

GRADE 3 CREATIVE ARTS & SPORTS TERM 2 SCHEMES OF WORK

Week	Lesson	Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
1	1	2.0 PERFORMING AND DISPLAY	2.3 Skipping	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify different ways of skipping in different directions for space and body awareness through practice,</p> <p>b) skip in different directions for skill acquisition,</p> <p>c) make patterns while skipping in different ways for creativity,</p> <p>d) sing simple songs when playing games that involve skipping</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups skip and clearly talk about the different directions of skipping for body awareness (<i>forward, backward, right and left</i>), ● individually skip in different levels and directions (<i>low, medium, high, forward, backward, to the right, to the left</i>), ● in groups skip in different levels and directions(<i>low, medium, high, forward, backward, to the right, to the left</i>)) 	How is skipping in patterns done?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	

	2-3	2.0 PERFORMING AND DISPLAY	2.3 Skipping	<p>By the end of the sub strand, the learner should be able to:</p> <p>e) identify different ways of skipping in different directions for space and body awareness through practice,</p> <p>f) skip in different directions for skill acquisition,</p> <p>g) make patterns while skipping in different ways for creativity,</p> <p>h) sing simple songs when playing games that involve skipping</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups skip and clearly talk about the different directions of skipping for body awareness (<i>forward, backward, right and left</i>), ● individually skip in different levels and directions (<i>low, medium, high, forward, backward, to the right, to the left</i>), ● in groups skip in different levels and directions(<i>low, medium, high, forward, backward, to the right, to the left</i>)) 	How is skipping in patterns done?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
	4-5	2.0 PERFORMING AND DISPLAY	2.3 Skipping	<p>By the end of the sub strand, the learner should be able to:</p> <p>i) identify different ways of skipping in different directions for space and</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups skip and clearly talk about the different directions of skipping for body awareness (<i>forward,</i> 	How is skipping in patterns done?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act.	Signed questions, portfolio, observation, check lists, adjudication	

				<p>body awareness through practice,</p> <p>j) skip in different directions for skill acquisition,</p> <p>k) make patterns while skipping in different ways for creativity,</p> <p>l) sing simple songs when playing games that involve skipping</p>	<p><i>backward, right and left</i>),</p> <ul style="list-style-type: none"> ● individually skip in different levels and directions (<i>low, medium, high, forward, backward, to the right, to the left</i>), ● in groups skip in different levels and directions(<i>low, medium, high, forward, backward, to the right, to the left</i>)) 		Teachers guide Grade 3	using performance rubric	
6-7	2.0 PERFORMING AND DISPLAY	2.3 Skipping	<p>By the end of the sub strand, the learner should be able to:</p> <p>m) identify different ways of skipping in different directions for space and body awareness through practice,</p> <p>n) skip in different directions for skill acquisition,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups skip and clearly talk about the different directions of skipping for body awareness (<i>forward, backward, right and left</i>), ● individually skip in different levels and directions (<i>low, medium, high, forward,</i> 	How is skipping in patterns done?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric		

				<p>o) make patterns while skipping in different ways for creativity,</p> <p>p) sing simple songs when playing games that involve skipping</p>	<p><i>backward, to the right, to the left),</i></p> <ul style="list-style-type: none"> ● in groups skip in different levels and directions(<i>low, medium, high, forward, backward, to the right, to the left</i>)) 				
2	1-2	2.0 PERFORMING AND DISPLAY	2.3 Skipping	<p>By the end of the sub strand, the learner should be able to:</p> <p>q) identify different ways of skipping in different directions for space and body awareness through practice,</p> <p>r) skip in different directions for skill acquisition,</p> <p>s) make patterns while skipping in different ways for creativity,</p> <p>t) sing simple songs when playing games that involve skipping</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups skip and clearly talk about the different directions of skipping for body awareness (<i>forward, backward, right and left</i>), ● individually skip in different levels and directions (<i>low ,medium, high, forward, backward, to the right, to the left</i>), ● in groups skip in different levels and directions(<i>low, medium, high, forward,</i> 	How is skipping in patterns done?	<p>String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3 pg.38-40</p>	<p>Signed questions, portfolio, observation, check lists, adjudication using performance rubric</p>	

					<i>backward, to the right, to the left))</i>				
	3-4	2.0 PERFORMING AND DISPLAY	2.3 Skipping	By the end of the sub strand, the learner should be able to: u) identify different ways of skipping in different directions for space and body awareness through practice, v) skip in different directions for skill acquisition, w) make patterns while skipping in different ways for creativity, x) sing simple songs when playing games that involve skipping	Learner is guided to: ● in groups skip and clearly talk about the different directions of skipping for body awareness (<i>forward, backward, right and left</i>), ● individually skip in different levels and directions (<i>low, medium, high, forward, backward, to the right, to the left</i>), ● in groups skip in different levels and directions(<i>low, medium, high, forward, backward, to the right, to the left</i>))	How is skipping in patterns done?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3 pg.38-40	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
	5-6	2.0 PERFORMING	2.3 Skipping	By the end of the sub strand, the learner should be able to:	Learner is guided to: ● individually skip in different levels and	How is skipping in	String instrument pictures ICT devices	Signed questions, portfolio,	

		AND DISPLAY		<p>y) skip in different directions for skill acquisition,</p> <p>z) make patterns while skipping in different ways for creativity,</p> <p>aa) sing simple songs when playing games that involve skipping</p>	<p>directions (<i>low ,medium, high, forward, backward, to the right, to the left</i>),</p> <ul style="list-style-type: none"> ● in groups skip in different levels and directions(<i>low, medium, high, forward, backward, to the right, to the left</i>)) ● individually skip in different <i>pathways(line, curved, circular, zigzag)</i> 	patterns done?	Worksheets Klb Visionary Music Act. Teachers guide Grade 3	observation, check lists, adjudication using performance rubric	
7	2.0 PERFORMING AND DISPLAY	2.3 Skipping	<p>By the end of the sub strand, the learner should be able to:</p> <p>bb) skip in different directions for skill acquisition,</p> <p>cc) make patterns while skipping in different ways for creativity,</p> <p>dd) sing simple songs when playing games that involve skipping</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● individually skip in different levels and directions (<i>low ,medium, high, forward, backward, to the right, to the left</i>), ● in groups skip in different levels and directions(<i>low, medium, high, forward, backward, to the right, to the left</i>)) 	How is skipping in patterns done?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric		

					<ul style="list-style-type: none"> individually skip in different <i>pathways</i>(<i>line, curved, circular, zigzag</i>) 				
3	1-2	2.0 PERFORMING AND DISPLAY	2.3 Skipping	By the end of the sub strand, the learner should be able to: ee) skip in different directions for skill acquisition, ff) make patterns while skipping in different ways for creativity, gg) sing simple songs when playing games that involve skipping	Learner is guided to: <ul style="list-style-type: none"> individually skip in different levels and directions (<i>low, medium, high, forward, backward, to the right, to the left</i>), in groups skip in different levels and directions(<i>low, medium, high, forward, backward, to the right, to the left</i>)) individually skip in different <i>pathways</i>(<i>line, curved, circular, zigzag</i>) 	How is skipping in patterns done?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
	3-4	2.0 PERFORMING AND DISPLAY	2.3 Skipping	By the end of the sub strand, the learner should be able to: hh) skip in different directions for skill acquisition,	Learner is guided to: <ul style="list-style-type: none"> individually skip in different levels and directions (<i>low, medium, high, forward, backward, to the right, to the left</i>), 	How is skipping in patterns done?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act.	Signed questions, portfolio, observation, check lists, adjudication	

				ii) make patterns while skipping in different ways for creativity, jj) sing simple songs when playing games that involve skipping	<ul style="list-style-type: none"> in groups skip in different levels and directions(<i>low, medium, high, forward, backward, to the right, to the left</i>) individually skip in different <i>pathways</i>(<i>line, curved, circular, zigzag</i>) 		Teachers guide Grade 3	using performance rubric	
	5-6	2.0 PERFORMING AND DISPLAY	2.3 Skipping	By the end of the sub strand, the learner should be able to: kk) skip in different directions for skill acquisition, ll) make patterns while skipping in different ways for creativity, mm) sing simple songs when playing games that involve skipping	Learner is guided to: <ul style="list-style-type: none"> individually skip in different levels and directions (<i>low, medium, high, forward, backward, to the right, to the left</i>), in groups skip in different levels and directions(<i>low, medium, high, forward, backward, to the right, to the left</i>) individually skip in different <i>pathways</i>(<i>line, curved, circular, zigzag</i>) 	How is skipping in patterns done?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	

	7	2.0 PERFORMING AND DISPLAY	2.3 Skipping	By the end of the sub strand, the learner should be able to: nn) skip in different directions for skill acquisition, oo) make patterns while skipping in different ways for creativity, pp) sing simple songs when playing games that involve skipping	Learner is guided to: <ul style="list-style-type: none"> ● individually skip in different levels and directions (<i>low ,medium, high, forward, backward, to the right, to the left</i>), ● in groups skip in different levels and directions(<i>low, medium, high, forward, backward, to the right, to the left</i>)) ● individually skip in different <i>pathways(line, curved, circular, zigzag)</i> 	How is skipping in patterns done?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
4	1-2	2.0 PERFORMING AND DISPLAY	2.4 Dribbling	By the end of the sub strand, the learner should be able to: a) identify different dribbling directions for space awareness through practice, b) improvise a ball using knotting technique for use in dribbling,	Learner is guided to: <ul style="list-style-type: none"> ● in groups collect locally available reusable materials (<i>carrier bags, papers, dry leaves, old cloth, old sock, polythene bags</i>), ● in groups use locally available reusable materials to improvise 	How is dribbling a ball done in various directions?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	

				c) perform dribbling an improvised ball in different directions for skill acquisition	<ul style="list-style-type: none"> Individually dribble an improvised ball in different directions (<i>forward, backward, to the right, to the left</i>),. 				
	3-4	2.0 PERFORMING AND DISPLAY	2.4 Dribbling	By the end of the sub strand, the learner should be able to: d) identify different dribbling directions for space awareness through practice, e) improvise a ball using knotting technique for use in dribbling, f) perform dribbling an improvised ball in different directions for skill acquisition	Learner is guided to: <ul style="list-style-type: none"> in groups collect locally available reusable materials (<i>carrier bags, papers, dry leaves, old cloth, old sock, polythene bags</i>), in groups use locally available reusable materials to improvise <ul style="list-style-type: none"> Individually dribble an improvised ball in different directions (<i>forward, backward, to the right, to the left</i>),. 	How is dribbling a ball done in various directions?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
	5-6	2.0 PERFORMING	2.4 Dribbling	By the end of the sub strand, the learner should be able to: g) identify different dribbling directions for	Learner is guided to: <ul style="list-style-type: none"> in groups collect locally available reusable materials (<i>carrier bags,</i> 	How is dribbling a ball	String instrument pictures ICT devices	Signed questions, portfolio, observation,	

		AND DISPLAY		<p>space awareness through practice,</p> <p>h) improvise a ball using knotting technique for use in dribbling,</p> <p>i) perform dribbling an improvised ball in different directions for skill acquisition</p>	<p><i>papers, dry leaves, old cloth, old sock, polythene bags</i>,</p> <ul style="list-style-type: none"> in groups use locally available reusable materials to improvise Individually dribble an improvised ball in different directions (<i>forward, backward, to the right, to the left</i>),. 	done in various directions?	Worksheets Klb Visionary Music Act. Teachers guide Grade 3	check lists, adjudication using performance rubric	
	7	2.0 PERFORMING AND DISPLAY	2.4 Dribbling	<p>By the end of the sub strand, the learner should be able to:</p> <p>j) identify different dribbling directions for space awareness through practice,</p> <p>k) improvise a ball using knotting technique for use in dribbling,</p> <p>l) perform dribbling an improvised ball in different directions for skill acquisition</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> in groups collect locally available reusable materials (<i>carrier bags, papers, dry leaves, old cloth, old sock, polythene bags</i>), in groups use locally available reusable materials to improvise Individually dribble an improvised ball in different directions 	How is dribbling a ball done in various directions?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	

					(forward, backward, to the right, to the left),.				
		2.0 PERFORMING AND DISPLAY	2.4 Dribbling	By the end of the sub strand, the learner should be able to: m) identify different dribbling directions for space awareness through practice, n) improvise a ball using knotting technique for use in dribbling, o) perform dribbling an improvised ball in different directions for skill acquisition	Learner is guided to: ● in groups collect locally available reusable materials (<i>carrier bags, papers, dry leaves, old cloth, old sock, polythene bags</i>), ● in groups use locally available reusable materials to improvise ● Individually dribble an improvised ball in different directions (<i>forward, backward, to the right, to the left</i>),.	How is dribbling a ball done in various directions?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
5	1-2	2.0 PERFORMING AND DISPLAY	2.4 Dribbling	By the end of the sub strand, the learner should be able to: p) identify different dribbling directions for space awareness through practice,	Learner is guided to: ● in groups collect locally available reusable materials (<i>carrier bags, papers, dry leaves, old cloth, old sock, polythene bags</i>),	How is dribbling a ball done in various	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide	Signed questions, portfolio, observation, check lists, adjudication using	

				<p>q) improvise a ball using knotting technique for use in dribbling,</p> <p>r) perform dribbling an improvised ball in different directions for skill acquisition</p>	<ul style="list-style-type: none"> in groups use locally available reusable materials to improvise Individually dribble an improvised ball in different directions (<i>forward, backward, to the right, to the left</i>),. 	directions?	Grade 3	performance rubric	
	3-4	2.0 PERFORMING AND DISPLAY	2.4 Dribbling	<p>By the end of the sub strand, the learner should be able to:</p> <p>s) perform dribbling an improvised ball in different directions for skill acquisition</p> <p>t) sing action song while dribbling a ball in different directions,</p> <p>u) enjoy playing games that involve dribbling in different directions.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> in groups sing action songs while dribbling the ball to different directions, in groups observe rules and safety while playing simple games that involve dribbling in different directions, in groups perform dribbling in different directions and give self and other group members feedback 	How is dribbling a ball done in various directions?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
	5-6	2.0	2.4 Dribbling	By the end of the sub strand, the learner should be able to:	Learner is guided to:	How is dribbling	String instrument	Signed questions,	

		PERFORMING AND DISPLAY		<p>v) perform dribbling an improvised ball in different directions for skill acquisition</p> <p>w) sing action song while dribbling a ball in different directions,</p> <p>x) enjoy playing games that involve dribbling in different directions.</p>	<ul style="list-style-type: none"> in groups sing action songs while dribbling the ball to different directions, in groups observe rules and safety while playing simple games that involve dribbling in different directions, in groups perform dribbling in different directions and give self and other group members feedback 	<p>ng a ball done in various directions?</p>	<p>pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3</p>	<p>portfolio, observation, check lists, adjudication using performance rubric</p>	
7	2.0 PERFORMING AND DISPLAY	2.4 Dribbling	<p>By the end of the sub strand, the learner should be able to:</p> <p>y) perform dribbling an improvised ball in different directions for skill acquisition</p> <p>z) sing action song while dribbling a ball in different directions,</p> <p>aa) enjoy playing games that involve dribbling in different directions.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> in groups sing action songs while dribbling the ball to different directions, in groups observe rules and safety while playing simple games that involve dribbling in different directions, in groups perform dribbling in different 	<p>How is dribbling a ball done in various directions?</p>	<p>String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3</p>	<p>Signed questions, portfolio, observation, check lists, adjudication using performance rubric</p>		

					directions and give self and other group members feedback				
6	1-2	2.0 PERFORMING AND DISPLAY	2.4 Dribbling	By the end of the sub strand, the learner should be able to: bb) perform dribbling an improvised ball in different directions for skill acquisition cc) sing action song while dribbling a ball in different directions, dd) enjoy playing games that involve dribbling in different directions.	Learner is guided to: <ul style="list-style-type: none"> in groups sing action songs while dribbling the ball to different directions, in groups observe rules and safety while playing simple games that involve dribbling in different directions, in groups perform dribbling in different directions and give self and other group members feedback 	How is dribbling a ball done in various directions?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
	3-4	2.0 PERFORMING AND DISPLAY	2.4 Dribbling	By the end of the sub strand, the learner should be able to: ee) perform dribbling an improvised ball in different directions for skill acquisition ff) sing action song while dribbling a ball in	Learner is guided to: <ul style="list-style-type: none"> in groups sing action songs while dribbling the ball to different directions, in groups observe rules and safety while playing simple games that 	How is dribbling a ball done in various directions?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using	

				different directions, gg) enjoy playing games that involve dribbling in different directions.	involve dribbling in different directions, in groups perform dribbling in different directions and give self and other group members feedback			performance rubric	
5-6	2.0 PERFORMING AND DISPLAY	2.4 Dribbling	By the end of the sub strand, the learner should be able to: hh) perform dribbling an improvised ball in different directions for skill acquisition ii) sing action song while dribbling a ball in different directions, jj) enjoy playing games that involve dribbling in different directions.	Learner is guided to: <ul style="list-style-type: none"> in groups sing action songs while dribbling the ball to different directions, in groups observe rules and safety while playing simple games that involve dribbling in different directions, in groups perform dribbling in different directions and give self and other group members feedback 	How is dribbling a ball done in various directions?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric		
7	2.0 PERFORMING	2.4 Dribbling	By the end of the sub strand, the learner should be able to: kk) perform dribbling an improvised ball in	Learner is guided to: <ul style="list-style-type: none"> in groups sing action songs while dribbling 	How is dribbling a ball	String instrument pictures ICT devices Worksheets	Signed questions, portfolio, observation,		

		AND DISPLAY		<p>different directions for skill acquisition</p> <p>ll) sing action song while dribbling a ball in different directions,</p> <p>mm) enjoy playing games that involve dribbling in different directions.</p>	<p>the ball to different directions,</p> <ul style="list-style-type: none"> in groups observe rules and safety while playing simple games that involve dribbling in different directions, in groups perform dribbling in different directions and give self and other group members feedback 	<p>done in various directions?</p>	<p>Klb Visionary Music Act. Teachers guide Grade 3</p>	<p>check lists, adjudication using performance rubric</p>	
7	1-2	2.0 PERFORMING AND DISPLAY	2.4 Dribbling	<p>By the end of the sub strand, the learner should be able to:</p> <p>nn) perform dribbling an improvised ball in different directions for skill acquisition</p> <p>oo) sing action song while dribbling a ball in different directions,</p> <p>pp) enjoy playing games that involve dribbling in different directions.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> in groups sing action songs while dribbling the ball to different directions, in groups observe rules and safety while playing simple games that involve dribbling in different directions, in groups perform dribbling in different directions and give self 	<p>How is dribbling a ball done in various directions?</p>	<p>String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3</p>	<p>Signed questions, portfolio, observation, check lists, adjudication using performance rubric</p>	

					and other group members feedback				
3-4	2.0 PERFORMING AND DISPLAY	2.4 Dribbling	By the end of the sub strand, the learner should be able to: qq) perform dribbling an improvised ball in different directions for skill acquisition rr) sing action song while dribbling a ball in different directions, ss) enjoy playing games that involve dribbling in different directions.	Learner is guided to: ● in groups sing action songs while dribbling the ball to different directions, ● in groups observe rules and safety while playing simple games that involve dribbling in different directions, in groups perform dribbling in different directions and give self and other group members feedback	How is dribbling a ball done in various directions?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric		
5-6	PERFORMING AND DISPLAY	2.5 Playing Musical Instrument (String)	By the end of the sub strand the learner should be able to: a) identify various string instruments for cultural expression, b) play an improvised string instrument for skill acquisition,	Learner is guided to: ● in groups, listen to and watch audio- visual recordings and pictures of varied music instruments, (<i>fiddles, ground bows and mouth bows</i>) ● in pairs, identify and talk about the string instruments from the	How are string instruments played?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric		

				c) make different body movements while playing string instrument,	recordings and pictures,(<i>fiddles, ground bows and mouth bows</i>) <ul style="list-style-type: none"> individually, imitate playing the string instruments,(<i>fiddles, ground bows and mouth bows</i>) 				
	7	PERFORMING AND DISPLAY	2.5 Playing Musical Instrument (String)	By the end of the sub strand the learner should be able to: d) identify various string instruments for cultural expression, e) play an improvised string instrument for skill acquisition, f) make different body movements while playing string instrument,	Learner is guided to: <ul style="list-style-type: none"> in groups, listen to and watch audio- visual recordings and pictures of varied music instruments,(<i>fiddles, ground bows and mouth bows</i>) in pairs, identify and talk about the string instruments from the recordings and pictures,(<i>fiddles, ground bows and mouth bows</i>) individually, imitate playing the string instruments,(<i>fiddles, ground bows and mouth bows</i>) 	How are string instruments played?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
8	1-2	PERFORMING	2.5 Playing Musical	By the end of the sub strand the learner should be able to:	Learner is guided to: <ul style="list-style-type: none"> in groups, listen to and watch audio- visual 	How are	String instrument	Signed questions,	

		AND DISPLAY	Instrument (String)	<p>g) identify various string instruments for cultural expression,</p> <p>h) play an improvised string instrument for skill acquisition,</p> <p>i) make different body movements while playing string instrument,</p>	<p>recordings and pictures of varied music instruments, (<i>fiddles, ground bows and mouth bows</i>)</p> <ul style="list-style-type: none"> ● in pairs, identify and talk about the string instruments from the recordings and pictures,(<i>fiddles, ground bows and mouth bows</i>) ● individually, imitate playing the string instruments,(<i>fiddles, ground bows and mouth bows</i>) 	string instruments played?	<p>pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3</p>	<p>portfolio, observation, check lists, adjudication using performance rubric</p>	
	3-4	PERFORMING AND DISPLAY	2.5 Playing Musical Instrument (String)	<p>By the end of the sub strand the learner should be able to:</p> <p>j) identify various string instruments for cultural expression,</p> <p>k) play an improvised string instrument for skill acquisition,</p> <p>l) make different body movements while playing string instrument,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in groups, listen to and watch audio- visual recordings and pictures of varied music instruments, (<i>fiddles, ground bows and mouth bows</i>) ● in pairs, identify and talk about the string instruments from the recordings and pictures,(<i>fiddles, ground bows and mouth bows</i>) 	How are string instruments played?	<p>String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3</p>	<p>Signed questions, portfolio, observation, check lists, adjudication using performance rubric</p>	

					<ul style="list-style-type: none"> individually, imitate playing the string instruments,(<i>fiddles, ground bows and mouth bows</i>) 				
5-6	PERFORMING AND DISPLAY	2.5 Playing Musical Instrument (String)	By the end of the sub strand the learner should be able to: m) identify various string instruments for cultural expression, n) play an improvised string instrument for skill acquisition, o) make different body movements while playing string instrument,	Learner is guided to: <ul style="list-style-type: none"> in groups, listen to and watch audio- visual recordings and pictures of varied music instruments, (<i>fiddles, ground bows and mouth bows</i>) in pairs, identify and talk about the string instruments from the recordings and pictures,(<i>fiddles, ground bows and mouth bows</i>) individually, imitate playing the string instruments,(<i>fiddles, ground bows and mouth bows</i>) 	How are string instruments played?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric		
7	PERFORMING AND DISPLAY	2.5 Playing Musical Instrument	By the end of the sub strand the learner should be able to: p) make different body movements while playing string instrument,	Learner is guided to: <ul style="list-style-type: none"> individually, play the improvised string instrument (<i>apply the skills of striking, plucking, bowing and strumming</i>), 	How are string instrument	String instrument pictures ICT devices Worksheets	Signed questions, portfolio, observation, check lists,		

			(String)	enjoy singing games while playing an improvised wind instrument.	in groups, sing and make different body movements while playing the improvised string instrument, playing the string instruments,(<i>fiddles, ground bows and mouth bows</i>)	ents played?	Klb Visionary Music Act. Teachers guide Grade 3	adjudication using performance rubric	
9	1-2	PERFORMING AND DISPLAY	2.5 Playing Musical Instrument (String)	By the end of the sub strand the learner should be able to: q) make different body movements while playing string instrument, enjoy singing games while playing an improvised wind instrument.	Learner is guided to: ● individually, play the improvised string instrument (<i>apply the skills of striking, plucking, bowing and strumming</i>), in groups, sing and make different body movements while playing the improvised string instrument, playing the string instruments,(<i>fiddles, ground bows and mouth bows</i>)	How are string instruments played?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
	3-4	PERFORMING AND DISPLAY	2.5 Playing Musical Instrument (String)	By the end of the sub strand the learner should be able to: r) make different body movements while playing string instrument,	Learner is guided to: ● individually, play the improvised string instrument (<i>apply the skills of striking, plucking, bowing and strumming</i>),	How are string instruments played?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act.	Signed questions, portfolio, observation, check lists, adjudication	

				enjoy singing games while playing an improvised wind instrument.	in groups, sing and make different body movements while playing the improvised string instrument, playing the string instruments,(<i>fiddles, ground bows and mouth bows</i>)		Teachers guide Grade 3	using performance rubric	
	5-6	PERFORMING AND DISPLAY	2.5 Playing Musical Instrument (String)	By the end of the sub strand the learner should be able to: s) make different body movements while playing string instrument, enjoy singing games while playing an improvised wind instrument.	Learner is guided to: ● individually, play the improvised string instrument (<i>apply the skills of striking, plucking, bowing and strumming</i>), in groups, sing and make different body movements while playing the improvised string instrument, playing the string instruments,(<i>fiddles, ground bows and mouth bows</i>)	How are string instruments played?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
	7	PERFORMING AND DISPLAY	2.5 Playing Musical Instrument (String)	By the end of the sub strand the learner should be able to: t) make different body movements while playing string instrument,	Learner is guided to: ● individually, play the improvised string instrument (<i>apply the skills of striking, plucking, bowing and strumming</i>),	How are string instruments played?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act.	Signed questions, portfolio, observation, check lists, adjudication	

				enjoy singing games while playing an improvised wind instrument.	in groups, sing and make different body movements while playing the improvised string instrument, playing the string instruments,(<i>fiddles, ground bows and mouth bows</i>)		Teachers guide Grade 3	using performance rubric	
10	1-2	PERFORMING AND DISPLAY	2.5 Playing Musical Instrument (String)	By the end of the sub strand the learner should be able to: u) make different body movements while playing string instrument, enjoy singing games while playing an improvised wind instrument.	Learner is guided to: ● individually, play the improvised string instrument (<i>apply the skills of striking, plucking, bowing and strumming</i>), in groups, sing and make different body movements while playing the improvised string instrument, playing the string instruments,(<i>fiddles, ground bows and mouth bows</i>)	How are string instruments played?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
	3-4	PERFORMING AND DISPLAY	2.5 Playing Musical Instrument (String)	By the end of the sub strand the learner should be able to: v) make different body movements while playing string instrument,	Learner is guided to: ● individually, play the improvised string instrument (<i>apply the skills of striking, plucking, bowing and strumming</i>),	How are string instruments played?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act.	Signed questions, portfolio, observation, check lists, adjudication	

				enjoy singing games while playing an improvised wind instrument.	in groups, sing and make different body movements while playing the improvised string instrument, playing the string instruments,(<i>fiddles, ground bows and mouth bows</i>)		Teachers guide Grade 3	using performance rubric	
	5-6	PERFORMING AND DISPLAY	2.5 Playing Musical Instrument (String)	By the end of the sub strand the learner should be able to: w) make different body movements while playing string instrument, enjoy singing games while playing an improvised wind instrument.	Learner is guided to: ● individually, play the improvised string instrument (<i>apply the skills of striking, plucking, bowing and strumming</i>), in groups, sing and make different body movements while playing the improvised string instrument, playing the string instruments,(<i>fiddles, ground bows and mouth bows</i>)	How are string instruments played?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
	7	PERFORMING AND DISPLAY	2.5 Playing Musical Instrument (String)	By the end of the sub strand the learner should be able to: x) make different body movements while playing string instrument,	Learner is guided to: ● individually, play the improvised string instrument (<i>apply the skills of striking, plucking, bowing and strumming</i>),	How are string instruments played?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act.	Signed questions, portfolio, observation, check lists, adjudication	

				enjoy singing games while playing an improvised wind instrument.	in groups, sing and make different body movements while playing the improvised string instrument, playing the string instruments, (<i>fiddles, ground bows and mouth bows</i>)		Teachers guide Grade 3	using performance rubric	
11	1-2	PERFORMING AND DISPLAY	2.6 Forward Roll and Vbalance	By the end of the sub-strand the learner should be able to: a) identify different directions the body moves and faces when performing forward roll and V-balance respectively through practice, b) make markers for use during forward roll and V-balance performance using painting technique, c) perform forward roll and Vbalance in different directions in the marked area for skill acquisition,	Learner is guided to: <ul style="list-style-type: none"> in pairs, search, download and watch video clips to identify body parts which assist in performing forward roll and V-balance in groups, perform forward roll and clearly talk about different ways the body moves, (<i>forward, backward, left, and right</i>), in groups, perform “V” balance and clearly talk about different ways the body faces, (<i>forward, backward, left, and right</i>), 	Which body parts are used in an egg roll?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	

	3-4	PERFORMING AND DISPLAY	2.6 Forward Roll and Vbalance	By the end of the sub-strand the learner should be able to: d) identify different directions the body moves and faces when performing forward roll and V-balance respectively through practice, e) make markers for use during forward roll and V-balance performance using painting technique, f) perform forward roll and Vbalance in different directions in the marked area for skill acquisition,	Learner is guided to: ● in pairs, search, download and watch video clips to identify body parts which assist in performing forward roll and V-balance ● in groups, perform forward roll and clearly talk about different ways the body moves, (<i>forward, backward, left, and right</i>), ● in groups, perform “V” balance and clearly talk about different ways the body faces, (<i>forward, backward, left, and right</i>),	Which body parts are used in an egg roll?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
	5-6	PERFORMING AND DISPLAY	2.6 Forward Roll and Vbalance	By the end of the sub-strand the learner should be able to: g) identify different directions the body moves and faces when performing forward roll and V-balance	Learner is guided to: ● in pairs, search, download and watch video clips to identify body parts which assist in performing forward roll and V-balance	Which body parts are used in an egg roll?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act.	Signed questions, portfolio, observation, check lists, adjudication using	

				<p>respectively through practice,</p> <p>h) make markers for use during forward roll and V-balance performance using painting technique,</p> <p>i) perform forward roll and Vbalance in different directions in the marked area for skill acquisition,</p>	<ul style="list-style-type: none"> in groups, perform forward roll and clearly talk about different ways the body moves, (<i>forward, backward, left, and right</i>), in groups, perform “V” balance and clearly talk about different ways the body faces, (<i>forward, backward, left, and right</i>), 		Teachers guide Grade 3	performance rubric	
7	PERFORMING AND DISPLAY	2.6 Forward Roll and Vbalance	<p>By the end of the sub-strand the learner should be able to:</p> <p>j) identify different directions the body moves and faces when performing forward roll and V-balance respectively through practice,</p> <p>k) make markers for use during forward roll and V-balance performance using painting technique,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> in pairs, search, download and watch video clips to identify body parts which assist in performing forward roll and V-balance in groups, perform forward roll and clearly talk about different ways the body moves, (<i>forward, backward, left, and right</i>), 	Which body parts are used in an egg roll?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric		

				l) perform forward roll and Vbalance in different directions in the marked area for skill acquisition,	<ul style="list-style-type: none"> in groups, perform “V” balance and clearly talk about different ways the body faces, (<i>forward, backward, left, and right</i>), 				
12	1-2	PERFORMING AND DISPLAY	2.6 Forward Roll and Vbalance	<p>By the end of the sub-strand the learner should be able to:</p> <p>m) identify different directions the body moves and faces when performing forward roll and V-balance respectively through practice,</p> <p>n) make markers for use during forward roll and V-balance performance using painting technique,</p> <p>o) perform forward roll and Vbalance in different directions in the marked area for skill acquisition,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> in pairs, search, download and watch video clips to identify body parts which assist in performing forward roll and V-balance in groups, perform forward roll and clearly talk about different ways the body moves, (<i>forward, backward, left, and right</i>), in groups, perform “V” balance and clearly talk about different ways the body faces, (<i>forward, backward, left, and right</i>), 	Which body parts are used in an egg roll?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	

	3-4	PERFORMING AND DISPLAY	2.6 Forward Roll and Vbalance	<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 forward roll and V-balance respectively through practice,</p> <p>q) make markers for use during forward roll and V-balance performance using painting technique,</p> <p>r) perform forward roll and Vbalance in different directions in the marked area for skill acquisition,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in pairs, search, download and watch video clips to identify body parts which assist in performing forward roll and V-balance ● in groups, perform forward roll and clearly talk about different ways the body moves, (<i>forward, backward, left, and right</i>), ● in groups, perform “V” balance and clearly talk about different ways the body faces, (<i>forward, backward, left, and right</i>), 	Which body parts are used in an egg roll?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	
	5-6	PERFORMING AND DISPLAY	2.6 Forward Roll and Vbalance	<p>By the end of the sub-strand the learner should be able to:</p> <p>s) identify different directions the body moves and faces when performing forward roll and V-balance</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in pairs, search, download and watch video clips to identify body parts which assist in performing forward roll and V-balance 	Which body parts are used in an egg roll?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act.	Signed questions, portfolio, observation, check lists, adjudication using	

				<p>respectively through practice,</p> <p>t) make markers for use during forward roll and V-balance performance using painting technique,</p> <p>u) perform forward roll and Vbalance in different directions in the marked area for skill acquisition,</p>	<ul style="list-style-type: none"> ● in groups, perform forward roll and clearly talk about different ways the body moves, (<i>forward, backward, left, and right</i>), ● in groups, perform “V” balance and clearly talk about different ways the body faces, (<i>forward, backward, left, and right</i>), 		Teachers guide Grade 3	performance rubric	
	7	PERFORMING AND DISPLAY	2.6 Forward Roll and Vbalance	<p>By the end of the sub-strand the learner should be able to:</p> <p>v) identify different directions the body moves and faces when performing forward roll and V-balance respectively through practice,</p> <p>w) make markers for use during forward roll and V-balance performance using painting technique,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● in pairs, search, download and watch video clips to identify body parts which assist in performing forward roll and V-balance ● in groups, perform forward roll and clearly talk about different ways the body moves, (<i>forward, backward, left, and right</i>), 	Which body parts are used in an egg roll?	String instrument pictures ICT devices Worksheets Klb Visionary Music Act. Teachers guide Grade 3	Signed questions, portfolio, observation, check lists, adjudication using performance rubric	

				<ul style="list-style-type: none"> x) perform forward roll and Vbalance in different directions in the marked area for skill acquisition, 	<ul style="list-style-type: none"> ● in groups, perform “V” balance and clearly talk about different ways the body faces, (<i>forward, backward, left, and right</i>), 				
13,14	END TERM EXAMS AND CLOSING								