for the next session.

**Extended Activities:**

- Encourage learners to create a mini zoo using the modeled animals and write a short rhyme for each.
- Invite learners to perform their rhymes and animal creations for a small audience or record them as a digital presentation.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **PP2** | **CREATIVE ARTS** |  |  |  |

**WEEK 14: LESSON 2**

**Strand:** Animals

**Sub Strand:** Reciting rhymes about domestic animals

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

1. Identify domestic animals found at home.
2.Recite rhymes about domestic animals.
3.Appreciate modelled objects using rolling technique.

**Key Inquiry Question(s):**- The learner is guided to: Recite rhymes about domestic animals.

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn**
* **Communication and collaboration**
* **Citizenship**
* **Digital literacy**
 | * **Unity**
* **Respect**
* **Patriotism**
* **Responsibility**
* **Social justice**
 | * **Self-awareness**
* **Safety**
 |

**Learning Resources:**- Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper.

**Organization of Learning:**
**Introduction (5 minutes):**- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**- Based on learning experience: Why do we model?
- Develop the lesson in 3 or 4 distinct steps:

**Step 1:** Introduction to domestic animals found at home.

**Step 2:** Reciting rhymes about domestic animals with emphasis on rhythm and rhyme.

**Step 3:** Practical hands-on activity using plasticine and clay to model domestic animals.

**Step 4:** Appreciating the modelled objects using the rolling technique for texture and detail.

**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 rhymes about different animals and perform them for the class.
- Encourage students to use different materials (e.g. paper mache, charcoal) to create art pieces of domestic animals.
- Organize a mini-exhibition where students display and explain their modelled objects to their peers.

**Teacher Self-Evaluation:**