## 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 PERFOR MING AND DISPLAY	2.3 Western style Singing Games	By the end of the sub strand the learner should be able to:  a) identify appropriate singing games in Western style, b) improvise paper costumes for performing Western style singing games, c) sing game songs in Western style, d) make different body	<ul> <li>in groups, watch a live or recorded performance of singing game in Western style while observing:</li> <li>costumes</li> </ul>	1) Which songs are sung during play? 2) What roles do you like taking during playing?	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	

				• individually, make simple paper costumes using folding, pleating, cutting techniques for performing the singing game,				
2-3	2.0 PERFOR MING AND DISPLAY	2.3 Western style Singing Games	By the end of the sub strand the learner should be able to:  e) identify appropriate singing games in Western style, f) improvise paper costumes for performing Western style singing games, g) sing game songs in Western style, h) make different body	<ul> <li>in groups, watch a live or recorded performance of singing game in Western style while observing:         <ul> <li>costumes used,</li> <li>props,</li> <li>musical instruments</li> <li>body</li> <li>movements,</li> </ul> </li> <li>in groups, identify and collect locally available materials for making simple paper costumes,</li> </ul>	What roles do you like taking during playing?	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	

			<ul> <li>individually, make simple paper costumes using folding, pleating, cutting techniques for performing the singing game,</li> </ul>				
4-5  2.0  PERFOR  MING  AND  DISPLAY	2.3 Western style Singing Games	By the end of the sub strand the learner should be able to:  i) identify appropriate singing games in Western style, j) improvise paper costumes for performing Western style singing games, k) sing game songs in Western style, l) make different body	<ul> <li>in groups, watch a live or recorded performance of singing game in Western style while observing:         <ul> <li>costumes used ,</li> <li>props,</li> <li>musical instruments</li> <li>body</li> <li>movements,</li> </ul> </li> <li>in groups, identify and collect locally available materials for making simple paper costumes,</li> </ul>	<ul><li>3) Which songs are sung during play?</li><li>4) What roles do you like taking during playing?</li></ul>	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	

			• individually, make simple paper costumes using folding, pleating, cutting techniques for performing the singing game,				
6-7 2.0 PERFOR MING AND DISPLAY	style Singing	By the end of the sub strand the learner should be able to:  m) identify appropriate singing games in Western style, n) improvise paper costumes for performing Western style singing games, o) sing game songs in Western style, p) make different body	<ul> <li>in groups, watch a live or recorded performance of singing game in Western style while observing:         <ul> <li>costumes used ,</li> <li>props,</li> <li>musical instruments</li> </ul> </li> </ul>	What roles do you like taking during playing?	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	

2	1-2	2.0	2.3	By the end of the sub	• individually, make simple paper costumes using folding, pleating, cutting techniques for performing the singing game,  Learner is guided to:	What roles do	Relevant songs	Oral	
		PERFOR MING AND DISPLAY	Western style Singing Games	strand the learner should be able to:  a.sing game songs in Western style, q) make different body r) movements to accompany the game songs. s) enjoy performing singing games in Western style.	<ul> <li>individually, make simple paper costumes using folding, pleating, cutting techniques for performing the singing game,</li> <li>in groups, imitate the song sung and body movements used</li> </ul>	you like taking during playing?	Flash cards, recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide	questions Aural method Rubrics Observation Adjudication	

3-4	2.0 PERFOR MING AND DISPLAY	2.3 Western style Singing Games	By the end of the sub strand the learner should be able to:  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.	<ul> <li>■ individually, make simple paper costumes using folding, pleating, cutting techniques for performing the singing game,</li> <li>■ in groups, imitate the song sung and body movements used,</li> <li>● in groups, perform appropriate singing games in Western style,</li> </ul>	What roles do you like taking during playing?	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
5	2.0 PERFOR MING AND DISPLAY	2.3 Western style Singing Games	By the end of the sub strand the learner should be able to:  a.sing game songs in Western style, w) make different body	• individually, make simple paper costumes using folding, pleating, cutting techniques for performing the singing game,	What roles do you like taking during playing?	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

			x) movements to accompany the game songs. y) enjoy performing singing games in Western style.	<ul> <li>in groups, perform appropriate singing games in Western style,</li> </ul>				
6-7	2.0 PERFOR MING AND DISPLAY	2.3 Western style Singing Games	By the end of the sub strand the learner should be able to:  a.sing game songs in Western style, z) make different body aa) movements to accompany the game songs. bb) enjoy performing singing games in Western style.	<ul> <li>individually, make a variety of body movements while performing the singing game making different line formations using the costume (walking, swinging, swaying, turning, bending, skipping, running, jumping, hopping, sliding),</li> <li>in groups, take turns to perform different roles while performing</li> </ul>	What roles do you like taking during playing?	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	

3	1	2.0	2.3	By the end of the sub	the singing game in Western style,  • in groups, perform singing games in Western style for peer assessment.  Learner is guided to:	What roles do	Relevant songs	Oral	
		PERFOR MING AND DISPLAY	Western style Singing Games	strand the learner should be able to:  a.sing game songs in Western style, cc) make different body dd) movements to accompany the game songs. ee) enjoy performing singing games in Western style.	<ul> <li>individually, make a variety of body movements while performing the singing game making different line formations using the costume (walking, swinging, swaying, turning, bending, skipping, running, jumping, hopping, sliding),</li> <li>in groups, take turns to perform different roles while performing the singing game in Western style,</li> </ul>	you like taking during playing?	Flash cards, recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide	questions Aural method Rubrics Observation Adjudication	

			• in groups, perform			
			singing games in			
			Western style for			
			peer assessment.			
2.0 PERFOR MING AND DISPLAY	2.3 Western style Singing Games	By the end of the sub strand the learner should be able to:  a.sing game songs in Western style, ff) make different body gg) movements to accompany the game songs. hh) enjoy performing singing games in Western style.	Learner is guided to:  • individually, make a variety of body movements while performing the singing game making different line formations using the costume (walking, swinging, swaying, turning,	What roles do you like taking during playing?	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
			the singing game in Western style,			
			• in groups, perform singing games in			

4-5	2.0 PERFOR MING AND DISPLAY	2.3 Western style Singing Games	By the end of the sub strand the learner should be able to:  a.sing game songs in Western style,	Western style for peer assessment.  Learner is guided to:  individually, make a variety of body movements while performing the	What roles do you like taking during playing?	Relevant songs Flash cards, recorded rhythms Items that produce constant beat	Oral questions Aural method Rubrics Observation Adjudication
			ii) make different body jj) movements to accompany the game songs. kk) enjoy performing singing games in Western style.	singing game making different line formations using the costume (walking, swinging, swaying, turning, bending, skipping, running, jumping, hopping, sliding),  in groups, take turns to perform different roles while performing the singing game in Western style, in groups, perform singing games in		KLB Visionary Music Activities Grade 2 Teachers guide	

6-7	2.0 PERFOR MING AND DISPLAY	2.3 Western style Singing Games	By the end of the sub strand the learner should be able to:  a.sing game songs in Western style, Il) make different	0 00	What roles do you like taking during playing?	Relevant songs Flash cards, recorded rhythms Items that produce constant beat KLB Visionary	Oral questions Aural method Rubrics Observation Adjudication
			body mm) movements to accompany the game songs. nn) enjoy performing singing games in Western style.	making different line formations using the costume (walking, swinging, swaying, turning, bending, skipping, running, jumping, hopping, sliding),  in groups, take turns to perform different roles while performing the singing game in Western style,  in groups, perform singing games in		Music Activities Grade 2 Teachers guide	

					Western style for peer assessment.				
4	1-2	2.0 PERFOR MING AND DISPLAY	2.4 Throwing and Catching	By the end of the sub strand, the learner should be able to:  a) identify materials used to improvise a ball, b) improvise a ball by knotting technique, c) perform throwing and catching a ball for skill acquisition,	materials to be used for improvisation of a ball (waste	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	

3-4 2.0	0 2.4	4	By the end of the sub	Learner is guided to:	Which direction is	Relevant songs	Oral
		nrowing	strand, the learner should	<ul> <li>in groups, search</li> </ul>	easier to throw and	Flash cards,	questions
	ING and		be able to:	for locally	catch the ball	recorded rhythms	Aural method
	ND Car	atching	d) identify materials used	available reusable	from?	Items that	Rubrics
	ISPLAY		to improvise a ball,	materials to be		produce constant	Observation
			e) improvise a ball by	used for		beat	Adjudication
			knotting technique,	improvisation of a		KLB Visionary	
			f) perform throwing and	ball (waste		Music Activities	
			catching a ball for skill	papers, used		Grade 2 Teachers guide	
			acquisition,	carrier bags, old		guide	
				fabric, banana			
				fibres),			
				<ul> <li>individually,</li> </ul>			
				observe own and			
				others' safety			
				while improvising			
				a ball using			
				knotting			
				technique,			
				<ul> <li>individually,</li> </ul>			
				display the			
				improvised balls			
				for peer			
				assessment,			

2.0	2.4	By the end of the sub	Learner is guided to:	Which direction is	Relevant songs	Oral
PERFOR	Throwing	strand, the learner should	<ul> <li>in groups, search</li> </ul>	easier to throw and	Flash cards,	questions
MING	and	be able to:	for locally	catch the ball	recorded rhythms	Aural method
AND DISPLAY	Catching	g) identify materials used		from?	Items that	Rubrics
DISPLAY		to improvise a ball, h) improvise a ball by knotting technique, i) perform throwing and catching a ball for skill acquisition,	materials to be used for improvisation of a ball (waste papers, used carrier bags, old fabric, banana fibres),  • individually, observe own and others' safety while improvising a ball using knotting		produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide	Observation Adjudication
			technique,  individually, display the			
			improvised balls			
			for peer			
			assessment,			

7	2.0	2.4	By the end of the sub	Learner is guided to:	Which direction is	Relevant songs	Oral	
	<b>PERFOR</b>	Throwing	strand, the learner should	• in groups, search	easier to throw and	Flash cards,	questions	
	MING	and	be able to:	for locally	catch the ball	recorded rhythms	Aural method	
	AND	Catching	j) identify materials used	available reusable	from?	Items that	Rubrics	
	DISPLAY		to improvise a ball,	materials to be		produce constant	Observation	
			k) improvise a ball by	used for		beat	Adjudication	
			knotting technique,	improvisation of a		KLB Visionary		
			l) perform throwing and	ball (waste		Music Activities		
			catching a ball for skill	papers, used		Grade 2 Teachers		
			acquisition,	carrier bags, old		guide		
				fabric, banana				
				fibres),				
				<ul> <li>individually,</li> </ul>				
				observe own and				
				others' safety				
				while improvising				
				a ball using				
				knotting				
				technique,				
				<ul><li>individually,</li></ul>				
				display the				
				improvised balls				
				for peer				
				assessment,				

4	1-2	2.0 PERFOR MING AND DISPLAY	2.4 Throwing and Catching	By the end of the sub strand, the learner should be able to:  m) identify materials used to improvise a ball,  n) improvise a ball by knotting technique,  o) perform throwing and catching a ball for skill acquisition,	materials to be used for improvisation of a ball (waste	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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3-4 2.0	2.4	By the end of the sub	Learner is guided to:	Which direction is	Relevant songs	Oral
PERF		strand, the learner should	• in groups, search	easier to throw and	Flash cards,	questions
			for locally		l *	
MING AND DISPI	and Catching	be able to:  p) identify materials used to improvise a ball, q) improvise a ball by knotting technique, r) perform throwing and catching a ball for skill acquisition,	for locally available reusable materials to be used for improvisation of a ball (waste	catch the ball from?	recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide	Aural method Rubrics Observation Adjudication
			a ball using knotting			
			technique,			
			<ul> <li>individually, display the improvised balls for peer</li> </ul>			
			assessment,			

5-6	2.0	2.4	By the end of the sub	Learner is guided to:	Which direction is	Relevant songs	Oral
	PERFOR	Throwing	strand, the learner should	<ul> <li>in groups, search</li> </ul>	easier to throw and	Flash cards,	questions
	MING	and	be able to:	for locally	catch the ball	recorded rhythms	Aural method
	AND DISPLAY	Catching	s) identify materials used		from?	Items that	Rubrics
	DISTLAT		to improvise a ball,	materials to be		produce constant	Observation
			t) improvise a ball by	used for		beat	Adjudication
			knotting technique,	improvisation of a		KLB Visionary Music Activities	
			u) perform throwing and catching a ball for skill			Grade 2 Teachers	
			acquisition,	pupers, used		guide	
			4,	carrier bags, old			
				fabric, banana			
				fibres),			
				• individually,			
				observe own and			
				others' safety			
				while improvising			
				a ball using knotting			
				technique,			
				-			
				• individually,			
				display the			
				improvised balls			
				for peer			
				assessment,			

	Oral	Relevant songs	Which direction is	Learner is guided to:	By the end of the sub	2.4	2.0	7
	questions	Flash cards,	easier to throw and	• in groups, search	strand, the learner should	Throwing	PERFOR	
nod	Aural method	recorded rhythms	catch the ball	for locally	be able to:	and	MING	
	Rubrics	Items that	from?	available reusable	v) identify materials used	Catching	AND	
n	Observation	produce constant		materials to be	to improvise a ball,		DISPLAY	
on	Adjudication	beat		used for	w) improvise a ball by			
		KLB Visionary		improvisation of a	knotting technique,			
				ball (waste	x) perform throwing and			
				papers, used	_			
		guide		carrier bags, old	acquisition,			
				fabric, banana				
				fibres),				
				• individually.				
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on	Adjudication			improvisation of a ball (waste papers, used carrier bags, old fabric, banana	knotting technique,			

5	1-2	2.0 PERFOR MING AND DISPLAY	2.4 Throwing and Catching	By the end of the sub strand, the learner should be able to: y) identify materials used to improvise a ball, z) improvise a ball by knotting technique, aa) perform throwing and catching a ball for skill acquisition,	materials to be used for improvisation of a ball (waste	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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3-4 2.0	2.4	By the end of the sub	Learner is guided to:	Which direction is	Relevant songs	Oral
	RFOR Throwing	strand, the learner should	<ul> <li>in groups, search</li> </ul>	easier to throw and	Flash cards,	questions
MIN	******	be able to:	for locally	catch the ball	recorded rhythms	Aural method
ANI	Cutching	bb) identify materials used	available reusable	from?	Items that	Rubrics
DIS	SPLAY	to improvise a ball,	materials to be		produce constant	Observation
		cc) improvise a ball by	used for		beat	Adjudication
		knotting technique,	improvisation of a		KLB Visionary	
		dd) perform throwing and	ball (waste		Music Activities	
		catching a ball for skill	papers, used		Grade 2 Teachers	
		acquisition,	carrier bags, old		guide	
			fabric, banana			
			fibres),			
			<ul> <li>individually,</li> </ul>			
			observe own and			
			others' safety			
			while improvising			
			a ball using			
			knotting			
			technique,			
			• individually,			
			display the			
			improvised balls			
			for peer			
			assessment,			

5-6	2.0	2.4	By the end of the sub	Learner is guided to:	Which direction is	Relevant songs	Oral
	PERFOR	Throwing	strand, the learner should	<ul> <li>in groups, search</li> </ul>	easier to throw and	Flash cards,	questions
	MING	and	be able to:	for locally	catch the ball	recorded rhythms	Aural method
	AND	Catching	ee) identify materials used	available reusable	from?	Items that	Rubrics
	DISPLAY		to improvise a ball,	materials to be		produce constant	Observation
			ff) improvise a ball by	used for		beat	Adjudication
			knotting technique,	improvisation of a		KLB Visionary	
			gg) perform throwing and	ball (waste		Music Activities Grade 2 Teachers	
			catching a ball for skill	pupers, used		guide 2 Teachers	
			acquisition,	carrier bags, old		guide	
				fabric, banana			
				fibres),			
				<ul> <li>individually,</li> </ul>			
				observe own and			
				others' safety			
				while improvising			
				a ball using			
				knotting			
				technique,			
				<ul> <li>individually,</li> </ul>			
				display the			
				improvised balls			
				for peer			
				assessment,			

7	2.0	2.4	By the end of the sub	Learner is guided to:	Which direction is	Relevant songs	Oral
	<b>PERFOR</b>	Throwing	strand, the learner should	<ul> <li>in groups, search</li> </ul>	easier to throw and	Flash cards,	questions
	MING	and	be able to:	for locally	catch the ball	recorded rhythms	Aural method
	AND	Catching	hh) identify materials used	available reusable	from?	Items that	Rubrics
	DISPLAY		to improvise a ball,	materials to be		produce constant	Observation
			ii) improvise a ball by	used for		beat	Adjudication
			knotting technique,	improvisation of a		KLB Visionary	
			jj) perform throwing and	ball (waste		Music Activities	
			catching a ball for skill	papers, used		Grade 2 Teachers	
			acquisition,	carrier bags, old		guide	
				fabric, banana			
				fibres),			
				<ul> <li>individually,</li> </ul>			
				observe own and			
				others' safety			
				while improvising			
				a ball using			
				knotting			
				technique,			
				• individually,			
				display the			
				improvised balls			
				for peer			
				assessment,			
				assessment,			

6	1	2.0 PERFOR MING AND DISPLAY	2.4 Throwing and Catching	By the end of the sub strand, the learner should be able to: kk) identify materials used to improvise a ball, ll) improvise a ball by knotting technique, mm) perform throwing and catching a ball for skill acquisition, nn) sing action songs while throwing and catching a ball,	materials to be used for improvisation of a ball (waste papers, used carrier bags, old fabric, banana	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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2-3	2.0	2.4	By the end of the sub	Learner is guided to:	Which direction is	Relevant songs	Oral
	PERFOR	Throwing	strand, the learner should	<ul> <li>in groups, search</li> </ul>	easier to throw and	Flash cards,	questions
	MING	and	be able to:	for locally	catch the ball	recorded rhythms	Aural method
	AND	Catching	oo) identify materials used	available reusable	from?	Items that	Rubrics
	DISPLAY		to improvise a ball,	materials to be		produce constant	Observation
			pp) improvise a ball by	used for		beat	Adjudication
			knotting technique,	improvisation of a		KLB Visionary	
			qq) perform throwing and	ball (waste		Music Activities	
			catching a ball for skill	papers, used		Grade 2 Teachers	
			acquisition,	carrier bags, old		guide	
			rr) sing action songs while	fabric, banana			
			throwing and catching a	fibres),			
			ball,	<ul> <li>individually,</li> </ul>			
				observe own and			
				others' safety			
				while improvising			
				a ball using			
				knotting			
				technique,			
				<ul> <li>individually,</li> </ul>			
				display the			
				improvised balls			
				for peer			
				assessment,			

4-5 2.0		By the end of the sub	Learner is guided to:	Which direction is	Relevant songs	Oral
	RFOR Throwing	strand, the learner should	<ul> <li>in groups, search</li> </ul>	easier to throw and	Flash cards,	questions
MIN		be able to:	for locally	catch the ball	recorded rhythms	Aural method
ANI	Cutching	ss) identify materials used	available reusable	from?	Items that	Rubrics
DIS	SPLAY	to improvise a ball,	materials to be		produce constant	Observation
		tt) improvise a ball by	used for		beat	Adjudication
		knotting technique,	improvisation of a		KLB Visionary	
		uu) perform throwing and	ball (waste		Music Activities	
		catching a ball for skill	papers, used		Grade 2 Teachers	
		acquisition,	carrier bags, old		guide	
		vv) sing action songs while	fabric, banana			
		throwing and catching a	fibres),			
		ball,	<ul> <li>individually,</li> </ul>			
			observe own and			
			others' safety			
			while improvising			
			a ball using			
			knotting			
			technique,			
			• individually,			
			display the			
			improvised balls			
			for peer			
			assessment,			

6-7	2.0	2.4	By the end of the sub	Learner is guided to:	Which direction is	Relevant songs	Oral
	PERFOR	Throwing	strand, the learner should	• in groups, search	easier to throw and	Flash cards,	questions
	MING	and	be able to:	for locally	catch the ball	recorded rhythms	Aural method
	AND	Catching	ww) identify materials	available reusable	from?	Items that	Rubrics
	DISPLAY		used to improvise a	materials to be		produce constant	Observation
			ball,	used for		beat	Adjudication
			xx) improvise a ball by	improvisation of a		KLB Visionary	
			knotting technique,	ball (waste		Music Activities	
			yy) perform throwing and	papers, used		Grade 2 Teachers	
			catching a ball for skill	carrier bags, old		guide	
			acquisition,	fabric, banana			
			zz) sing action songs while	fibres),			
			throwing and catching a	<ul> <li>individually,</li> </ul>			
			ball,	observe own and			
				others' safety			
				while improvising			
				a ball using			
				knotting			
				technique,			
				• individually,			
				display the			
				improvised balls			
				for peer			
				•			
				assessment,			

7 1	2.0 PERFOR MING AND DISPLAY	2.4 Throwing and Catching	By the end of the sub strand, the learner should be able to: aaa) identify materials used to improvise a ball, bbb) improvise a ball by knotting technique, ccc) perform throwing and catching a ball for skill acquisition, ddd) sing action songs while throwing and	materials to be used for improvisation of a ball (waste papers, used carrier bags, old fabric, banana fibres)	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
				observe own and others' safety while improvising a ball using knotting technique,  individually, display the improvised balls for peer assessment,			

2-3 2.	.0 2	2.4	By the end of the sub	Learner is guided to:	Which direction is	Relevant songs	Oral
		Throwing	strand, the learner should	<ul> <li>in groups, search</li> </ul>	easier to throw and	Flash cards,	questions
		and	be able to:	for locally	catch the ball	recorded rhythms	Aural method
		Catching	eee) identify materials	available reusable	from?	Items that	Rubrics
D	DISPLAY		used to improvise a	materials to be		produce constant	Observation
			ball,	used for		beat	Adjudication
			fff) improvise a ball by	improvisation of a		KLB Visionary	
			knotting technique,	ball (waste		Music Activities	
			ggg) perform throwing	papers, used		Grade 2 Teachers	
			and catching a ball for	carrier bags, old		guide	
			skill acquisition,	fabric, banana			
			hhh) sing action songs	fibres),			
			while throwing and	<ul> <li>individually,</li> </ul>			
			catching a ball,	observe own and			
				others' safety			
				while improvising			
				a ball using			
				knotting			
				technique,			
				<ul> <li>individually,</li> </ul>			
				display the			
				improvised balls			
				for peer			
				assessment,			

4-5	2.0	2.4	By the end of the sub	Learner is guided to:	Which direction is	Relevant songs	Oral
	PERFOR	Throwing	strand, the learner should	<ul> <li>in groups, search</li> </ul>	easier to throw and	Flash cards,	questions
	MING	and	be able to:	for locally	catch the ball	recorded rhythms	Aural method
	AND	Catching	iii) identify materials used	available reusable	from?	Items that	Rubrics
	DISPLAY		to improvise a ball,	materials to be		produce constant	Observation
			jjj) improvise a ball by	used for		beat	Adjudication
			knotting technique,	improvisation of a		KLB Visionary	
			kkk) perform throwing	ball (waste		Music Activities	
			and catching a ball for	papers, used		Grade 2 Teachers	
			skill acquisition,	carrier bags, old		guide	
			lll) sing action songs while	fabric, banana			
			throwing and catching a	fibres),			
			ball,	<ul> <li>individually,</li> </ul>			
				observe own and			
				others' safety			
				while improvising			
				a ball using			
				knotting			
				technique,			
				<ul> <li>individually,</li> </ul>			
				display the			
				improvised balls			
				for peer			
				-			
				assessment,			

	6-7	2.0 PERFOR MING AND DISPLAY	2.4 Throwing and Catching	By the end of the sub strand, the learner should be able to: mmm) identify materials used to improvise a ball, nnn) improvise a ball by knotting technique, ooo) perform throwing and catching a ball for skill acquisition, ppp) sing action songs while throwing and catching a ball,	backwards, zigzag, linear, curved, circular),  • 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.		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	
8	1-2	2.0 PERFOR MING	2.4 Throwing	By the end of the sub strand, the learner should be able to:	Learner is guided to: perform throwing and catching an improvised ball in	Which direction is easier to throw and	Relevant songs Flash cards, recorded rhythms	Oral questions Aural method Rubrics	

	AND DISPLAY	and Catching	qqq) identify materials used to improvise a ball, rrr) improvise a ball by knotting technique, sss) perform throwing and catching a ball for skill acquisition, ttt) sing action songs while throwing and catching a ball,	<ul> <li>in groups, sing action songs on throwing and catching a ball while moving in different directions and pathways,</li> <li>play simple games on throwing and catching a ball as they observe rules.</li> </ul>	catch the ball from?	Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide	Observation Adjudication
3-4	2.0 PERFOR MING AND DISPLAY	2.4 Throwing and Catching	By the end of the sub strand, the learner should be able to: uuu) identify materials used to improvise a ball, vvv) improvise a ball by knotting technique,	Learner is guided to: perform throwing and catching an improvised ball in different directions and pathways (right, left, forwards, backwards, zigzag,	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	Oral questions Aural method Rubrics Observation Adjudication

			www) perform throwing and catching a ball for skill acquisition, xxx) sing action songs while throwing and catching a ball,			Grade 2 Teachers guide		
5-6	2.0 PERFOR MING AND DISPLAY	2.4 Throwing and Catching	By the end of the sub strand, the learner should be able to: yyy) identify materials used to improvise a ball, zzz) improvise a ball by knotting technique, aaaa) perform throwing and catching a ball for skill acquisition,	different directions and pathways (right, left, forwards, backwards, zigzag,	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	

				bbbb) sing action songs while throwing and catching a ball,	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.				
7	7	2.0 PERFOR MING AND DISPLAY	2.4 Throwing and Catching	By the end of the sub strand, the learner should be able to: cccc) identify materials used to improvise a ball, dddd) improvise a ball by knotting technique, eeee) perform throwing and catching a ball for skill acquisition, ffff) sing action songs while throwing and catching a ball,	different directions and pathways (right, left, forwards, backwards, zigzag, linear, curved, circular),	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	

					directions and pathways,  • play simple games on throwing and catching a ball as they observe rules.				
9	1-2	PERFOR MING AND DISPLAY	2.5 Rolls and Balances	By the end of the substrand the learner should be able to:  a) identify different directions the body moves and faces when performing log roll and T balance respectively through practice, b) make markers for use during log rolls and T-balance performance c) perform log roll and Tbalance in different directions, d) sing action songs while performing log roll and T balance to different directions	<ul> <li>in groups,         perform log roll         and clearly talk         about different         ways the body         moves, (forward,         backward, left,         and right),</li> <li>in groups,         perform T         balance and         clearly talk about         different ways the         body faces,         (forward,         backward, left,         and right),</li> </ul>	<ol> <li>Which body parts can you use in a log roll?</li> <li>Which body balance do you know?</li> </ol>	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	

3-4	PE MI AN	RFOR ING	2.5 Rolls and Balances	By the end of the substrand the learner should be able to:  f) identify different directions the body moves and faces when performing log roll and T balance respectively through practice,	material),  Learner is guided to:  in groups, perform log roll and clearly talk about different ways the body moves, (forward, backward, left, and right),	ŕ	Which body parts can you use in a log roll? Which body balance do you know?	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	
				e) enjoy performing log roll and T-balance in different directions.	• in groups, identify, collect and share simple reusable materials within the environment to be used as markers as they observe safety precautions, (coloured papers, pieces of clothes and any other suitable					

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> <li>in groups, perform T balance and clearly talk about different ways the body faces, (forward, backward, left, and right),</li> <li>in groups, identify, collect and share simple reusable materials within the environment to be used as markers as they observe safety precautions, (coloured papers, pieces of clothes and any other suitable material),</li> </ul>
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5-6 2.0 PERFORMING AND DISPLA	Balances	By the end of the substrand the learner should be able to:  k) identify different directions the body moves and faces when performing log roll and	perform log roll and clearly talk about different ways the body	5)	Which body parts can you use in a log roll? Which body balance do	Relevant songs Flash cards, recorded rhythms Items that produce constant beat KLB Visionary	Oral questions Aural method Rubrics Observation Adjudication
		T balance respectively through practice,  1) make markers for use during log rolls and T-balance performance  m)perform log roll and Tbalance in different directions,  n) sing action songs while performing log roll and T balance to different directions  o) enjoy performing log roll and T-balance in different directions.	moves, (forward, backward, left, and right),  in groups, perform T balance and clearly talk about different ways the body faces, (forward, backward, left, and right),  in groups, identify, collect and share simple reusable materials within the environment to be used as markers as they observe		you know?	Music Activities Grade 2 Teachers guide	

				safety precautions, (coloured papers, pieces of clothes and any other suitable material),				
7	PERFOR MING AND DISPLAY	2.5 Rolls and Balances	By the end of the substrand the learner should be able to:  p) identify different directions the body moves and faces when performing log roll and T balance respectively through practice,  q) make markers for use during log rolls and T-balance performance  r) perform log roll and Tbalance in different directions,  s) sing action songs while performing log roll and T balance to different directions	<ul> <li>Learner is guided to:         <ul> <li>in groups</li> <li>improvise the markers using the collected reusable materials,</li> <li>in groups, work collaboratively to mark the field using the improvised markers and perform log roll:</li></ul></li></ul>	Which body balance do you know?	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	

				t) enjoy performing log roll and T-balance in different directions.	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.			
10	1-2	2.0 PERFOR MING AND DISPLAY	2.5 Rolls and Balances	By the end of the substrand the learner should be able to:  u) identify different directions the body moves and faces when performing log roll and T balance respectively through practice,  v) make markers for use during log rolls and T-balance performance  w) perform log roll and Tbalance in different directions,	<ul> <li>in groups         improvise the         markers using the         collected reusable         materials,</li> <li>in groups, work         collaboratively to         mark the field         using the         improvised         markers and         perform log roll:         - log roll         ((forward,         backward, left,</li> </ul>	Which body balance do you know?	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

			<ul> <li>x) sing action songs while performing log roll and T balance to different directions</li> <li>y) enjoy performing log roll and T-balance in different directions.</li> </ul>	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.			
3-4	2.0 PERFOR MING AND DISPLAY	2.5 Rolls and Balances	By the end of the substrand the learner should be able to:  z) identify different directions the body moves and faces when performing log roll and T balance respectively through practice,  aa) make markers for use during log rolls and T-balance performance	Learner is guided to:  • 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?	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

					part in action singing songs while performing log roll and T balance, in groups, perform log roll and T balance for peer assessment.				
5	5-6	2.0 PERFOR MING AND DISPLAY	2.5 Rolls and Balances	By the end of the substrand the learner should be able to: ee) identify different directions the body moves and faces when performing log roll and T balance respectively through practice,	<ul> <li>Learner is guided to:         <ul> <li>in groups</li> <li>improvise the</li> <li>markers using the</li> <li>collected reusable</li> <li>materials,</li> </ul> </li> <li>in groups, work</li> <li>collaboratively to</li> <li>mark the field</li> <li>using the</li> </ul>	Which body balance do you know?	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	

			ff) make markers for use during log rolls and T- balance performance gg) perform log roll and Tbalance in different directions, hh) sing action songs while performing log roll and T balance to different directions ii) enjoy performing log roll and T-balance in different directions.	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.				
7	2.0 PERFOR MING AND DISPLAY	2.5 Rolls and Balances	By the end of the substrand the learner should be able to:  jj) identify different directions the body moves and faces when performing log roll and	<ul> <li>Learner is guided to:</li> <li>in groups         <ul> <li>improvise the                 markers using the                 collected reusable                 materials,</li> </ul> </li> </ul>	Which body balance do you know?	Relevant songs Flash cards, recorded rhythms Items that produce constant beat	Oral questions Aural method Rubrics Observation Adjudication	

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.	improvised markers and perform log roll: - log roll ((forward, backward, left, and right), - T balance ((forward, backward, left)	
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11	1-2	2.0 PERFOR MING 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:  • 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 (only objects that can be coloured using dry media),  - observe safety and hygiene when picking coloured objects.  • in groups, use dry media (crayons.)	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
				shallow ends while				

		2.6 Water safety	By the end of the sub strand, the learner should be able to: a) identify	Learner is guided:  • in groups, watch	Which objects float in water?	Relevant songs Flash cards,	Oral questions
AN	IING ND ISPLAY		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.	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 (only objects that can be coloured using dry media),  - observe safety and hygiene when picking coloured objects.  • in groups, use dry media (crayons, coloured pencils) to colour the objects that float on water,		recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide	Aural method Rubrics Observation Adjudication

7	2.0	2.6 Water	By the end of the sub	Learner is guided:	Which objects float	Relevant songs	Oral
	PERFOR	safety	strand, the learner should	• in groups, watch	in water?	Flash cards,	questions
	MING		be able to: a) identify	live or recorded		recorded rhythms	Aural method
	AND		objects that float on water	activities on		Items that	Rubrics
	DISPLAY		within their environment,	picking objects		produce constant	Observation
			q) colour objects that float	that float on water		beat	Adjudication
			on water for visibility,	and talk about		KLB Visionary	
			r) apply appropriate	them,		Music Activities	
			technique for water	• in groups, collect		Grade 2 Teachers guide	
			entry,	objects that float		guide	
			s) make line pattern	on water from the			
			formations and pick	immediate			
			coloured objects in	environment (only			
			shallow ends,	objects that can			
			t) sing action songs while	be coloured using			
			picking floating	dry media),			
			objects,	- observe safety			
			u) enjoy picking coloured	and hygiene when			
			floating objects in	picking coloured			
			shallow ends while	objects.			
			observing safety.	<ul><li>in groups, use</li></ul>			
			observing sarcty.	dry media (crayons,			
				coloured pencils) to			
				colour the objects that			
				float on water,			

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12	1-2	2.0	2.6 Water	By the end of the sub	Learner is guided:	Which objects float	Relevant songs	Oral
		PERFOR	safety	strand, the learner should	<ul><li>in groups, watch</li></ul>	in water?	Flash cards,	questions
		MING		be able to: a) identify	live or recorded		recorded rhythms	Aural method
		AND		objects that float on water	activities on		Items that	Rubrics
		DISPLAY		within their environment,	picking objects		produce constant	Observation
				v) colour objects that float	that float on water		beat	Adjudication
				on water for visibility,	them,		KLB Visionary	
				w) apply appropriate technique for water		Music Activities		
					<ul> <li>in groups, collect</li> </ul>		Grade 2 Teachers guide	
				entry,	objects that float		guide	
				x) make line pattern	on water from the			
				formations and pick	immediate			
				coloured objects in	environment (only			
				shallow ends,	objects that can			
				y) sing action songs while	be coloured using			
				picking floating	dry media),			
				objects,	- observe safety			
				z) enjoy picking coloured	and hygiene when			
				floating objects in	picking coloured			
				shallow ends while	objects.			
					<ul><li>in groups, use</li></ul>			
				observing safety.	dry media (crayons,			
					coloured pencils) to			
					colour the objects that			
					float on water,			

3-4	2.0	2.6 Water	By the end of the sub	Learner is guided:	Which objects float	Relevant songs	Oral
3-4	PERFOR MING AND DISPLAY	safety	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.	<ul> <li>in groups, watch live or recorded activities on picking objects that float on water and talk about them,</li> <li>in groups, collect objects that float on water from the immediate environment (only objects that can be coloured using dry media), - observe safety and hygiene when picking coloured objects.         <ul> <li>in groups, use dry media (crayons, coloured pencils) to colour the objects that float on water,</li> </ul> </li> </ul>	in water?	Flash cards, recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide	questions Aural method Rubrics Observation Adjudication

5-6 2.0 PERFOR MING 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, 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.	<ul> <li>in groups, watch live or recorded activities on picking objects that float on water and talk about them,</li> <li>in groups, collect objects that float on water from the immediate environment (only objects that can be coloured using dry media), - observe safety and hygiene when picking coloured objects.</li> <li>in groups, use dry media (crayons, coloured pencils) to</li> </ul>	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
		observing safety.	dry media (crayons,			

7 2.0	By the end of the sub	Learner is guided:	Which objects float	Relevant songs	Oral	
MIN ANI	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.	<ul> <li>in groups, watch live or recorded activities on picking objects that float on water and talk about them,</li> <li>in groups, collect objects that float on water from the immediate environment (only objects that can be coloured using dry media),         <ul> <li>observe safety</li> </ul> </li> <li>and hygiene when picking coloured objects.</li> </ul>	in water?	Flash cards, recorded rhythms Items that produce constant beat KLB Visionary Music Activities Grade 2 Teachers guide	questions Aural method Rubrics Observation Adjudication	

**END TERM 2 EXAMS AND CLOSING**