

GRADE 4 RATIONALISED CREATIVE ARTS SCHEMES TERM 2

Week	Lesson	Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)	Learning Resources	Assessment Methods	Reflection
1	1	1.0 Creatin g and Executio n	1.4 Composin g Melody	By the end of the sub strand, the learner should be able to: b) interpret hand signs for the solfa syllables <i>d</i> , <i>r</i> , and <i>m</i> for pitch discrimination c) describe the qualities of a good melody, d) create short melodies using solfa syllables <i>d</i> ,	Learner is guided to: ● brainstorm on and discuss the qualities of a good	How can one create interesting melodies?	<ul style="list-style-type: none"> ● Pictures ● Photos ● Digital devices ● Video clips ● <i>MTP Agriculture Grade 5 Leaners Bk.</i> ● <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> ● Oral questions ● Written quizzes ● Observation 	

2	1.0 Creatin g and Executio n	1.4 Composin g Melody	<p>By the end of the sub strand, the learner should be able to:</p> <p>b) interpret hand signs for the solfa syllables <i>d</i>, <i>r</i>, and <i>m</i> for pitch discrimination</p> <p>c) describe the qualities of a good melody,</p> <p>d) create short melodies using solfa syllables <i>d</i>,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> brainstorm on and discuss the qualities of a good 	How can one create interesting melodies?	<ul style="list-style-type: none"> Pictures Photos Digital devices Video clips <i>MTP Agriculture Grade 5 Learners Bk.</i> <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> Oral questions Written quizzes Observation 	
3	2.0 Perform ance and Display	2.1 Athletics	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) explain the performance of the skills of</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> explain/demonstrate a medium and elongated 	1. Why is appropriate posture important in sprinting?	<ul style="list-style-type: none"> Pictures Photos Digital devices Video clips <i>MTP Agriculture Grade 5 Learners Bk.</i> 	<ul style="list-style-type: none"> Oral questions Written quizzes Observation 	

				<p>sprint starts and sprinting techniques,</p> <p>b) perform the skill of medium and elongated sprint starts and sprinting techniques for knowledge and skill development,</p> <p>c) sing the Kenya National Anthem applying performance techniques,</p>	<p>sprint start technique, (<i>onto your marks, set position, stance and body alignment, reaction and take off</i>),</p>		<p><i>MTP Agriculture Grade 5 TG.</i></p>		
	4	2.0 Performance and Display	2.1 Athletics	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) explain the</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● explain/demonstrate 	<p>1. Why is appropriate posture important in sprinting?</p>	<ul style="list-style-type: none"> ● Pictures ● Photos ● Digital devices ● Video clips ● <i>MTP Agriculture</i> 	<ul style="list-style-type: none"> ● Oral questions ● Written quizzes 	

				<p>performance of the skills of sprint starts and sprinting techniques,</p> <p>b) perform the skill of medium and elongated sprint starts and sprinting techniques for knowledge and skill development,</p> <p>c) sing the Kenya National Anthem applying performance techniques,</p>	<p>a medium and elongated sprint start technique, (<i>onto your marks, set position, stance and body alignment, reaction and take off</i>),</p>		<p><i>Grade 5 Learners Bk. MTP Agriculture Grade 5 TG.</i></p>	<p>Observation</p>	
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	5	2.0 Performance and Display	2.1 Athletics	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) explain the performance of the skills of sprint starts and sprinting techniques,</p> <p>b) perform the skill of medium and elongated sprint starts and sprinting techniques for knowledge and skill development,</p> <p>c) sing the Kenya National Anthem applying</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • explain/demonstrate a medium and elongated sprint start technique, (<i>onto your marks, set position, stance and body alignment, reaction and take off</i>), 	<p>1. Why is appropriate posture important in sprinting?</p>	<ul style="list-style-type: none"> • Pictures • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk.</i> • <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	
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				performance techniques,					
	6	2.0 Performance and Display	2.1 Athletics	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) explain the performance of the skills of sprint starts and sprinting techniques,</p> <p>b) perform the skill of medium and elongated sprint starts and sprinting techniques for knowledge and skill</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> explain/demonstrate a medium and elongated sprint start technique, <i>(onto your marks, set position, stance and body alignment, reaction and take off),</i> 	<p>1. Why is appropriate posture important in sprinting?</p>	<ul style="list-style-type: none"> Pictures Photos Digital devices Video clips <i>MTP Agriculture Grade 5 Learners Bk.</i> <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> Oral questions Written quizzes Observation 	

				development, c) sing the Kenya National Anthem applying performance techniques,					
2	1	2.0 Performance and Display	2.1 Athletics	By the end of the sub strand, the learners should be able to: a) explain the performance of the skills of sprint starts and sprinting techniques, b) perform the skill of medium and elongated sprint starts and sprinting techniques for	Learner is guided to: <ul style="list-style-type: none"> explain/de monstrate a medium and elongated sprint start technique, <i>(onto your marks, set position, stance and body alignment, reaction and take off),</i> 	1. Why is appropriate posture important in sprinting?	<ul style="list-style-type: none"> Pictures Photos Digital devices Video clips <i>MTP Agriculture Grade 5 Learners Bk. MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> Oral questio ns Written quizzes Observ ation 	

				<p>knowledge and skill development,</p> <p>c) sing the Kenya National Anthem</p> <p>applying performance techniques,</p>					
	2	2.0 Performance and Display	2.1 Athletics	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) explain the performance of the skills of sprint starts and sprinting techniques,</p> <p>b) perform the skill of medium and elongated sprint starts and sprinting</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • explain/demonstrate a medium and elongated sprint start technique, <i>(onto your marks, set position, stance and body alignment, reaction</i> 	<p>1. Why is appropriate posture important in sprinting?</p>	<ul style="list-style-type: none"> • Pictures • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk.</i> • <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	

				<p>techniques for knowledge and skill development,</p> <p>c) sing the Kenya National Anthem</p> <p>applying performance techniques,</p>	<p><i>and take off),</i></p>				
	3	2.0 Performance and Display	2.1 Athletics	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) explain the performance of the skills of sprint starts and sprinting techniques,</p> <p>b) perform the skill of medium and elongated sprint</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● read through the words of the Kenya National Anthem and discuss the meaning/message, ● sing the Kenya National Anthem in 	<p>1. Why is appropriate posture important in sprinting?</p>	<ul style="list-style-type: none"> ● Pictures ● Photos ● Digital devices ● Video clips ● <i>MTP Agriculture Grade 5 Learners Bk.</i> ● <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> ● Oral questions ● Written quizzes ● Observation 	

				<p>starts and sprinting techniques for knowledge and skill development,</p> <p>c) sing the Kenya National Anthem applying performance techniques,</p>	<p>groups applying performance techniques (with <i>accuracy in tune, proper pronunciation of words, appropriate tempo and observing the appropriate etiquette</i></p>				
	4	2.0 Performance and Display	2.1 Athletics	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) explain the performance of</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • read through the words of the Kenya National 	<p>1. Why is appropriate posture important in sprinting?</p>	<ul style="list-style-type: none"> • Pictures • Photos • Digital devices • Video clips • <i>MTP Agriculture</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes 	

				<p>the skills of sprint starts and sprinting techniques,</p> <p>b) perform the skill of medium and elongated sprint starts and sprinting techniques for knowledge and skill development,</p> <p>c) sing the Kenya National Anthem applying performance techniques,</p>	<p>Anthem and discuss the meaning/message,</p> <ul style="list-style-type: none"> • sing the Kenya National Anthem in groups applying performance techniques (with <i>accuracy in tune, proper pronunciation of words, appropriate tempo and observing the appropriate etiquette</i> 		<p><i>Grade 5 Learners Bk. MTP Agriculture Grade 5 TG.</i></p>	<p>• Observation</p>	
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	5	2.0 Performance and Display	2.1 Athletics	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) explain the performance of the skills of sprint starts and sprinting techniques,</p> <p>b) perform the skill of medium and elongated sprint starts and sprinting techniques for knowledge and skill development,</p> <p>c) sing the Kenya National Anthem applying</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● read through the words of the Kenya National Anthem and discuss the meaning/message, ● sing the Kenya National Anthem in groups applying performance techniques (with <i>accuracy in tune, proper pronunciation of words, appropri</i> 	<p>1. Why is appropriate posture important in sprinting?</p>	<ul style="list-style-type: none"> ● Pictures ● Photos ● Digital devices ● Video clips ● <i>MTP Agriculture Grade 5 Learners Bk. MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> ● Oral questions ● Written quizzes ● Observation 	
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				performance techniques,	<i>ate tempo and observing the appropriate etiquette</i>				
	6	2.0 Performance and Display	2.1 Athletics	By the end of the sub strand, the learners should be able to: a) explain the performance of the skills of sprint starts and sprinting techniques, b) perform the skill of medium and elongated sprint starts and sprinting techniques for	Learner is guided to: <ul style="list-style-type: none"> ● read through the words of the Kenya National Anthem and discuss the meaning/message, ● sing the Kenya National Anthem in groups applying performance techniques 	1. Why is appropriate posture important in sprinting?	<ul style="list-style-type: none"> ● Pictures ● Photos ● Digital devices ● Video clips ● <i>MTP Agriculture Grade 5 Learners Bk.</i> ● <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> ● Oral questions ● Written quizzes ● Observation 	

				<p>knowledge and skill development,</p> <p>c) sing the Kenya National Anthem applying performance techniques,</p>	<p>(with <i>accuracy in tune, proper pronunciation of words, appropriate tempo and observing the appropriate etiquette</i></p>				
3	1	2.0 Performance and Display	2.1 Athletics	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) explain the performance of the skills of sprint starts and sprinting techniques,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● read through the words of the Kenya National Anthem and discuss the meaning/message, 	<p>1. Why is appropriate posture important in sprinting?</p>	<ul style="list-style-type: none"> ● Pictures ● Photos ● Digital devices ● Video clips ● <i>MTP Agriculture Grade 5 Learners Bk.</i> ● <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> ● Oral questions ● Written quizzes ● Observation 	

				<p>b) perform the skill of medium and elongated sprint starts and sprinting techniques for knowledge and skill development,</p> <p>c) sing the Kenya National Anthem applying performance techniques,</p>	<ul style="list-style-type: none">● sing the Kenya National Anthem in groups applying performance techniques (with <i>accuracy in tune, proper pronunciation of words, appropriate tempo and observing the appropriate etiquette</i>)				
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	2	2.0 Performance and Display	2.1 Athletics	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) explain the performance of the skills of sprint starts and sprinting techniques,</p> <p>b) perform the skill of medium and elongated sprint starts and sprinting techniques for knowledge and skill development,</p> <p>c) sing the Kenya National Anthem applying</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● read through the words of the Kenya National Anthem and discuss the meaning/message, ● sing the Kenya National Anthem in groups applying performance techniques (with <i>accuracy in tune, proper pronunciation of words, appropri</i> 	<p>1. Why is appropriate posture important in sprinting?</p>	<ul style="list-style-type: none"> ● Pictures ● Photos ● Digital devices ● Video clips ● <i>MTP Agriculture Grade 5 Learners Bk. MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> ● Oral questions ● Written quizzes ● Observation 	
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				performance techniques,	<i>ate tempo and observing the appropriate etiquette</i>				
	3	2.0 Performance and Display	2.1 Athletics	By the end of the sub strand, the learners should be able to: a) explain the performance of the skills of sprint starts and sprinting techniques, b) perform the skill of medium and elongated sprint starts and sprinting techniques for	Learner is guided to: • read through the words of the Kenya National Anthem and discuss the meaning/message, • sing the Kenya National Anthem in groups applying performance techniques	1. Why is appropriate posture important in sprinting?	<ul style="list-style-type: none"> • Pictures • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk.</i> • <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	

				<p>knowledge and skill development,</p> <p>c) sing the Kenya National Anthem applying performance techniques,</p>	<p>(with <i>accuracy in tune, proper pronunciation of words, appropriate tempo and observing the appropriate etiquette</i></p>				
	4	2.0 Performance and Display	2.1 Athletics	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) explain the performance of the skills of sprint starts and sprinting techniques,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● search for images of the Kenya flag from virtual sources 	<p>. Why is the Kenya National Anthem performed during an athletic event?</p>	<ul style="list-style-type: none"> ● Pictures ● Photos ● Digital devices ● Video clips ● <i>MTP Agriculture Grade 5 Learners Bk.</i> ● <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> ● Oral questions ● Written quizzes ● Observation 	

				<p>b) perform the skill of medium and elongated sprint starts and sprinting techniques for knowledge and skill development,</p> <p>c) sing the Kenya National Anthem applying performance techniques,</p>	<p>to study colours and their arrangement,</p> <ul style="list-style-type: none"> • sketch and paint the Kenyan Flag on paper using the six colours, 				
	5	2.0 Performance and Display	2.1 Athletics	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) explain the performance of the skills of sprint starts</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • search for images of the Kenyan flag from 	<p>. Why is the Kenya National Anthem performed during an athletic event?</p>	<ul style="list-style-type: none"> • Pictures • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk. MTP</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	

				<p>and sprinting techniques, b) perform the skill of medium and elongated sprint starts and sprinting techniques for knowledge and skill development, c) sing the Kenya National Anthem applying performance techniques,</p>	<p>virtual sources to study colours and their arrangement, • sketch and paint the Kenyan Flag on paper using the six colours,</p>		<p><i>Agriculture Grade 5 TG.</i></p>		
	6	2.0 Performance and Display	2.1 Athletics	<p>By the end of the sub strand, the learners should be able to: a) explain the performance of</p>	<p>Learner is guided to: • search for images of the</p>	<p>Why is the Kenya National Anthem performed during an</p>	<ul style="list-style-type: none"> • Pictures • Photos • Digital devices • Video clips • <i>MTP Agriculture</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes 	

				<p>the skills of sprint starts and sprinting techniques,</p> <p>b) perform the skill of medium and elongated sprint starts and sprinting techniques for knowledge and skill development,</p> <p>c) sing the Kenya National Anthem applying performance techniques,</p>	<p>Kenyan flag from virtual sources to study colours and their arrangement,</p> <ul style="list-style-type: none"> ● sketch and paint the Kenyan Flag on paper using the six colours, 	<p>athletic event?</p>	<p><i>Grade 5 Learners</i></p> <p><i>Bk. MTP Agriculture</i></p> <p><i>Grade 5 TG.</i></p>	<p>• Observa tion</p>	
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4	1	2.0 Performance and Display	2.1 Athletics	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) explain the performance of the skills of sprint starts and sprinting techniques,</p> <p>b) perform the skill of medium and elongated sprint starts and sprinting techniques for knowledge and skill development,</p> <p>c) sing the Kenya National Anthem applying</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● search for images of the Kenya flag from virtual sources to study colours and their arrangement, ● sketch and paint the Kenyan Flag on paper using the six colours, 	<p>Why is the Kenya National Anthem performed during an athletic event?</p>	<ul style="list-style-type: none"> ● Pictures ● Photos ● Digital devices ● Video clips ● <i>MTP Agriculture Grade 5 Learners Bk.</i> ● <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> ● Oral questions ● Written quizzes ● Observation 	
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				performance techniques,					
	2	2.0 Performance and Display	2.1 Athletics	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) explain the performance of the skills of sprint starts and sprinting techniques,</p> <p>b) perform the skill of medium and elongated sprint starts and sprinting techniques for knowledge and skill</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • search for images of the Kenya flag from virtual sources to study colours and their arrangement, • sketch and paint the 	<p>. Why is the Kenya National Anthem performed during an athletic event?</p>	<ul style="list-style-type: none"> • Pictures • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk.</i> • <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	

				development, c) sing the Kenya National Anthem applying performance techniques,	Kenyan Flag on paper using the six colours,				
	3	2.0 Performance and Display	2.1 Athletics	By the end of the sub strand, the learners should be able to: a) explain the performance of the skills of sprint starts and sprinting techniques, b) perform the skill of medium and elongated sprint starts and sprinting techniques for	Learner is guided to: ● search for images of the Kenya flag from virtual sources to study colours and their arrangement, ● sketch	. Why is the Kenya National Anthem performed during an athletic event?	<ul style="list-style-type: none"> ● Pictures ● Photos ● Digital devices ● Video clips ● <i>MTP Agriculture Grade 5 Learners Bk.</i> ● <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> ● Oral questions ● Written quizzes ● Observation 	

				<p>knowledge and skill development,</p> <p>c) sing the Kenya National Anthem applying performance techniques,</p>	<p>and paint the Kenyan Flag on paper using the six colours,</p>				
	4	2.0 Performance and Display	2.1 Athletics	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) explain the performance of the skills of sprint starts and sprinting techniques,</p> <p>b) perform the skill of medium and elongated sprint starts and sprinting</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • search for images of the Kenyan flag from virtual sources to study colours and their arrange 	<p>. Why is the Kenya National Anthem performed during an athletic event?</p>	<ul style="list-style-type: none"> • Pictures • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk.</i> • <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	

				<p>techniques for knowledge and skill development,</p> <p>c) sing the Kenya National Anthem</p> <p>applying performance techniques,</p>	<p>ment,</p> <ul style="list-style-type: none"> ● sketch and paint the Kenyan Flag on paper using the six colours, 				
	5	2.0 Performance and Display	2.1 Athletics	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) explain the performance of the skills of sprint starts and sprinting techniques,</p> <p>b) perform the skill of medium and elongated sprint</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● search for images of the Kenyan flag from virtual sources to study colours and 	<p>Why is the Kenya National Anthem performed during an athletic event?</p>	<ul style="list-style-type: none"> ● Pictures ● Photos ● Digital devices ● Video clips ● <i>MTP Agriculture Grade 5 Learners Bk.</i> ● <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> ● Oral questions ● Written quizzes ● Observation 	

				starts and sprinting techniques for knowledge and skill development, c) sing the Kenya National Anthem applying performance techniques,	their arrangement, • sketch and paint the Kenyan Flag on paper using the six colours,				
	6	2.0 Performance and Display	2.1 Athletics	By the end of the sub strand, the learners should be able to: a) explain the performance of the skills of sprint starts and sprinting techniques, b) perform the skill of medium	Learner is guided to: • search for images of the Kenyan flag from virtual sources to study	. Why is the Kenya National Anthem performed during an athletic event?	<ul style="list-style-type: none"> • Pictures • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk.</i> • <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	

				<p>and elongated sprint starts and sprinting techniques for knowledge and skill development,</p> <p>c) sing the Kenya National Anthem applying performance techniques,</p>	<p>colours and their arrangement,</p> <ul style="list-style-type: none"> • sketch and paint the Kenyan Flag on paper using the six colours, 				
5	1	2.0 Performance and Display	2.1 Athletics	<p>By the end of the sub strand, the learners should be able to:</p> <p>b) perform the skill of medium and elongated sprint starts and sprinting</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • in pairs practice: <ul style="list-style-type: none"> - the medium start (on your marks- 	<p>Why is the Kenya National Anthem performed during an athletic event?</p>	<ul style="list-style-type: none"> • Pictures • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk.</i> • <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	

				<p>techniques for knowledge and skill development,</p> <p>c) sing the Kenya National Anthem</p> <p>applying performance techniques,</p>	<p>set-go),-sprinting technique, focus on start, arm and leg action and finish,</p> <ul style="list-style-type: none">● practise a sprint in an athletics competition in groups while observing safety,● record a sprint competition and critique				
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					the application of the techniques used (<i>starting and sprinting</i>)				
	2	2.0 Performance and Display	2.1 Athletics	By the end of the sub strand, the learners should be able to: b) perform the skill of medium and elongated sprint starts and sprinting techniques for knowledge and skill development, c) sing the Kenya	Learner is guided to: ● in pairs practice: - the medium start (on your marks-set-go),-sprinting technique, focus on start,	Why is the Kenya National Anthem performed during an athletic event?	<ul style="list-style-type: none"> ● Pictures ● Photos ● Digital devices ● Video clips ● <i>MTP Agriculture Grade 5 Learners Bk.</i> ● <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> ● Oral questions ● Written quizzes ● Observation 	

				National Anthem applying performance techniques,	arm and leg action and finish, <ul style="list-style-type: none">● practise a sprint in an athletics competition in groups while observing safety,● record a sprint competition and critique the application of the techniques used <i>(starting and spri</i>				
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	3	2.0 Performance and Display	2.2 Gymnastics	<p>By the end of the sub strand, the learners should be able to;</p> <p>a) perform the balances and rolls in gymnastics</p> <p>b) sing patriotic songs during warm ups before performance of gymnastics with proper diction,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • demonstration/illustration of the head balance, crab balance • Explain/demonstrate the head balance, crab balance (<i>start, weight distribution, balancing, leg extension,</i> 	<p>1. How does performance of rolls and balances enhance gymnastics?</p>	<ul style="list-style-type: none"> • Pictures • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk. MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	
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					<i>descent)</i> and backwa rd and side roll (<i>stance,</i> <i>initiatio</i> <i>n,</i> <i>rolling</i> <i>phase,</i> <i>compilat</i> <i>ion,</i> <i>spotting)</i> skill progressi on in gymnasti cs				
	4	2.0 Performance and Display	2.2 Gymnastics	By the end of the sub strand, the learners should be able to; a) perform the balances and rolls in gymnastics	Learner is guided to: <ul style="list-style-type: none"> demonstration/i llustrati on of the 	1. How does performanc e of rolls and balances enhance	<ul style="list-style-type: none"> • Pictures • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observ ation 	

				<p>b) sing patriotic songs during warm ups before performance of gymnastics with proper diction,</p>	<p>head balance, crab balance</p> <ul style="list-style-type: none"> ● Explain/demonstrate the head balance, crab balance (<i>start, weight distribution, balancing, leg extension, descent</i>) and backward and side roll (<i>stance, initiation,</i> 	<p>gymnastics?</p>	<p><i>MTP Agriculture Grade 5 TG.</i></p>		
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					rolling phase, compilation, spotting) skill progression in gymnastics				
	5	2.0 Performance and Display	2.2 Gymnastics	By the end of the sub strand, the learners should be able to; a) perform the balances and rolls in gymnastics b) sing patriotic songs during warm ups before performance of gymnastics with proper diction,	Learner is guided to: <ul style="list-style-type: none"> demonstration/illustration of the head balance, crab balance Explain/demonstrate 	1. How does performance of rolls and balances enhance gymnastics?	<ul style="list-style-type: none"> Pictures Photos Digital devices Video clips MTP Agriculture Grade 5 Learners Bk. MTP Agriculture Grade 5 TG. 	<ul style="list-style-type: none"> Oral questions Written quizzes Observation 	

					<p>the head balance, crab balance <i>(start, weight distribu tion, balanci ng, leg extensio n, descent)</i> and backwa rd and side roll <i>(stance, initiatio n, rolling phase, compilat ion, spotting)</i> skill progressi</p>				
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					on in gymnastics				
	6	2.0 Performance and Display	2.2 Gymnastics	By the end of the sub strand, the learners should be able to; a) perform the balances and rolls in gymnastics b) sing patriotic songs during warm ups before performance of gymnastics with proper diction,	Learner is guided to: <ul style="list-style-type: none"> demonstration/illustration of the head balance, crab balance Explain/demonstrate the head balance, crab balance (<i>start,</i> 	1. How does performance of rolls and balances enhance gymnastics?	<ul style="list-style-type: none"> Pictures Photos Digital devices Video clips <i>MTP Agriculture Grade 5 Learners Bk.</i> <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> Oral questions Written quizzes Observation 	

					<p><i>weight distribu tion, balanci ng, leg extensio n, descent)</i> and backwa rd and side roll (<i>stance, initiatio n, rolling phase, compilat ion, spotting)</i> skill progressi on in gymnasti cs</p>				
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6	1	2.0 Performance and Display	2.2 Gymnastics	<p>By the end of the sub strand, the learners should be able to;</p> <p>a) perform the balances and rolls in gymnastics</p> <p>b) sing patriotic songs during warm ups before performance of gymnastics with proper diction,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • demonstration/illustration of the head balance, crab balance • Explain/demonstrate the head balance, crab balance (<i>start, weight distribution, balancing, leg extension,</i> 	<p>1. How does performance of rolls and balances enhance gymnastics?</p>	<ul style="list-style-type: none"> • Pictures • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk. MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	
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					<i>descent)</i> and backwa rd and side roll (<i>stance,</i> <i>initiatio</i> <i>n,</i> <i>rolling</i> <i>phase,</i> <i>compilat</i> <i>ion,</i> <i>spotting)</i> skill progressi on in gymnasti cs				
	2	2.0 Performance and Display	2.2 Gymnastics	By the end of the sub strand, the learners should be able to; a) perform the balances and rolls in gymnastics	Learner is guided to: <ul style="list-style-type: none"> demonstration/i llustrati on of the 	1. How does performanc e of rolls and balances enhance	<ul style="list-style-type: none"> • Pictures • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observ ation 	

				<p>b) sing patriotic songs during warm ups before performance of gymnastics with proper diction,</p>	<p>head balance, crab balance</p> <ul style="list-style-type: none"> ● Explain/demonstrate the head balance, crab balance (<i>start, weight distribution, balancing, leg extension, descent</i>) and backward and side roll (<i>stance, initiation,</i> 	<p>gymnastics?</p>	<p><i>MTP Agriculture Grade 5 TG.</i></p>		
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					rolling phase, compilation, spotting) skill progression in gymnastics				
	3	2.0 Performance and Display	2.2 Gymnastics	By the end of the sub strand, the learners should be able to; a) perform the balances and rolls in gymnastics b) sing patriotic songs during warm ups before performance of gymnastics with proper diction,	Learner is guided to: <ul style="list-style-type: none"> • In pairs, practise the crab balance and side roll and get feedback from peers, • play rhythmic percussion instruments (<i>shakers</i>, 	2. How does music support the performance of gymnastics?	<ul style="list-style-type: none"> • Pictures • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk.</i> • <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	

					<i>rattles, drum) to accompany gymnastic activities,</i>				
	4	2.0 Performance and Display	2.2 Gymnastics	By the end of the sub strand, the learners should be able to; a) perform the balances and rolls in gymnastics b) sing patriotic songs during warm ups before performance of gymnastics with proper diction,	Learner is guided to: <ul style="list-style-type: none"> ● In pairs, practise the crab balance and side roll and get feedback from peers, ● play rhythmic percussion instruments (<i>shakers, rattles, drum) to accompany gymnastic activities,</i> 	2. How does music support the performance of gymnastics?	<ul style="list-style-type: none"> ● Pictures ● Photos ● Digital devices ● Video clips ● <i>MTP Agriculture Grade 5 Learners Bk.</i> ● <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> ● Oral questions ● Written quizzes ● Observation 	

5	2.0 Performance and Display	2.2 Gymnastics	By the end of the sub strand, the learners should be able to; a) perform the balances and rolls in gymnastics b) sing patriotic songs during warm ups before performance of gymnastics with proper diction,	Learner is guided to: ● In pairs, practise the crab balance and side roll and get feedback from peers, ● play rhythmic percussion instruments (<i>shakers, rattles, drum</i>) to accompany gymnastic activities,	2. How does music support the performance of gymnastics?	<ul style="list-style-type: none"> ● Pictures ● Photos ● Digital devices ● Video clips ● <i>MTP Agriculture Grade 5 Learners Bk.</i> ● <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> ● Oral questions ● Written quizzes ● Observation 		
6	2.0 Performance and Display	2.2 Gymnastics	By the end of the sub strand, the learners should be able to; a) perform the	Learner is guided to: ● In pairs, practise the crab balance and	2. How does music support the performance of gymnastics?	<ul style="list-style-type: none"> ● Pictures ● Photos ● Digital devices ● Video clips ● <i>MTP Agriculture</i> 	<ul style="list-style-type: none"> ● Oral questions ● Written quizzes 		

				<p>balances and rolls in gymnastics</p> <p>b) sing patriotic songs during warm ups before performance of gymnastics with proper diction,</p>	<p>side roll and get feedback from peers,</p> <ul style="list-style-type: none"> • play rhythmic percussion instruments (<i>shakers, rattles, drum</i>) to accompany gymnastic activities, 		<p><i>Grade 5 Learners Bk. MTP Agriculture Grade 5 TG.</i></p>	<ul style="list-style-type: none"> • Observation 	
7	1	2.0 Performance and Display	2.2 Gymnastics	<p>By the end of the sub strand, the learners should be able to;</p> <p>a) perform the balances and rolls in gymnastics</p> <p>b) sing patriotic songs during warm ups before performance of</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • In pairs, practise the crab balance and side roll and get feedback from peers, • play rhythmic 	<p>2. How does music support the performance of gymnastics?</p>	<ul style="list-style-type: none"> • Pictures • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk. MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	

				gymnastics with proper diction,	percussion instruments (<i>shakers, rattles, drum</i>) to accompany gymnastic activities,				
	2	2.0 Performance and Display	2.2 Gymnastics	By the end of the sub strand, the learners should be able to; a) perform the balances and rolls in gymnastics b) sing patriotic songs during warm ups before performance of gymnastics with proper diction,	Learner is guided to: <ul style="list-style-type: none"> • In pairs, practise the crab balance and side roll and get feedback from peers, • play rhythmic percussion instruments (<i>shakers, rattles, drum</i>) to accompany 	2. How does music support the performance of gymnastics?	<ul style="list-style-type: none"> • Pictures • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk.</i> • <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	

					gymnastic activities,				
	3	2.0 Performance and Display	2.2 Gymnastics	By the end of the sub strand, the learners should be able to; <ul style="list-style-type: none"> a) perform the balances and rolls in gymnastics b) sing patriotic songs during warm ups before performance of gymnastics with proper diction, 	Learner is guided to: <ul style="list-style-type: none"> ● In pairs, practise the crab balance and side roll and get feedback from peers, ● play rhythmic percussion instruments (<i>shakers, rattles, drum</i>) to accompany gymnastic activities, 	2. How does music support the performance of gymnastics?	<ul style="list-style-type: none"> ● Pictures ● Photos ● Digital devices ● Video clips ● <i>MTP Agriculture Grade 5 Learners Bk.</i> ● <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> ● Oral questions ● Written quizzes ● Observation 	

	4	2.0 Performance and Display	2.2 Gymnastics	By the end of the sub strand, the learners should be able to; a) perform the balances and rolls in gymnastics b) sing patriotic songs during warm ups before performance of gymnastics with proper diction,	Learner is guided to: ● In pairs, practise the crab balance and side roll and get feedback from peers, ● play rhythmic percussion instruments (<i>shakers, rattles, drum</i>) to accompany gymnastic activities,	2. How does music support the performance of gymnastics?	<ul style="list-style-type: none"> ● Pictures ● Photos ● Digital devices ● Video clips ● <i>MTP Agriculture Grade 5 Learners Bk.</i> ● <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> ● Oral questions ● Written quizzes ● Observation 	
	5	2.0 Performance and Display	2.2 Gymnastics	By the end of the sub strand, the learners should be able to; a) perform the	Learner is guided to: ● In pairs, practise the crab balance and	2. How does music support the performance of gymnastics?	<ul style="list-style-type: none"> ● Pictures ● Photos ● Digital devices ● Video clips ● <i>MTP Agriculture</i> 	<ul style="list-style-type: none"> ● Oral questions ● Written quizzes 	

				balances and rolls in gymnastics b) sing patriotic songs during warm ups before performance of gymnastics with proper diction,	side roll and get feedback from peers, ● play rhythmic percussion instruments (<i>shakers, rattles, drum</i>) to accompany gymnastic activities,		<i>Grade 5 Learners Bk. MTP Agriculture Grade 5 TG.</i>	● Observation	
	6	2.0 Performance and Display	2.2 Gymnastics	By the end of the sub strand, the learners should be able to; a) perform the balances and rolls in gymnastics b) sing patriotic songs during warm ups before performance of	Learner is guided to: ● In pairs, practise the crab balance and side roll and get feedback from peers, ● play rhythmic	2. How does music support the performance of gymnastics?	● Pictures ● Photos ● Digital devices ● Video clips ● <i>MTP Agriculture Grade 5 Learners Bk. MTP Agriculture Grade 5 TG.</i>	● Oral questions ● Written quizzes ● Observation	

				gymnastics with proper diction,	percussion instruments (<i>shakers, rattles, drum</i>) to accompany gymnastic activities,				
8	1	2.0 Performance and Display	2.2 Gymnastics	By the end of the sub strand, the learners should be able to; a) perform the crab balance and side roll accompanied by a percussion instrument performance , b) perform a side roll and crab balance to a rhythmic	Learner is guided to: <ul style="list-style-type: none"> • take turns to perform the side roll in pairs as they recite French rhythm names of a rhythmic pattern involving <i>taa (stance)</i>, 	2. How does music support the performance of gymnastics?	<ul style="list-style-type: none"> • Pictures • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk.</i> • <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	

				<p>pattern, c) appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.</p>	<p>and <i>ta-te (progression)</i>, • use digital device to take several photographs of a person performing crab balance and side roll on centre of interest,</p>				
	2	2.0 Performance and Display	2.2 Gymnastics	<p>By the end of the sub strand, the learners should be able to; a) perform the crab balance and side roll accompanied by a percussion</p>	<p>Learner is guided to: • take turns to perform the side roll in pairs as they recite French</p>	<p>2. How does music support the performance of gymnastics?</p>	<ul style="list-style-type: none"> • Pictures • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk.</i> • <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	

				<p>instrument performance</p> <p>b) perform a side roll and crab balance to a rhythmic pattern,</p> <p>c) appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.</p>	<p>rhythm names of a rhythmic pattern involving <i>taa</i> (<i>stance</i>), and <i>ta-te</i> (<i>progression</i>), ● use digital device to take several photographs of a person performing crab balance and side roll on centre of interest,</p>				
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	3	2.0 Performance and Display	2.2 Gymnastics	<p>By the end of the sub strand, the learners should be able to;</p> <p>a) perform the crab balance and side roll accompanied by a percussion instrument performance</p> <p>b) perform a side roll and crab balance to a rhythmic pattern,</p> <p>c) appreciate performing warm and gymnastics skills accompanied with rhythmic</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> take turns to perform the side roll in pairs as they recite French rhythm names of a rhythmic pattern involving <i>taa (stance)</i>, and <i>ta-te (progression)</i>, use digital device to take several photographs of a person 	<p>2. How does music support the performance of gymnastics?</p>	<ul style="list-style-type: none"> Pictures Photos Digital devices Video clips <i>MTP Agriculture Grade 5 Learners Bk. MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> Oral questions Written quizzes Observation 	
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				patterns and percussion instruments for enjoyment.	performing crab balance and side roll on centre of interest,				
	4	2.0 Performance and Display	2.2 Gymnastics	<p>By the end of the sub strand, the learners should be able to;</p> <p>a) perform the crab balance and side roll accompanied by a percussion instrument performance</p> <p>b) perform a side roll and crab balance to a rhythmic pattern,</p> <p>c) appreciate</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • take turns to perform the side roll in pairs as they recite French rhythm names of a rhythmic pattern involving <i>taa (stance)</i>, and <i>ta-te (progressio</i> 	<p>2. How does music support the performance of gymnastics?</p>	<ul style="list-style-type: none"> • Pictures • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk.</i> • <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	

				performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	n), • use digital device to take several photographs of a person performing crab balance and side roll on centre of interest,				
	5	2.0 Performance and Display	2.2 Gymnastics	By the end of the sub strand, the learners should be able to; a) perform the crab balance and side roll accompanied by a percussion instrument performance	Learner is guided to: • take turns to perform the side roll in pairs as they recite French rhythm names of a	2. How does music support the performance of gymnastics?	<ul style="list-style-type: none"> • Pictures • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk.</i> • <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	

				<p>b) perform a side roll and crab balance to a rhythmic pattern,</p> <p>c) appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.</p>	<p>rhythmic pattern involving <i>taa (stance)</i>, and <i>ta-te (progression)</i>, • use digital device to take several photographs of a person performing crab balance and side roll on centre of interest,</p>				
	6	2.0 Performance and Display	2.2 Gymnastics	<p>By the end of the sub strand, the learners should be able to;</p> <p>a) perform the crab</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • take turns to perform the side 	<p>2. How does music support the performance of gymnastics?</p>	<ul style="list-style-type: none"> • Pictures • Photos • Digital devices • Video clips • <i>MTP Agriculture</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes 	

				<p>balance and side roll accompanied by a percussion instrument performance</p> <p>b) perform a side roll and crab balance to a rhythmic pattern,</p> <p>c) appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.</p>	<p>roll in pairs as they recite French rhythm names of a rhythmic pattern involving <i>taa (stance)</i>, and <i>ta-te (progression)</i>, • use digital device to take several photographs of a person performing crab balance and side roll on centre of interest,</p>		<p><i>Grade 5 Learners</i> • <i>Bk. MTP Agriculture</i> <i>Grade 5 TG.</i></p>	<p>Observation</p>	
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9	1	2.0 Performance and Display	2.3 Descant Recorder	By the end of the sub strand, the learners should be able to: a) identify the parts of a descant recorder in readiness for playing, b) care for and maintain a descant recorder, c) play notes G A B on the descant recorder using correct techniques,	Learner is guided to: • explore the descant recorder and identify the parts (<i>head joint, middle joint and foot joint, finger holes</i>) • practice holding and blowing the descant recorder,	How can a good tone be produced on the descant recorder?	<ul style="list-style-type: none"> • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk. MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	
	2	2.0 Performance and Display	2.3 Descant Recorder	By the end of the sub strand, the learners should be able to: a) identify the	Learner is guided to: • explore the descant recorder and	How can a good tone be produced on the descant recorder?	<ul style="list-style-type: none"> • Photos • Digital devices • Video clips • <i>MTP Agriculture</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes 	

		ay		<p>parts of a descant recorder in readiness for playing,</p> <p>b) care for and maintain a descant recorder,</p> <p>c) play notes G A B on the descant recorder using correct techniques,</p>	<p>identify the parts (<i>head joint, middle joint and foot joint, finger holes</i>)</p> <ul style="list-style-type: none"> • practice holding and blowing the descant recorder, 		<p><i>Grade 5 Learners Bk. MTP Agriculture Grade 5 TG.</i></p>	• Observation	
	3	2.0 Performance and Display	2.3 Descant Recorder	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) identify the parts of a descant recorder in readiness for playing,</p> <p>b) care for and maintain a</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • explore the descant recorder and identify the parts (<i>head joint, middle joint and</i> 	<p>How can a good tone be produced on the descant recorder?</p>	<ul style="list-style-type: none"> • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk. MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	

				<p>descant recorder, c) play notes G A B on the descant recorder using correct techniques,</p>	<p><i>foot joint, finger holes</i>)</p> <ul style="list-style-type: none"> • practice holding and blowing the descant recorder, 				
	4	<p>2.0 Performance and Display</p>	<p>2.3 Descant Recorder</p>	<p>By the end of the sub strand, the learners should be able to:</p> <p>a) identify the parts of a descant recorder in readiness for playing, b) care for and maintain a descant recorder, c) play notes G A B on the descant recorder using correct techniques,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • explore the descant recorder and identify the parts (<i>head joint, middle joint and foot joint, finger holes</i>) • practice holding and blowing the 	<p>How can a good tone be produced on the descant recorder?</p>	<ul style="list-style-type: none"> • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk.</i> • <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	

					descant recorder,				
5	2.0 Performance and Display	2.3 Descant Recorder	By the end of the sub strand, the learners should be able to: a) identify the parts of a descant recorder in readiness for playing, b) care for and maintain a descant recorder, c) play notes G A B on the descant recorder using correct techniques,	Learner is guided to: • explore the descant recorder and identify the parts (<i>head joint, middle joint and foot joint, finger holes</i>) • practice holding and blowing the descant recorder,	How can a good tone be produced on the descant recorder?	<ul style="list-style-type: none"> • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk. MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 		
6	2.0 Performance	2.3 Descant	By the end of the sub strand, the	Learner is guided to: • explore the	How can a good tone be produced on	<ul style="list-style-type: none"> • Photos • Digital devices • Video clips 	<ul style="list-style-type: none"> • Oral questions 		

		ce and Display	Recorder	<p>learners should be able to:</p> <p>a) identify the parts of a descant recorder in readiness for playing,</p> <p>b) care for and maintain a descant recorder,</p> <p>c) play notes G A B on the descant recorder using correct techniques,</p>	<p>descant recorder and identify the parts (<i>head joint, middle joint and foot joint, finger holes</i>)</p> <ul style="list-style-type: none"> • practice holding and blowing the descant recorder, 	the descant recorder?	<ul style="list-style-type: none"> • <i>MTP Agriculture Grade 5 Learners Bk.</i> • <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Written quizzes • Observation 	
10	1	2.0 Performance and Display	2.3 Descant Recorder	<p>By the end of the sub strand, the learners should be able to:</p> <p>c) play notes G A B on the descant recorder using correct</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • make a descant recorder case by stitching the fabric/leather or 	How can a good tone be produced on the descant recorder?	<ul style="list-style-type: none"> • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk.</i> • <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	

				<p>techniques, d) make a decorated case for a descant recorder, e) play simple</p>	<p>crocheting the yarns considering colour variation, • embellish the case with found objects, • responsibly use digital devices to search and watch recordings on how to play notes <i>G A</i> and <i>B</i> on the descant recorder,</p>				
	2	2.0 Performance and Displ	2.3 Descant Recorder	<p>By the end of the sub strand, the learners should be able to: c) play notes <i>G A</i></p>	<p>Learner is guided to: • make a descant recorder case by</p>	<p>How can a good tone be produced on the descant recorder?</p>	<ul style="list-style-type: none"> • Photos • Digital devices • Video clips • <i>MTP Agriculture</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes 	

		ay		<p>B on the descant recorder using correct techniques,</p> <p>d) make a decorated case for a descant recorder,</p> <p>e) play simple</p>	<p>stitching the fabric/leather or crocheting the yarns considering colour variation,</p> <ul style="list-style-type: none"> • embellish the case with found objects, • responsibly use digital devices to search and watch recordings on how to play notes <i>G A</i> and <i>B</i> on the descant recorder, 		<p><i>Grade 5 Learners Bk. MTP Agriculture Grade 5 TG.</i></p>	• Observation	
	3	2.0 Performan	2.3 Descant	By the end of the sub strand, the	Learner is guided to: <ul style="list-style-type: none"> • make a 	How can a good tone be produced on	<ul style="list-style-type: none"> • Photos • Digital devices • Video clips 	• Oral questions	

		ce and Displ ay	Recor der	<p>learners should be able to:</p> <p>c) play notes G A B on the descant recorder using correct techniques,</p> <p>d) make a decorated case for a descant recorder,</p> <p>e) play simple</p>	<p>descant recorder case by stitching the fabric/leather or crocheting the yarns considering colour variation,</p> <ul style="list-style-type: none"> • embellish the case with found objects, • responsibly use digital devices to search and watch recordings on how to play notes G A and B on the descant recorder, 	the descant recorder?	<ul style="list-style-type: none"> • <i>MTP Agriculture Grade 5 Learners Bk.</i> • <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Written quizzes • Observ ation 	
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	4	2.0 Performance and Display	2.3 Descant Recorder	<p>By the end of the sub strand, the learners should be able to:</p> <p>c) play notes G A B on the descant recorder using correct techniques,</p> <p>d) make a decorated case for a descant recorder,</p> <p>e) play simple</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • make a descant recorder case by stitching the fabric/leather or crocheting the yarns considering colour variation, • embellish the case with found objects, • responsibly use digital devices to search and watch recordings on how to play notes <i>G A</i> and <i>B</i> on the 	<p>How can a good tone be produced on the descant recorder?</p>	<ul style="list-style-type: none"> • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk. MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	
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					descant recorder,				
	5	2.0 Performance and Display	2.3 Descant Recorder	By the end of the sub strand, the learners should be able to: c) play notes G A B on the descant recorder using correct techniques, d) make a decorated case for a descant recorder, e) play simple	Learner is guided to: • make a descant recorder case by stitching the fabric/leather or crocheting the yarns considering colour variation, • embellish the case with found objects, • responsibly use digital devices to search and watch recordings on how to	How can a good tone be produced on the descant recorder?	<ul style="list-style-type: none"> • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk. MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	

					play notes <i>G A</i> and <i>B</i> on the descant recorder,				
	6	2.0 Perfo rman ce and Displ ay	2.3 Desca nt Recor der	By the end of the sub strand, the learners should be able to: c) play notes <i>G A</i> <i>B</i> on the descant recorder using correct techniques, d) make a decorated case for a descant recorder, e) play simple	Learner is guided to: • make a descant recorder case by stitching the fabric/ leather or crocheting the yarns considerin g colour variation, • embellish the case with found objects, • responsibly use digital devices to search and	How can a good tone be produced on the descant recorder?	<ul style="list-style-type: none"> • Photos • Digital devices • Video clips • <i>MTP</i> <i>Agriculture</i> <i>Grade 5 Learners</i> <i>Bk.</i> <i>MTP</i> <i>Agriculture</i> <i>Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questio ns • Written quizzes • Observ ation 	

					watch recordings on how to play notes <i>G A</i> and <i>B</i> on the descant recorder,				
11	1	2.0 Performance and Display	2.3 Descant Recorder	By the end of the sub strand, the learners should be able to: c) play notes <i>G A B</i> on the descant recorder using correct techniques, d) make a decorated case for a descant recorder, e) play simple	Learner is guided to: • make a descant recorder case by stitching the fabric/leather or crocheting the yarns considering colour variation, • embellish the case with found objects, • responsibly	How can a good tone be produced on the descant recorder?	<ul style="list-style-type: none"> • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk.</i> • <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	

					use digital devices to search and watch recordings on how to play notes <i>G A</i> and <i>B</i> on the descant recorder,				
	2	2.0 Performance and Display	2.3 Descant Recorder	By the end of the sub strand, the learners should be able to: c) play notes <i>G A B</i> on the descant recorder using correct techniques, d) make a decorated case for a descant recorder, e) play simple	Learner is guided to: • make a descant recorder case by stitching the fabric/leather or crocheting the yarns considering colour variation, • embellish the	How can a good tone be produced on the descant recorder?	<ul style="list-style-type: none"> • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk. MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	

					<p>case with found objects,</p> <ul style="list-style-type: none"> responsibly use digital devices to search and watch recordings on how to play notes <i>G A</i> and <i>B</i> on the descant recorder, 				
	3	<p>2.0</p> <p>Performance and Display</p>	<p>2.3</p> <p>Descant Recorder</p>	<p>By the end of the sub strand, the learners should be able to:</p> <p>c) play notes <i>G A B</i> on the descant recorder using correct techniques,</p> <p>d) make a decorated case</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> make a descant recorder case by stitching the fabric/leather or crocheting the yarns considerin 	<p>How can a good tone be produced on the descant recorder?</p>	<ul style="list-style-type: none"> Photos Digital devices Video clips <i>MTP Agriculture Grade 5 Learners Bk. MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> Oral questions Written quizzes Observation 	

				for a descant recorder, e) play simple	g colour variation, • embellish the case with found objects, • responsibly use digital devices to search and watch recordings on how to play notes <i>G A</i> and <i>B</i> on the descant recorder,				
	4	2.0 Performance and Display	2.3 Descant Recorder	By the end of the sub strand, the learners should be able to: c) play notes <i>G A B</i> on the descant recorder using correct	Learner is guided to: • make a descant recorder case by stitching the fabric/ leather or	How can a good tone be produced on the descant recorder?	<ul style="list-style-type: none"> • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk.</i> • <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	

				<p>techniques, d) make a decorated case for a descant recorder, e) play simple</p>	<p>crocheting the yarns considering colour variation, • embellish the case with found objects, • responsibly use digital devices to search and watch recordings on how to play notes <i>G A</i> and <i>B</i> on the descant recorder,</p>				
	5	2.0 Performance and Displ	2.3 Descant Recorder	<p>By the end of the sub strand, the learners should be able to: c) play notes <i>G A</i></p>	<p>Learner is guided to: • make a descant recorder case by</p>	<p>How can a good tone be produced on the descant recorder?</p>	<ul style="list-style-type: none"> • Photos • Digital devices • Video clips • <i>MTP Agriculture</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes 	

		ay		<p>B on the descant recorder using correct techniques,</p> <p>d) make a decorated case for a descant recorder,</p> <p>e) play simple</p>	<p>stitching the fabric/leather or crocheting the yarns considering colour variation,</p> <ul style="list-style-type: none"> • embellish the case with found objects, • responsibly use digital devices to search and watch recordings on how to play notes <i>G A</i> and <i>B</i> on the descant recorder, 		<p><i>Grade 5 Learners Bk. MTP Agriculture Grade 5 TG.</i></p>	• Observation	
	6	2.0 Performan	2.3 Descant	By the end of the sub strand, the	Learner is guided to: <ul style="list-style-type: none"> • make a 	How can a good tone be produced on	<ul style="list-style-type: none"> • Photos • Digital devices • Video clips 	• Oral questions	

		ce and Displ ay	Recor der	<p>learners should be able to:</p> <p>c) play notes G A B on the descant recorder using correct techniques,</p> <p>d) make a decorated case for a descant recorder,</p> <p>e) play simple</p>	<p>descant recorder case by stitching the fabric/ leather or crocheting the yarns considering colour variation,</p> <ul style="list-style-type: none"> • embellish the case with found objects, • responsibly use digital devices to search and watch recordings on how to play notes G A and B on the descant recorder, 	the descant recorder?	<ul style="list-style-type: none"> • <i>MTP Agriculture Grade 5 Learners Bk.</i> • <i>MTP Agriculture Grade 5 TG.</i> 	<ul style="list-style-type: none"> • Written quizzes • Observ ation 	
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12	1	2.0 Performance and Display	2.4 Swimming	<p>By the end of the sub strand, the learners should be able to;</p> <p>a) explain the skills of crouch and standing surface dives in swimming,</p> <p>b) perform the skills of crouch and standing surface dives in swimming,</p> <p>c) take a photograph of the crouch and standing surface dives</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • watch an actual or virtual performance/illustration of crouch surface dive and standing surface dive, • explain/demonstrate the crouch surface dive and the standing surface dive considering the progression (<i>stance, push-off, descent, entry, transition</i>) 	<p>1. Why is Swimming an essential life skill?</p>	<ul style="list-style-type: none"> • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk. MTP Agriculture Grade 5 TG</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	
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	2	2.0 Performance and Display	2.4 Swimming	<p>By the end of the sub strand, the learners should be able to;</p> <p>a) explain the skills of crouch and standing surface dives in swimming,</p> <p>b) perform the skills of crouch and standing surface dives in swimming,</p> <p>c) take a photograph of the crouch and standing surface dives</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • watch an actual or virtual performance/illustration of crouch surface dive and standing surface dive, • explain/demonstrate the crouch surface dive and the standing surface dive considering the progression (<i>stance, push-off, descent, entry, transition</i>) 	<p>1. Why is Swimming an essential life skill?</p>	<ul style="list-style-type: none"> • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk. MTP Agriculture Grade 5 TG</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	
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	3	2.0 Performance and Display	2.4 Swimming	<p>By the end of the sub strand, the learners should be able to;</p> <p>a) explain the skills of crouch and standing surface dives in swimming,</p> <p>b) perform the skills of crouch and standing surface dives in swimming,</p> <p>c) take a photograph of the crouch and standing surface dives</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • watch an actual or virtual performance/illustration of crouch surface dive and standing surface dive, • explain/demonstrate the crouch surface dive and the standing surface dive considering the progression (<i>stance, push-off, descent, entry, transition</i>) 	<p>1. Why is Swimming an essential life skill?</p>	<ul style="list-style-type: none"> • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk. MTP Agriculture Grade 5 TG</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	
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	4	2.0 Performance and Display	2.4 Swimming	<p>By the end of the sub strand, the learners should be able to;</p> <p>a) explain the skills of crouch and standing surface dives in swimming,</p> <p>b) perform the skills of crouch and standing surface dives in swimming,</p> <p>c) take a photograph of the crouch and standing surface dives</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • watch an actual or virtual performance/illustration of crouch surface dive and standing surface dive, • explain/demonstrate the crouch surface dive and the standing surface dive considering the progression (<i>stance, push-off, descent, entry, transition</i>) 	<p>1. Why is Swimming an essential life skill?</p>	<ul style="list-style-type: none"> • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk. MTP Agriculture Grade 5 TG</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	
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	5	2.0 Performance and Display	2.4 Swimming	<p>By the end of the sub strand, the learners should be able to;</p> <p>a) explain the skills of crouch and standing surface dives in swimming,</p> <p>b) perform the skills of crouch and standing surface dives in swimming,</p> <p>c) take a photograph of the crouch and standing surface dives</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • watch an actual or virtual performance/illustration of crouch surface dive and standing surface dive, • explain/demonstrate the crouch surface dive and the standing surface dive considering the progression (<i>stance, push-off, descent, entry, transition</i>) 	<p>1. Why is Swimming an essential life skill?</p>	<ul style="list-style-type: none"> • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk. MTP Agriculture Grade 5 TG</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	
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	6	2.0 Performa nce and Display	2.4 Swimming	By the end of the sub strand, the learners should be able to; a) explain the skills of crouch and standing surface dives in swimming, b) perform the skills of crouch and standing surface dives in swimming, c) take a photograph of the crouch and standing surface dives	Learner is guided to: • watch an actual or virtual performance/i llustration of crouch surface dive and standing surface dive, • explain/demo nstrate the crouch surface dive and the standing surface dive considering the progression (<i>stance, push-off, descent, entry, transition</i>)	1. Why is Swimming an essential life skill?	<ul style="list-style-type: none"> • Photos • Digital devices • Video clips • <i>MTP Agriculture Grade 5 Learners Bk. MTP Agriculture Grade 5 TG</i> 	<ul style="list-style-type: none"> • Oral questions • Written quizzes • Observation 	
13,14	END TERM 2 CLOSING EXAMS								

