

GRADE 1 CREATIVE ARTS & SPORTS SCHEMES TERM 2, 2024

Week	Lesson	Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(s)	Learning Resources	Assessment Methods	Ref
1	1	2.0 PERFORMING AND DISPLAY	2.3 Western style Singing Games	<p>By the end of the sub strand the learner should be able to:</p> <p>a) identify appropriate singing games in Western style,</p> <p>b) improvise paper costumes for performing Western style singing games,</p> <p>c) sing game songs in Western style,</p> <p>d) make different body</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, watch a live or recorded performance of singing game in Western style while observing: <ul style="list-style-type: none"> - <i>costumes used</i>, - <i>props</i>, - <i>musical instruments</i> - <i>body</i> - <i>movements</i>, ● in groups, identify and collect locally available materials for making simple paper costumes, 	<p>1) Which songs are sung during play?</p> <p>2) What roles do you like taking during playing?</p>	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities</p> <p>Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	

					<ul style="list-style-type: none"> individually, make simple paper costumes using folding, pleating, cutting techniques for performing the singing game, 				
	2-3	2.0 PERFORMING AND DISPLAY	2.3 Western style Singing Games	<p>By the end of the sub strand the learner should be able to:</p> <p>e) identify appropriate singing games in Western style,</p> <p>f) improvise paper costumes for performing Western style singing games,</p> <p>g) sing game songs in Western style,</p> <p>h) make different body</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> in groups, watch a live or recorded performance of singing game in Western style while observing: <ul style="list-style-type: none"> - <i>costumes used</i>, - <i>props</i>, - <i>musical instruments</i> - <i>body</i> - <i>movements</i>, in groups, identify and collect locally available materials for making simple paper costumes, 	What roles do you like taking during playing?	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	

					<ul style="list-style-type: none"> individually, make simple paper costumes using folding, pleating, cutting techniques for performing the singing game, 				
4-5	2.0 PERFORMING AND DISPLAY	2.3 Western style Singing Games	<p>By the end of the sub strand the learner should be able to:</p> <p>i) identify appropriate singing games in Western style,</p> <p>j) improvise paper costumes for performing Western style singing games,</p> <p>k) sing game songs in Western style,</p> <p>l) make different body</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> in groups, watch a live or recorded performance of singing game in Western style while observing: <ul style="list-style-type: none"> <i>costumes used</i>, <i>props</i>, <i>musical instruments</i> <i>body</i> <i>movements</i>, in groups, identify and collect locally available materials for making simple paper costumes, 	<p>3) Which songs are sung during play?</p> <p>4) What roles do you like taking during playing?</p>	<p>Relevant songs</p> <p>Flash cards,</p> <p>recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>		

					<ul style="list-style-type: none"> individually, make simple paper costumes using folding, pleating, cutting techniques for performing the singing game, 				
6-7	2.0 PERFORMING AND DISPLAY	2.3 Western style Singing Games	<p>By the end of the sub strand the learner should be able to:</p> <p>m) identify appropriate singing games in Western style,</p> <p>n) improvise paper costumes for performing Western style singing games,</p> <p>o) sing game songs in Western style,</p> <p>p) make different body</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> in groups, watch a live or recorded performance of singing game in Western style while observing: <ul style="list-style-type: none"> <i>costumes used</i>, <i>props</i>, <i>musical instruments</i> <i>body</i> <i>movements</i>, in groups, identify and collect locally available materials for making simple paper costumes, 	What roles do you like taking during playing?	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>		

					<ul style="list-style-type: none"> ● individually, make simple paper costumes using folding, pleating, cutting techniques for performing the singing game, 				
2	1-2	2.0 PERFORMING AND DISPLAY	2.3 Western style Singing Games	<p>By the end of the sub strand the learner should be able to:</p> <p>a. sing game songs in Western style,</p> <p>q) make different body</p> <p>r) movements to accompany the game songs.</p> <p>s) enjoy performing singing games in Western style.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● individually, make simple paper costumes using folding, pleating, cutting techniques for performing the singing game, ● in groups, imitate the song sung and body movements used, ● in groups, perform appropriate singing games in Western style, 	What roles do you like taking during playing?	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	

	3-4	2.0 PERFORMING AND DISPLAY	2.3 Western style Singing Games	<p>By the end of the sub strand the learner should be able to:</p> <p>a. sing game songs in Western style, t) make different body u) movements to accompany the game songs. v) enjoy performing singing games in Western style.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● individually, make simple paper costumes using folding, pleating, cutting techniques for performing the singing game, ● in groups, imitate the song sung and body movements used, ● in groups, perform appropriate singing games in Western style, 	What roles do you like taking during playing?	<p>Relevant songs Flash cards, recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions Aural method Rubrics Observation Adjudication</p>	
	5	2.0 PERFORMING AND DISPLAY	2.3 Western style Singing Games	<p>By the end of the sub strand the learner should be able to:</p> <p>a. sing game songs in Western style, w) make different body</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● individually, make simple paper costumes using folding, pleating, cutting techniques for performing the singing game, 	What roles do you like taking during playing?	<p>Relevant songs Flash cards, recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions Aural method Rubrics Observation Adjudication</p>	

				<p>x) movements to accompany the game songs.</p> <p>y) enjoy performing singing games in Western style.</p>	<ul style="list-style-type: none"> ● in groups, imitate the song sung and body movements used, ● in groups, perform appropriate singing games in Western style, 				
	6-7	2.0 PERFORMING AND DISPLAY	2.3 Western style Singing Games	<p>By the end of the sub strand the learner should be able to:</p> <p>a. sing game songs in Western style,</p> <p>z) make different body</p> <p>aa) movements to accompany the game songs.</p> <p>bb) enjoy performing singing games in Western style.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● individually, make a variety of body movements while performing the singing game making different line formations using the costume (<i>walking, swinging, swaying, turning, bending, skipping, running, jumping, hopping, sliding</i>), ● in groups, take turns to perform different roles while performing 	<p>What roles do you like taking during playing?</p>	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	

					<p>the singing game in Western style,</p> <ul style="list-style-type: none"> ● in groups, perform singing games in Western style for peer assessment. 				
3	1	2.0 PERFORMING AND DISPLAY	2.3 Western style Singing Games	<p>By the end of the sub strand the learner should be able to:</p> <p>a. sing game songs in Western style,</p> <p>cc) make different body</p> <p>dd) movements to accompany the game songs.</p> <p>ee) enjoy performing singing games in Western style.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● individually, make a variety of body movements while performing the singing game making different line formations using the costume (<i>walking, swinging, swaying, turning, bending, skipping, running, jumping, hopping, sliding</i>), ● in groups, take turns to perform different roles while performing the singing game in Western style, 	<p>What roles do you like taking during playing?</p>	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	

					<ul style="list-style-type: none"> ● in groups, perform singing games in Western style for peer assessment. 				
	2-3	2.0 PERFORMING AND DISPLAY	2.3 Western style Singing Games	<p>By the end of the sub strand the learner should be able to:</p> <p>a. sing game songs in Western style,</p> <p>ff) make different body</p> <p>gg) movements to accompany the game songs.</p> <p>hh) enjoy performing singing games in Western style.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● individually, make a variety of body movements while performing the singing game making different line formations using the costume (<i>walking, swinging, swaying, turning, bending, skipping, running, jumping, hopping, sliding</i>), ● in groups, take turns to perform different roles while performing the singing game in Western style, ● in groups, perform singing games in 	What roles do you like taking during playing?	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities</p> <p>Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	

					Western style for peer assessment.				
	4-5	2.0 PERFORMING AND DISPLAY	2.3 Western style Singing Games	<p>By the end of the sub strand the learner should be able to:</p> <p>a. sing game songs in Western style,</p> <p>ii) make different body</p> <p>jj) movements to accompany the game songs.</p> <p>kk) enjoy performing singing games in Western style.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● individually, make a variety of body movements while performing the singing game making different line formations using the costume (<i>walking, swinging, swaying, turning, bending, skipping, running, jumping, hopping, sliding</i>), ● in groups, take turns to perform different roles while performing the singing game in Western style, ● in groups, perform singing games in 	What roles do you like taking during playing?	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities</p> <p>Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	

					Western style for peer assessment.				
	6-7	2.0 PERFORMING AND DISPLAY	2.3 Western style Singing Games	<p>By the end of the sub strand the learner should be able to:</p> <p>a. sing game songs in Western style,</p> <p>ll) make different body</p> <p>mm) movements to accompany the game songs.</p> <p>nn) enjoy performing singing games in Western style.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● individually, make a variety of body movements while performing the singing game making different line formations using the costume (<i>walking, swinging, swaying, turning, bending, skipping, running, jumping, hopping, sliding</i>), ● in groups, take turns to perform different roles while performing the singing game in Western style, ● in groups, perform singing games in 	What roles do you like taking during playing?	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities</p> <p>Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	

					Western style for peer assessment.				
4	1-2	2.0 PERFORMING AND DISPLAY	2.4 Throwing and Catching	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify materials used to improvise a ball,</p> <p>b) improvise a ball by knotting technique,</p> <p>c) perform throwing and catching a ball for skill acquisition,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, search for locally available reusable materials to be used for improvisation of a ball (<i>waste papers, used carrier bags, old fabric, banana fibres</i>), ● individually, observe own and others' safety while improvising a ball using knotting technique, ● individually, display the improvised balls for peer assessment, 	Which direction is easier to throw and catch the ball from?	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities</p> <p>Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	

	3-4	2.0 PERFORMING AND DISPLAY	2.4 Throwing and Catching	<p>By the end of the sub strand, the learner should be able to:</p> <p>d) identify materials used to improvise a ball,</p> <p>e) improvise a ball by knotting technique,</p> <p>f) perform throwing and catching a ball for skill acquisition,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, search for locally available reusable materials to be used for improvisation of a ball (<i>waste papers, used carrier bags, old fabric, banana fibres</i>), ● individually, observe own and others' safety while improvising a ball using knotting technique, ● individually, display the improvised balls for peer assessment, 	Which direction is easier to throw and catch the ball from?	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	
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	<p>5-6</p>	<p>2.0 PERFORMING AND DISPLAY</p>	<p>2.4 Throwing and Catching</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>g) identify materials used to improvise a ball,</p> <p>h) improvise a ball by knotting technique,</p> <p>i) perform throwing and catching a ball for skill acquisition,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, search for locally available reusable materials to be used for improvisation of a ball (<i>waste papers, used carrier bags, old fabric, banana fibres</i>), ● individually, observe own and others' safety while improvising a ball using knotting technique, ● individually, display the improvised balls for peer assessment, 	<p>Which direction is easier to throw and catch the ball from?</p>	<p>Relevant songs Flash cards, recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions Aural method Rubrics Observation Adjudication</p>	
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	7	2.0 PERFORMING AND DISPLAY	2.4 Throwing and Catching	<p>By the end of the sub strand, the learner should be able to:</p> <p>j) identify materials used to improvise a ball,</p> <p>k) improvise a ball by knotting technique,</p> <p>l) perform throwing and catching a ball for skill acquisition,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, search for locally available reusable materials to be used for improvisation of a ball (<i>waste papers, used carrier bags, old fabric, banana fibres</i>), ● individually, observe own and others' safety while improvising a ball using knotting technique, ● individually, display the improvised balls for peer assessment, 	Which direction is easier to throw and catch the ball from?	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	
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4	1-2	2.0 PERFORMING AND DISPLAY	2.4 Throwing and Catching	<p>By the end of the sub strand, the learner should be able to:</p> <p>m) identify materials used to improvise a ball,</p> <p>n) improvise a ball by knotting technique,</p> <p>o) perform throwing and catching a ball for skill acquisition,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, search for locally available reusable materials to be used for improvisation of a ball (<i>waste papers, used carrier bags, old fabric, banana fibres</i>), ● individually, observe own and others' safety while improvising a ball using knotting technique, ● individually, display the improvised balls for peer assessment, 	<p>Which direction is easier to throw and catch the ball from?</p>	<p>Relevant songs Flash cards, recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions Aural method Rubrics Observation Adjudication</p>	
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	<p>3-4</p>	<p>2.0 PERFORMING AND DISPLAY</p>	<p>2.4 Throwing and Catching</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>p) identify materials used to improvise a ball,</p> <p>q) improvise a ball by knotting technique,</p> <p>r) perform throwing and catching a ball for skill acquisition,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, search for locally available reusable materials to be used for improvisation of a ball (<i>waste papers, used carrier bags, old fabric, banana fibres</i>), ● individually, observe own and others' safety while improvising a ball using knotting technique, ● individually, display the improvised balls for peer assessment, 	<p>Which direction is easier to throw and catch the ball from?</p>	<p>Relevant songs Flash cards, recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions Aural method Rubrics Observation Adjudication</p>	
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	<p>5-6</p>	<p>2.0 PERFORMING AND DISPLAY</p>	<p>2.4 Throwing and Catching</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>s) identify materials used to improvise a ball,</p> <p>t) improvise a ball by knotting technique,</p> <p>u) perform throwing and catching a ball for skill acquisition,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, search for locally available reusable materials to be used for improvisation of a ball (<i>waste papers, used carrier bags, old fabric, banana fibres</i>), ● individually, observe own and others' safety while improvising a ball using knotting technique, ● individually, display the improvised balls for peer assessment, 	<p>Which direction is easier to throw and catch the ball from?</p>	<p>Relevant songs Flash cards, recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions Aural method Rubrics Observation Adjudication</p>	
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	7	2.0 PERFORMING AND DISPLAY	2.4 Throwing and Catching	<p>By the end of the sub strand, the learner should be able to:</p> <p>v) identify materials used to improvise a ball,</p> <p>w) improvise a ball by knotting technique,</p> <p>x) perform throwing and catching a ball for skill acquisition,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, search for locally available reusable materials to be used for improvisation of a ball (<i>waste papers, used carrier bags, old fabric, banana fibres</i>), ● individually, observe own and others' safety while improvising a ball using knotting technique, ● individually, display the improvised balls for peer assessment, 	Which direction is easier to throw and catch the ball from?	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	
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5	1-2	2.0 PERFORMING AND DISPLAY	2.4 Throwing and Catching	<p>By the end of the sub strand, the learner should be able to:</p> <p>y) identify materials used to improvise a ball,</p> <p>z) improvise a ball by knotting technique,</p> <p>aa) perform throwing and catching a ball for skill acquisition,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, search for locally available reusable materials to be used for improvisation of a ball (<i>waste papers, used carrier bags, old fabric, banana fibres</i>), ● individually, observe own and others' safety while improvising a ball using knotting technique, ● individually, display the improvised balls for peer assessment, 	<p>Which direction is easier to throw and catch the ball from?</p>	<p>Relevant songs Flash cards, recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions Aural method Rubrics Observation Adjudication</p>	
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	3-4	2.0 PERFORMING AND DISPLAY	2.4 Throwing and Catching	<p>By the end of the sub strand, the learner should be able to:</p> <p>bb) identify materials used to improvise a ball,</p> <p>cc) improvise a ball by knotting technique,</p> <p>dd) perform throwing and catching a ball for skill acquisition,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, search for locally available reusable materials to be used for improvisation of a ball (<i>waste papers, used carrier bags, old fabric, banana fibres</i>), ● individually, observe own and others' safety while improvising a ball using knotting technique, ● individually, display the improvised balls for peer assessment, 	Which direction is easier to throw and catch the ball from?	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	
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	<p>5-6</p>	<p>2.0 PERFORMING AND DISPLAY</p>	<p>2.4 Throwing and Catching</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>ee) identify materials used to improvise a ball,</p> <p>ff) improvise a ball by knotting technique,</p> <p>gg) perform throwing and catching a ball for skill acquisition,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, search for locally available reusable materials to be used for improvisation of a ball (<i>waste papers, used carrier bags, old fabric, banana fibres</i>), ● individually, observe own and others' safety while improvising a ball using knotting technique, ● individually, display the improvised balls for peer assessment, 	<p>Which direction is easier to throw and catch the ball from?</p>	<p>Relevant songs Flash cards, recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions Aural method Rubrics Observation Adjudication</p>	
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	7	2.0 PERFORMING AND DISPLAY	2.4 Throwing and Catching	By the end of the sub strand, the learner should be able to: hh) identify materials used to improvise a ball, ii) improvise a ball by knotting technique, jj) perform throwing and catching a ball for skill acquisition,	Learner is guided to: <ul style="list-style-type: none"> ● in groups, search for locally available reusable materials to be used for improvisation of a ball (<i>waste papers, used carrier bags, old fabric, banana fibres</i>), ● individually, observe own and others' safety while improvising a ball using knotting technique, ● individually, display the improvised balls for peer assessment, 	Which direction is easier to throw and catch the ball from?	Relevant songs Flash cards, recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide	Oral questions Aural method Rubrics Observation Adjudication	
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6	1	2.0 PERFORMING AND DISPLAY	2.4 Throwing and Catching	<p>By the end of the sub strand, the learner should be able to:</p> <p>kk) identify materials used to improvise a ball,</p> <p>ll) improvise a ball by knotting technique,</p> <p>mm) perform throwing and catching a ball for skill acquisition,</p> <p>nn) sing action songs while throwing and catching a ball,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, search for locally available reusable materials to be used for improvisation of a ball (<i>waste papers, used carrier bags, old fabric, banana fibres</i>), ● individually, observe own and others' safety while improvising a ball using knotting technique, ● individually, display the improvised balls for peer assessment, 	<p>Which direction is easier to throw and catch the ball from?</p>	<p>Relevant songs Flash cards, recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions Aural method Rubrics Observation Adjudication</p>	
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	<p>2-3</p> <p>2.0 PERFORMING AND DISPLAY</p>	<p>2.4 Throwing and Catching</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>oo) identify materials used to improvise a ball,</p> <p>pp) improvise a ball by knotting technique,</p> <p>qq) perform throwing and catching a ball for skill acquisition,</p> <p>rr) sing action songs while throwing and catching a ball,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, search for locally available reusable materials to be used for improvisation of a ball (<i>waste papers, used carrier bags, old fabric, banana fibres</i>), ● individually, observe own and others' safety while improvising a ball using knotting technique, ● individually, display the improvised balls for peer assessment, 	<p>Which direction is easier to throw and catch the ball from?</p>	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	
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	<p>4-5</p>	<p>2.0 PERFORMING AND DISPLAY</p>	<p>2.4 Throwing and Catching</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>ss) identify materials used to improvise a ball,</p> <p>tt) improvise a ball by knotting technique,</p> <p>uu) perform throwing and catching a ball for skill acquisition,</p> <p>vv) sing action songs while throwing and catching a ball,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, search for locally available reusable materials to be used for improvisation of a ball (<i>waste papers, used carrier bags, old fabric, banana fibres</i>), ● individually, observe own and others' safety while improvising a ball using knotting technique, ● individually, display the improvised balls for peer assessment, 	<p>Which direction is easier to throw and catch the ball from?</p>	<p>Relevant songs Flash cards, recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions Aural method Rubrics Observation Adjudication</p>	
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	<p>6-7</p>	<p>2.0 PERFORMING AND DISPLAY</p>	<p>2.4 Throwing and Catching</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>ww) identify materials used to improvise a ball,</p> <p>xx) improvise a ball by knotting technique,</p> <p>yy) perform throwing and catching a ball for skill acquisition,</p> <p>zz) sing action songs while throwing and catching a ball,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, search for locally available reusable materials to be used for improvisation of a ball (<i>waste papers, used carrier bags, old fabric, banana fibres</i>), ● individually, observe own and others' safety while improvising a ball using knotting technique, ● individually, display the improvised balls for peer assessment, 	<p>Which direction is easier to throw and catch the ball from?</p>	<p>Relevant songs Flash cards, recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions Aural method Rubrics Observation Adjudication</p>	
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7	1	2.0 PERFORMING AND DISPLAY	2.4 Throwing and Catching	<p>By the end of the sub strand, the learner should be able to:</p> <p>aaa) identify materials used to improvise a ball,</p> <p>bbb) improvise a ball by knotting technique,</p> <p>ccc) perform throwing and catching a ball for skill acquisition,</p> <p>ddd) sing action songs while throwing and catching a ball,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, search for locally available reusable materials to be used for improvisation of a ball (<i>waste papers, used carrier bags, old fabric, banana fibres</i>), ● individually, observe own and others' safety while improvising a ball using knotting technique, ● individually, display the improvised balls for peer assessment, 	Which direction is easier to throw and catch the ball from?	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	
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	2-3	2.0 PERFORMING AND DISPLAY	2.4 Throwing and Catching	<p>By the end of the sub strand, the learner should be able to:</p> <p>eee) identify materials used to improvise a ball,</p> <p>fff) improvise a ball by knotting technique,</p> <p>ggg) perform throwing and catching a ball for skill acquisition,</p> <p>hhh) sing action songs while throwing and catching a ball,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, search for locally available reusable materials to be used for improvisation of a ball (<i>waste papers, used carrier bags, old fabric, banana fibres</i>), ● individually, observe own and others' safety while improvising a ball using knotting technique, ● individually, display the improvised balls for peer assessment, 	<p>Which direction is easier to throw and catch the ball from?</p>	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	
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	<p>4-5</p>	<p>2.0 PERFORMING AND DISPLAY</p>	<p>2.4 Throwing and Catching</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>iii) identify materials used to improvise a ball,</p> <p>jjj) improvise a ball by knotting technique,</p> <p>kkk) perform throwing and catching a ball for skill acquisition,</p> <p>lll) sing action songs while throwing and catching a ball,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, search for locally available reusable materials to be used for improvisation of a ball (<i>waste papers, used carrier bags, old fabric, banana fibres</i>), ● individually, observe own and others' safety while improvising a ball using knotting technique, ● individually, display the improvised balls for peer assessment, 	<p>Which direction is easier to throw and catch the ball from?</p>	<p>Relevant songs Flash cards, recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions Aural method Rubrics Observation Adjudication</p>	
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	6-7	2.0 PERFORMING AND DISPLAY	2.4 Throwing and Catching	<p>By the end of the sub strand, the learner should be able to:</p> <p>mmm) identify materials used to improvise a ball,</p> <p>nnn) improvise a ball by knotting technique,</p> <p>ooo) perform throwing and catching a ball for skill acquisition,</p> <p>ppp) sing action songs while throwing and catching a ball,</p>	<p>Learner is guided to: perform throwing and catching an improvised ball in different directions and pathways (<i>right, left, forwards, backwards, zigzag, linear, curved, circular</i>),</p> <ul style="list-style-type: none"> • in groups, sing action songs on throwing and catching a ball while moving in different directions and pathways, • play simple games on throwing and catching a ball as they observe rules. 	Which direction is easier to throw and catch the ball from?	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities</p> <p>Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	
8	1-2	2.0 PERFORMING	2.4 Throwing	<p>By the end of the sub strand, the learner should be able to:</p>	<p>Learner is guided to: perform throwing and catching an improvised ball in</p>	Which direction is easier to throw and	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p>	

		AND DISPLAY	and Catching	<p>qqq) identify materials used to improvise a ball,</p> <p>rrr) improvise a ball by knotting technique,</p> <p>sss) perform throwing and catching a ball for skill acquisition,</p> <p>ttt) sing action songs while throwing and catching a ball,</p>	<p>different directions and pathways (<i>right, left, forwards, backwards, zigzag, linear, curved, circular</i>),</p> <ul style="list-style-type: none"> in groups, sing action songs on throwing and catching a ball while moving in different directions and pathways, play simple games on throwing and catching a ball as they observe rules. 	catch the ball from?	<p>Items that produce constant beat</p> <p>KLB Visionary Music Activities Grade 2 Teachers guide</p>	Observation Adjudication	
3-4	2.0 PERFORMING AND DISPLAY	2.4 Throwing and Catching	<p>By the end of the sub strand, the learner should be able to:</p> <p>uuu) identify materials used to improvise a ball,</p> <p>vvv) improvise a ball by knotting technique,</p>	<p>Learner is guided to: perform throwing and catching an improvised ball in different directions and pathways (<i>right, left, forwards, backwards, zigzag,</i></p>	Which direction is easier to throw and catch the ball from?	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>		

				<p>www) perform throwing and catching a ball for skill acquisition,</p> <p>xxx) sing action songs while throwing and catching a ball,</p>	<p><i>linear, curved, circular),</i></p> <ul style="list-style-type: none"> ● in groups, sing action songs on throwing and catching a ball while moving in different directions and pathways, ● play simple games on throwing and catching a ball as they observe rules. 		Grade 2 Teachers guide		
5-6	2.0 PERFORMING AND DISPLAY	2.4 Throwing and Catching	<p>By the end of the sub strand, the learner should be able to:</p> <p>yyy) identify materials used to improvise a ball,</p> <p>zzz) improvise a ball by knotting technique,</p> <p>aaaa) perform throwing and catching a ball for skill acquisition,</p>	<p>Learner is guided to: perform throwing and catching an improvised ball in different directions and pathways (<i>right, left, forwards, backwards, zigzag, linear, curved, circular),</i></p> <ul style="list-style-type: none"> ● in groups, sing action songs on 	Which direction is easier to throw and catch the ball from?	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities</p> <p>Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>		

				<p>bbbb) sing action songs while throwing and catching a ball,</p>	<p>throwing and catching a ball while moving in different directions and pathways,</p> <ul style="list-style-type: none"> • play simple games on throwing and catching a ball as they observe rules. 				
	7	2.0 PERFORMING AND DISPLAY	2.4 Throwing and Catching	<p>By the end of the sub strand, the learner should be able to:</p> <p>cccc) identify materials used to improvise a ball,</p> <p>dddd) improvise a ball by knotting technique,</p> <p>eeee) perform throwing and catching a ball for skill acquisition,</p> <p>ffff) sing action songs while throwing and catching a ball,</p>	<p>Learner is guided to: perform throwing and catching an improvised ball in different directions and pathways (<i>right, left, forwards, backwards, zigzag, linear, curved, circular</i>),</p> <ul style="list-style-type: none"> • in groups, sing action songs on throwing and catching a ball while moving in different 	Which direction is easier to throw and catch the ball from?	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities</p> <p>Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	

					<p>directions and pathways,</p> <ul style="list-style-type: none"> ● play simple games on throwing and catching a ball as they observe rules. 				
9	1-2	<p>2.0</p> <p>PERFORMING AND DISPLAY</p>	<p>2.5 Rolls and Balances</p>	<p>By the end of the sub-strand the learner should be able to:</p> <ol style="list-style-type: none"> identify different directions the body moves and faces when performing log roll and T balance respectively through practice, make markers for use during log rolls and T-balance performance perform log roll and Tbalance in different directions, sing action songs while performing log roll and T balance to different directions 	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, perform log roll and clearly talk about different ways the body moves, (<i>forward, backward, left, and right</i>), ● in groups, perform T balance and clearly talk about different ways the body faces, (<i>forward, backward, left, and right</i>), 	<ol style="list-style-type: none"> Which body parts can you use in a log roll? Which body balance do you know? 	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities</p> <p>Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	

				<p>e) enjoy performing log roll and T-balance in different directions.</p>	<ul style="list-style-type: none"> in groups, identify, collect and share simple reusable materials within the environment to be used as markers as they observe safety precautions, <i>(coloured papers, pieces of clothes and any other suitable material),</i> 				
	3-4	2.0 PERFORMING AND DISPLAY	2.5 Rolls and Balances	<p>By the end of the sub-strand the learner should be able to:</p> <p>f) identify different directions the body moves and faces when performing log roll and T balance respectively through practice,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> in groups, perform log roll and clearly talk about different ways the body moves, <i>(forward, backward, left, and right),</i> 	<p>3) Which body parts can you use in a log roll?</p> <p>4) Which body balance do you know?</p>	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities</p> <p>Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	

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| | | | | <ul style="list-style-type: none"> g) make markers for use during log rolls and T-balance performance h) perform log roll and Tbalance in different directions, i) sing action songs while performing log roll and T balance to different directions j) enjoy performing log roll and T-balance in different directions. | <ul style="list-style-type: none"> ● in groups, perform T balance and clearly talk about different ways the body faces, (<i>forward, backward, left, and right</i>), ● in groups, identify, collect and share simple reusable materials within the environment to be used as markers as they observe safety precautions, (<i>coloured papers, pieces of clothes and any other suitable material</i>), | | | | |
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	<p>5-6</p>	<p>2.0 PERFORMING AND DISPLAY</p>	<p>2.5 Rolls and Balances</p>	<p>By the end of the sub-strand the learner should be able to:</p> <p>k) identify different directions the body moves and faces when performing log roll and T balance respectively through practice,</p> <p>l) make markers for use during log rolls and T-balance performance</p> <p>m)perform log roll and Tbalance in different directions,</p> <p>n) sing action songs while performing log roll and T balance to different directions</p> <p>o) enjoy performing log roll and T-balance in different directions.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, perform log roll and clearly talk about different ways the body moves, (<i>forward, backward, left, and right</i>), ● in groups, perform T balance and clearly talk about different ways the body faces, (<i>forward, backward, left, and right</i>), ● in groups, identify, collect and share simple reusable materials within the environment to be used as markers as they observe 	<p>5) Which body parts can you use in a log roll?</p> <p>6) Which body balance do you know?</p>	<p>Relevant songs Flash cards, recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions Aural method Rubrics Observation Adjudication</p>	
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					safety precautions, (<i>coloured papers, pieces of clothes and any other suitable material</i>),				
7	2.0 PERFORMING AND DISPLAY	2.5 Rolls and Balances	<p>By the end of the sub-strand the learner should be able to:</p> <p>p) identify different directions the body moves and faces when performing log roll and T balance respectively through practice,</p> <p>q) make markers for use during log rolls and T-balance performance</p> <p>r) perform log roll and Tbalance in different directions,</p> <p>s) sing action songs while performing log roll and T balance to different directions</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups improvise the markers using the collected reusable materials, ● in groups, work collaboratively to mark the field using the improvised markers and perform log roll: <ul style="list-style-type: none"> - <i>log roll</i> (<i>forward, backward, left, and right</i>), - <i>T balance</i> (<i>forward,</i> 	Which body balance do you know?	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>		

				<p>t) enjoy performing log roll and T-balance in different directions.</p>	<p><i>backward, left, and right</i>),</p> <ul style="list-style-type: none"> ● in groups, take part in action singing songs while performing log roll and T balance, <p>in groups, perform log roll and T balance for peer assessment.</p>				
10	1-2	2.0 PERFORMING AND DISPLAY	2.5 Rolls and Balances	<p>By the end of the sub-strand the learner should be able to:</p> <p>u) identify different directions the body moves and faces when performing log roll and T balance respectively through practice,</p> <p>v) make markers for use during log rolls and T-balance performance</p> <p>w) perform log roll and Tbalance in different directions,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups improvise the markers using the collected reusable materials, ● in groups, work collaboratively to mark the field using the improvised markers and perform log roll: - <i>log roll</i> (<i>forward, backward, left,</i> 	Which body balance do you know?	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	

				<p>x) sing action songs while performing log roll and T balance to different directions</p> <p>y) enjoy performing log roll and T-balance in different directions.</p>	<p><i>and right), - T balance ((forward, backward, left, and right),</i></p> <ul style="list-style-type: none"> ● in groups, take part in action singing songs while performing log roll and T balance, <p>in groups, perform log roll and T balance for peer assessment.</p>				
	3-4	2.0 PERFORMING AND DISPLAY	2.5 Rolls and Balances	<p>By the end of the sub-strand the learner should be able to:</p> <p>z) identify different directions the body moves and faces when performing log roll and T balance respectively through practice,</p> <p>aa) make markers for use during log rolls and T-balance performance</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups improvise the markers using the collected reusable materials, ● in groups, work collaboratively to mark the field using the improvised markers and perform log roll: 	Which body balance do you know?	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities</p> <p>Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	

				<p>bb) perform log roll and Tbalance in different directions,</p> <p>cc) sing action songs while performing log roll and T balance to different directions</p> <p>dd) enjoy performing log roll and T-balance in different directions.</p>	<p><i>- log roll ((forward, backward, left, and right), - T balance ((forward, backward, left, and right),</i></p> <ul style="list-style-type: none"> ● in groups, take part in action singing songs while performing log roll and T balance, <p>in groups, perform log roll and T balance for peer assessment.</p>				
5-6	2.0 PERFORMING AND DISPLAY	2.5 Rolls and Balances	<p>By the end of the sub-strand the learner should be able to:</p> <p>ee) identify different directions the body moves and faces when performing log roll and T balance respectively through practice,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups improvise the markers using the collected reusable materials, ● in groups, work collaboratively to mark the field using the 	Which body balance do you know?	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities</p> <p>Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>		

				<p>ff) make markers for use during log rolls and T-balance performance</p> <p>gg) perform log roll and Tbalance in different directions,</p> <p>hh) sing action songs while performing log roll and T balance to different directions</p> <p>ii) enjoy performing log roll and T-balance in different directions.</p>	<p>improvised markers and perform log roll: - <i>log roll</i> <i>((forward, backward, left, and right), - T balance</i> <i>((forward, backward, left, and right),</i></p> <ul style="list-style-type: none"> ● in groups, take part in action singing songs while performing log roll and T balance, <p>in groups, perform log roll and T balance for peer assessment.</p>				
	7	2.0 PERFORMING AND DISPLAY	2.5 Rolls and Balances	<p>By the end of the sub-strand the learner should be able to:</p> <p>jj) identify different directions the body moves and faces when performing log roll and</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups improvise the markers using the collected reusable materials, 	Which body balance do you know?	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	

T balance respectively through practice,

kk) make markers for use during log rolls and T-balance performance

ll) perform log roll and Tbalance in different directions,

mm) sing action songs while performing log roll and T balance to different directions

nn) enjoy performing log roll and T-balance in different directions.

- in groups, work collaboratively to mark the field using the improvised markers and perform log roll:
- *log roll*
((forward, backward, left, and right), - T balance
((forward, backward, left, and right),
 - in groups, take part in action singing songs while performing log roll and T balance,
- in groups, perform log roll and T balance for peer assessment.

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11	1-2	2.0 PERFORMING AND DISPLAY	2.6 Water safety	By the end of the sub strand, the learner should be able to: a) identify objects that float on water within their environment, b) colour objects that float on water for visibility, c) apply appropriate technique for water entry, d) make line pattern formations and pick coloured objects in shallow ends, e) sing action songs while picking floating objects, f) enjoy picking coloured floating objects in shallow ends while observing safety.	Learner is guided : <ul style="list-style-type: none"> ● in groups, watch live or recorded activities on picking objects that float on water and talk about them, ● in groups, collect objects that float on water from the immediate environment (<i>only objects that can be coloured using dry media</i>), - observe safety and hygiene when picking coloured objects. ● in groups, use dry media (<i>crayons, coloured pencils</i>) to colour the objects that float on water, 	Which objects float in water?	Relevant songs Flash cards, recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide	Oral questions Aural method Rubrics Observation Adjudication	
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	<p>3-4</p>	<p>2.0 PERFORMING AND DISPLAY</p>	<p>2.6 Water safety</p>	<p>By the end of the sub strand, the learner should be able to: a) identify objects that float on water within their environment, g) colour objects that float on water for visibility, h) apply appropriate technique for water entry, i) make line pattern formations and pick coloured objects in shallow ends, j) sing action songs while picking floating objects, k) enjoy picking coloured floating objects in shallow ends while observing safety.</p>	<p>Learner is guided :</p> <ul style="list-style-type: none"> ● in groups, watch live or recorded activities on picking objects that float on water and talk about them, ● in groups, collect objects that float on water from the immediate environment (<i>only objects that can be coloured using dry media</i>), - <i>observe safety and hygiene when picking coloured objects.</i> ● in groups, use dry media (<i>crayons, coloured pencils</i>) to colour the objects that float on water, 	<p>Which objects float in water?</p>	<p>Relevant songs Flash cards, recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions Aural method Rubrics Observation Adjudication</p>	
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	<p>5-6</p>	<p>2.0 PERFORMING AND DISPLAY</p>	<p>2.6 Water safety</p>	<p>By the end of the sub strand, the learner should be able to: a) identify objects that float on water within their environment,</p> <p>l) colour objects that float on water for visibility,</p> <p>m) apply appropriate technique for water entry,</p> <p>n) make line pattern formations and pick coloured objects in shallow ends,</p> <p>o) sing action songs while picking floating objects,</p> <p>p) enjoy picking coloured floating objects in shallow ends while observing safety.</p>	<p>Learner is guided :</p> <ul style="list-style-type: none"> ● in groups, watch live or recorded activities on picking objects that float on water and talk about them, ● in groups, collect objects that float on water from the immediate environment (<i>only objects that can be coloured using dry media</i>), - observe safety and hygiene when picking coloured objects. ● in groups, use dry media (<i>crayons, coloured pencils</i>) to colour the objects that float on water, 	<p>Which objects float in water?</p>	<p>Relevant songs Flash cards, recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions Aural method Rubrics Observation Adjudication</p>	
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	7	2.0 PERFORMING AND DISPLAY	2.6 Water safety	<p>By the end of the sub strand, the learner should be able to: a) identify objects that float on water within their environment,</p> <p>q) colour objects that float on water for visibility,</p> <p>r) apply appropriate technique for water entry,</p> <p>s) make line pattern formations and pick coloured objects in shallow ends,</p> <p>t) sing action songs while picking floating objects,</p> <p>u) enjoy picking coloured floating objects in shallow ends while observing safety.</p>	<p>Learner is guided :</p> <ul style="list-style-type: none"> ● in groups, watch live or recorded activities on picking objects that float on water and talk about them, ● in groups, collect objects that float on water from the immediate environment (<i>only objects that can be coloured using dry media</i>), - observe safety and hygiene when picking coloured objects. ● in groups, use dry media (<i>crayons, coloured pencils</i>) to colour the objects that float on water, 	Which objects float in water?	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	
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12	1-2	2.0 PERFORMING AND DISPLAY	2.6 Water safety	<p>By the end of the sub strand, the learner should be able to: a) identify objects that float on water within their environment,</p> <p>v) colour objects that float on water for visibility,</p> <p>w) apply appropriate technique for water entry,</p> <p>x) make line pattern formations and pick coloured objects in shallow ends,</p> <p>y) sing action songs while picking floating objects,</p> <p>z) enjoy picking coloured floating objects in shallow ends while observing safety.</p>	<p>Learner is guided :</p> <ul style="list-style-type: none"> ● in groups, watch live or recorded activities on picking objects that float on water and talk about them, ● in groups, collect objects that float on water from the immediate environment (<i>only objects that can be coloured using dry media</i>), - observe safety and hygiene when picking coloured objects. ● in groups, use dry media (<i>crayons, coloured pencils</i>) to colour the objects that float on water, 	Which objects float in water?	<p>Relevant songs</p> <p>Flash cards, recorded rhythms</p> <p>Items that produce constant beat</p> <p>KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions</p> <p>Aural method</p> <p>Rubrics</p> <p>Observation</p> <p>Adjudication</p>	
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	<p>3-4</p>	<p>2.0 PERFORMING AND DISPLAY</p>	<p>2.6 Water safety</p>	<p>By the end of the sub strand, the learner should be able to: a) identify objects that float on water within their environment, aa) colour objects that float on water for visibility, bb) apply appropriate technique for water entry, cc) make line pattern formations and pick coloured objects in shallow ends, dd) sing action songs while picking floating objects, ee) enjoy picking coloured floating objects in shallow ends while observing safety.</p>	<p>Learner is guided :</p> <ul style="list-style-type: none"> ● in groups, watch live or recorded activities on picking objects that float on water and talk about them, ● in groups, collect objects that float on water from the immediate environment (<i>only objects that can be coloured using dry media</i>), - observe safety and hygiene when picking coloured objects. ● in groups, use dry media (<i>crayons, coloured pencils</i>) to colour the objects that float on water, 	<p>Which objects float in water?</p>	<p>Relevant songs Flash cards, recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions Aural method Rubrics Observation Adjudication</p>	
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	<p>5-6</p>	<p>2.0 PERFORMING AND DISPLAY</p>	<p>2.6 Water safety</p>	<p>By the end of the sub strand, the learner should be able to: a) identify objects that float on water within their environment, ff) colour objects that float on water for visibility, gg) apply appropriate technique for water entry, hh) make line pattern formations and pick coloured objects in shallow ends, ii) sing action songs while picking floating objects, jj) enjoy picking coloured floating objects in shallow ends while observing safety.</p>	<p>Learner is guided :</p> <ul style="list-style-type: none"> ● in groups, watch live or recorded activities on picking objects that float on water and talk about them, ● in groups, collect objects that float on water from the immediate environment (<i>only objects that can be coloured using dry media</i>), - observe safety and hygiene when picking coloured objects. ● in groups, use dry media (<i>crayons, coloured pencils</i>) to colour the objects that float on water, 	<p>Which objects float in water?</p>	<p>Relevant songs Flash cards, recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions Aural method Rubrics Observation Adjudication</p>	
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	7	2.0 PERFORMING AND DISPLAY	2.6 Water safety	<p>By the end of the sub strand, the learner should be able to: a) identify objects that float on water within their environment, kk) colour objects that float on water for visibility, ll) apply appropriate technique for water entry, mm) make line pattern formations and pick coloured objects in shallow ends, nn) sing action songs while picking floating objects, oo) enjoy picking coloured floating objects in shallow ends while observing safety.</p>	<p>Learner is guided :</p> <ul style="list-style-type: none"> ● in groups, watch live or recorded activities on picking objects that float on water and talk about them, ● in groups, collect objects that float on water from the immediate environment (<i>only objects that can be coloured using dry media</i>), - observe safety and hygiene when picking coloured objects. 	Which objects float in water?	<p>Relevant songs Flash cards, recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide</p>	<p>Oral questions Aural method Rubrics Observation Adjudication</p>	
13,14	END TERM 2 EXAMS AND CLOSING								

