

2025 RATIONALIZED GRADE 4 CREATIVE ARTS ACTIVITIES SCHEMES OF WORK TERM 2

SCHOOL..... TEACHER'S NAME..... TERM 2

1. FOUNDATION MUSIC GRADE 4
2. GRADE 6 KLB VISIONARY ART & CRAFT ACT. LEARNER'S BOOK
3. GRADE 7 KLB TOP SCHOLAR MUSIC ACT. LEARNER'S BOOK.

week	lesso n	Strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
1	1	CREATING AND EXECUTION	Composing melody identifying solfa syllables	By the end of the lesson, the learner should be able to: a. Identify solfa syllables d, r, and m in a simple melody, b. Sing familiar songs based on sol-fa syllables. c. Enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	Learner is guided to: • individually and in groups sing familiar songs based on solfa syllables d r m, and identify the solfa syllables,	Clay, rolling pins, waterbased paint, brushes, clay cutting tools Foundation Music Act. Learner's book. Grade 4 Pg.49-52	Portfolio, project, observation schedule, written tests	
	2		Identifying solfa syllables	By the end of the lesson, the learner should be able to: a. Identify solfa syllables d, r, and m in a simple melody, b. Sing familiar songs based on sol-fa syllables. c. Enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	Learner is guided to: • individually and in groups sing familiar songs based on solfa syllables d r m, and identify the solfa syllables,	Clay, rolling pins, waterbased paint, brushes, clay cutting tools Foundation Music Act. Learner's book. Grade 4 Pg.49-52	Portfolio, project, observation schedule, written tests	
	3		Identifying solfa syllables	a. Identify solfa syllables d, r, and m in a simple melody b. Sing familiar songs based on sol-fa syllables. c. Enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	Learner is guided to: • individually and in groups sing familiar songs based on solfa syllables d r m, and identify the solfa syllables,	Clay, rolling pins, waterbased paint, brushes, clay cutting tools Foundation Music Act. Learner's book. Grade 4 Pg.49-52	Portfolio, project, observation schedule, written tests	

	4		Interpreting hand signs	By the end of the lesson, the learner should be able to: a. identify hand signs for the sol-fa syllables. b. interpret hand signs for the solfa syllables d, r, and m for pitch discrimination, c. enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	Learner is guided to: watch videos/demonstrations of execution of the Kodaly hand signs for the solfa syllables d, r m and practice performing the hand signs, perform the hand signs for solfa syllables (d r m) in familiar songs,	Clay, rolling pins, waterbased paint, brushes, clay cutting tools Foundation Music Act. Learner's book. Grade 4 Pg.54-55	Portfolio, project, observation schedule, written tests	
	5-6		Interpreting hand signs	By the end of the lesson, the learner should be able to: a. identify hand signs for the sol-fa syllables. b. interpret hand signs for the solfa syllables d, r, and m for pitch discrimination, c. enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	Learner is guided to: ● watch videos/demonstrations of execution of the Kodaly hand signs for the solfa syllables d, r m and practice performing the hand signs, ● perform the hand signs for solfa syllables (d r m) in familiar songs,	Clay, rolling pins, waterbased paint, brushes, clay cutting tools Foundation Music Act. Learner's book. Grade 4 Pg.54-55	Portfolio, project, observation schedule, written tests	
2	1		Interpreting hand signs	By the end of the lesson, the learner should be able to: a. identify hand signs for the sol-fa syllables. b. interpret hand signs for the solfa syllables d, r, and m for pitch discrimination, c. enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	Learner is guided to: ● watch videos/demonstrations of execution of the Kodaly hand signs for the solfa syllables d, r m and practice performing the hand signs, ● perform the hand signs for solfa syllables (d r m) in familiar songs,	Clay, rolling pins, waterbased paint, brushes, clay cutting tools Foundation Music Act. Learner's book. Grade 4 Pg.54-55	Portfolio, project, observation schedule, written tests	

2		Interpreting hand signs	By the end of the lesson, the learner should be able to: a. identify hand signs for the sol-fa syllables. b. interpret hand signs for the solfa syllables d, r, and m for pitch discrimination, c. enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	Learner is guided to: ● watch videos/demonstrations of execution of the Kodaly hand signs for the solfa syllables d, r m and practice performing the hand signs, ● perform the hand signs for solfa syllables (d r m) in familiar songs,	Clay, rolling pins, waterbased paint, brushes, clay cutting tools Foundation Music Act. Learner's book. Grade 4 Pg.54-55	Portfolio, project, observation schedule, written tests	
---	--	-------------------------	--	--	--	---	---	--

3		Writing sol-fa syllables	By the end of the lesson, the learner should be able to: a. identify hand signs for the sol-fa syllables. b. Write sol-fa syllables through free hand lettering. c. enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	Learner is guided to: ● write solfa syllables (d r m) using free hand lettering (ascenders and descenders) ● recognize solfa syllables (d r m) in familiar songs by ear individually and in groups,	Clay, rolling pins, waterbased paint, brushes, clay cutting tools Foundation Music Act. Learner's book. Grade 4 Pg.54-55 KLB Visionary Art & Craft Act. Learner's book. Grade 6 Pg.66-71	Portfolio, project, observation schedule, written tests	
---	--	--------------------------	---	--	--	--	---	--

4		Writing sol-fa syllables	By the end of the lesson, the learner should be able to: a. identify hand signs for the sol-fa syllables. b. Write sol-fa syllables through free hand lettering. c. enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	Learner is guided to: ● write solfa syllables (d r m) using free hand lettering (ascenders and descenders) ● recognize solfa syllables (d r m) in familiar songs by ear individually and in groups,	Clay, rolling pins, waterbased paint, brushes, clay cutting tools Foundation Music Act. Learner's book. Grade 4 Pg.54-55 KLB Visionary Art & Craft Act. Learner's book. Grade 6 Pg.66-71	Portfolio, project, observation schedule, written tests	
---	--	--------------------------	---	--	--	--	---	--

	5-6		Sol-fa pitches	By the end of the lesson, the learner should be able to: a. identify hand signs for the sol-fa syllables. b. Write sol-fa syllables through free hand lettering. c. enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	Learner is guided to: ● listen and identify solfa pitches (d r m) as sounded on a melodic instrument/voice, ● recognize solfa syllables (d r m) in familiar songs by ear,	Clay, rolling pins, waterbased paint, brushes, clay cutting tools Foundation Music Act. Learner's book. Grade 4 Pg.49-51	Portfolio, project, observation schedule, written tests	
3	1		Qualities of a good melody	By the end of the lesson, the learner should be able to: a. describe the qualities of a good melody, b. demonstrate the qualities of a good melody. c. enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	Learner is guided to: ● brainstorm on and discuss the qualities of a good melody, (use of stepwise motion, variation of the solfa syllables and sound duration, starting and ending on d),	Clay, rolling pins, waterbased paint, brushes, clay cutting tools KLB Top Scholar Music Act. Learner's book. Grade 7 Pg.107-111	Portfolio, project, observation schedule, written tests	
	2		Qualities of a good melody	By the end of the lesson, the learner should be able to: a. describe the qualities of a good melody, b. demonstrate the qualities of a good melody. c. enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	Learner is guided to: ● brainstorm on and discuss the qualities of a good melody, (use of stepwise motion, variation of the solfa syllables and sound duration, starting and ending on d),	Clay, rolling pins, waterbased paint, brushes, clay cutting tools KLB Top Scholar Music Act. Learner's book. Grade 7 Pg.107-111	Portfolio, project, observation schedule, written tests	

3		Creating short melodies	By the end of the lesson, the learner should be able to: a. state the different ways of creating melodies. b. create short melodies using solfa syllables d r and m, c. enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	Learner is guided to: ● perform vocal warm ups in preparation to perform melodies created by self and others, ● sing melodies (using solfa syllables) created by self and peers and talk in turns respecting each other's opinions. ● in groups apply various techniques to create short melodies using the solfa syllables d, r, m and the French rhythm names taa and ta-te,	Clay, rolling pins, waterbased paint, brushes, clay cutting tools Foundation Music Act. Learner's book. Grade 4 Pg.56-57 Spotlight Music Act. Learner's book. Grade 4 Pg.91-93	Portfolio, project, observation schedule, written tests	
4		Creating short melodies	By the end of the lesson, the learner should be able to: a. state the different ways of creating melodies. b. create short melodies using solfa syllables d r and m, c. enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	Learner is guided to: perform vocal warm ups in preparation to perform melodies created by self and others, ● sing melodies (using solfa syllables) created by self and peers and talk in turns respecting each other's opinions. in groups apply various techniques to create short melodies using the solfa syllables d, r, m and the French rhythm names taa and ta-te,	Clay, rolling pins, waterbased paint, brushes, clay cutting tools Foundation Music Act. Learner's book. Grade 4 Pg.56-57 Spotlight Music Act. Learner's book. Grade 4 Pg.91-93	Portfolio, project, observation schedule, written tests	
5-6		Modelling clay slabs of sol-fa syllables	By the end of the lesson, the learner should be able to: a. state the different ways of creating melodies. b. model clay slabs with solfa syllables, c. enjoy creating short melodies using solfa syllables.	How can one create interesting melodies?	Learner is guided to: ● roll clay into slab and cut out three rectangular pieces of three different sizes, ● Attach clay models (coiling technique) of solfa syllables (d, r, m) to the rectangular slabs, allow to dry and paint using primary colors,	Clay, rolling pins, water based paint, brushes, clay cutting tools Foundation Music Act. Learner's book. Grade 4 Pg.56-57	Portfolio, project, observation schedule, written tests	

4	1	PERFORMANCE AND DISPLAY	Athletics – skills in sprint start	By the end of the lesson, the learner should be able to: a. explain the performance of the skills of sprint starts and sprinting techniques, b. demonstrate the various sprint skills and techniques c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: ● explain/demonstrate a medium and elongated sprint start technique, (onto your marks, set position, stance and body alignment, reaction and take off),	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grade 6 Pg.133	Portfolio, observation schedule, checklist, project	
	2		Athletics – skills in sprint start	By the end of the lesson, the learner should be able to: a. explain the performance of the skills of sprint starts and sprinting techniques, b. demonstrate the various sprint skills and techniques c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: ● explain/demonstrate a medium and elongated sprint start technique, (onto your marks, set position, stance and body alignment, reaction and take off),	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grade 6 Pg.133	Portfolio, observation schedule, checklist, project	
	3		Athletics –sprinting techniques	By the end of the lesson, the learner should be able to: a. explain the performance of the skills of sprint starts and sprinting techniques, b. demonstrate the various sprint skills and techniques c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: ● explain/demonstrate a medium and elongated sprint start technique, (onto your marks, set position, stance and body alignment, reaction and take off),	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grade 6 Pg.133	Portfolio, observation schedule, checklist, project	

	4		Athletics – sprinting techniques	By the end of the lesson, the learner should be able to: - explain the performance of the skills of sprint starts and sprinting techniques, - demonstrate the various sprint skills and techniques - recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: explain/demonstrate a medium and elongated sprint start technique, (onto your marks, set position, stance and body alignment, reaction and take off),	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grade 6 Pg.133	Portfolio, observation schedule, checklist, project	
	5-6		Athletics – sprinting techniques	By the end of the lesson, the learner should be able to: - explain the performance of the skills of sprint starts and sprinting techniques, - demonstrate the various sprint skills and techniques - recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: explain/demonstrate a medium and elongated sprint start technique, (onto your marks, set position, stance and body alignment, reaction and take off),	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grade 6 Pg.133	Portfolio, observation schedule, checklist, project	
5	1		Elongated sprints	By the end of the lesson, the learner should be able to: - Differentiate between elongated and medium sprints. - perform the skill of elongated sprint starts and sprinting techniques for knowledge and skill development, - perform a sprint in an athletics event, - recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: - in pairs practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, practice a sprint in an athletics competition in groups while observing safety, record a sprint competition and critique the application of the techniques used (starting and sprinting)	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grade 5 Pg.4-6	Portfolio, observation schedule, checklist, project	

2		Elongated sprints	By the end of the lesson, the learner should be able to: - differentiate between elongated and medium sprints. - perform the skill of elongated sprint starts and sprinting techniques for knowledge and skill development, - perform a sprint in an athletics event, recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: - in pairs practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, - practice a sprint in an athletics competition in groups while observing safety, - record a sprint competition and critique the application of the techniques used (starting and sprinting)	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grade 5 Pg.4-6	Portfolio, observation schedule, checklist, project	
3		Elongated sprints	By the end of the lesson, the learner should be able to: - differentiate between elongated and medium sprints. - perform the skill of elongated sprint starts and sprinting techniques for knowledge and skill development, - perform a sprint in an athletics event, - recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: - in pairs practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, - practice a sprint in an athletics competition in groups while observing safety, - record a sprint competition and critique the application of the techniques used (starting and sprinting)	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grade 5 Pg.4-6	Portfolio, observation schedule, checklist, project	

	4		Elongated sprints	By the end of the lesson, the learner should be able to: - differentiate between elongated and medium sprints. - perform the skill of elongated sprint starts and sprinting techniques for knowledge and skill development, - perform a sprint in an athletics event, - recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: in pairs practice: the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, practice a sprint in an athletics competition in groups while observing safety, record a sprint competition and critique the application of the techniques used (starting and sprinting)	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grade 5 Pg.4-6	Portfolio, observation schedule, checklist, project	
--	---	--	-------------------	--	--	--	--	--	--

	5-6		Elongated sprints	By the end of the lesson, the learner should be able to: - differentiate between elongated and medium sprints. - perform the skill of elongated sprint starts and sprinting techniques for knowledge and skill development, - recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: ● in pairs practice: the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, in groups while observing safety, ● record a sprint competition and critique the application of the techniques used (starting and sprinting)	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grade 5 Pg.4-6	Portfolio, observation schedule, checklist, project	
--	-----	--	-------------------	---	--	--	--	--	--

6	1		Medium sprints sprints	By the end of the lesson, the learner should be able to: a. differentiate between elongated and medium sprints. b. perform the skill of elongated sprint starts and sprinting techniques for knowledge and skill development, c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: ● in pairs practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, in groups while observing safety, ● record a sprint competition and critique the application of the techniques used (starting and sprinting)	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grade 5 Pg.1-3	Portfolio, observation schedule, checklist, project	
	2		Medium sprints sprints	By the end of the lesson, the learner should be able to: a. differentiate between elongated and medium sprints. b. perform the skill of elongated sprint starts and sprinting techniques for knowledge and skill development, c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: ● in pairs practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, in groups while observing safety, ● record a sprint competition and critique the application of the techniques used (starting and sprinting)	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grade 5 Pg.1-3	Portfolio, observation schedule, checklist, project	
	3		Medium sprints sprints	By the end of the lesson, the learner should be able to: a. differentiate between elongated and medium sprints. b. perform the skill of elongated sprint starts and sprinting techniques for knowledge and skill development, c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: ● in pairs practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, in groups while observing safety, ● record a sprint competition and critique the application of the techniques used (starting and sprinting)	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grade 5 Pg.1-3	Portfolio, observation schedule, checklist, project	

4		Medium sprints sprints	By the end of the lesson, the learner should be able to: a. differentiate between elongated and medium sprints. b. perform the skill of elongated sprint starts and sprinting techniques for knowledge and skill development, c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: ● in pairs practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, in groups while observing safety, ● sing the Kenya National Anthem in groups applying performance techniques (with accuracy in tune, proper pronunciation of words, appropriate tempo and observing the appropriate etiquette),	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grade 5 Pg.1-3	Portfolio, observation schedule, checklist, project	
5-6		Medium sprints sprints	By the end of the lesson, the learner should be able to: a. differentiate between elongated and medium sprints. b. perform the skill of elongated sprint starts and sprinting techniques for knowledge and skill development, c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: ● in pairs practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, in groups while observing safety, ● sing the Kenya National Anthem in groups applying performance techniques (with accuracy in tune, proper pronunciation of words, appropriate tempo and observing the appropriate etiquette),	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grade 5 Pg.1-3	Portfolio, observation schedule, checklist, project	

week	lesson	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
7	1		Painting Kenyan flag	By the end of the lesson, the learner should be able to: a. paint the Kenyan flag for athletic event, b. perform a sprint in an athletics event, c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: ● sketch and paint the Kenyan Flag on paper using the six colors, ● attach the flag to a suitable handle to be used during an athletics performance, ● practice a sprint in an athletics competition in groups while observing safety,	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grade 5 Pg.1- 3	Portfolio, observation schedule, checklist, project	
	2		Painting Kenyan flag	By the end of the lesson, the learner should be able to: a. paint the Kenyan flag for athletic event, b. perform a sprint in an athletics event, c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: ● sketch and paint the Kenyan Flag on paper using the six colors, ● attach the flag to a suitable handle to be used during an athletics performance, ● practice a sprint in an athletics competition in groups while observing safety,	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grade 5 Pg.1-3	Portfolio, observation schedule, checklist, project	

	3-4		Painting Kenyan flag	a. paint the Kenyan flag for athletic event, b. perform a sprint in an athletics event, c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	2. Why is the Kenya National Anthem performed during an athletic event?	Learner is guided to: • sketch and paint the Kenyan Flag on paper using the six colours, attach the flag to a suitable handle to be used during an athletics performance, • practice a sprint in an athletics competition in groups while observing safety,	Athletics track, open places or marked fields with marked lines and lanes KLB Visionary PHE Act. Learner's book. Grade4 Pg.1-3	Portfolio, observation schedule, checklist, project	
	5	Gymnastics	Head balance	a. differentiate between head balance and crab balance. b. perform a demonstration of the head balance in gymnastics c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: • demonstration/illustration of the head balance, crab balance • Explain/demonstrate the head balance, (start, weight distribution, balancing, leg extension, descent) and backward and side roll (stance, initiation, rolling phase, compilation, spotting) skill progression in gymnastics	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grade 4 Pg.82-84	Observation schedule, written tests, checklist,	
	6		Head balance	a. differentiate between head balance and crab balance. b. perform a demonstration of the head balance in gymnastics c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: • demonstration/illustration of the head balance, crab balance • Explain/demonstrate the head balance, (start, weight distribution, balancing, leg extension, descent) and backward and side roll (stance, initiation, rolling phase, compilation, spotting) skill progression in gymnastics	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grade 4 Pg.82-84	Observation schedule, written tests, checklist,	

8	HALF TERM								
9	1		Head balance	By the end of the lesson, the learner should be able to: a. Differentiate between head balance and crab balance. b. perform a demonstration of the head balance in gymnastics c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: ● demonstration/illustration of the head balance, crab balance ● Explain/demonstrate the head balance, (start, weight distribution, balancing, leg extension, descent) and backward and side roll (stance, initiation, rolling phase, compilation, spotting) skill progression in gymnastics	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grade 4 Pg.82-84	Observation schedule, written tests, checklist,	
	2		Head balance	By the end of the lesson, the learner should be able to: a. differentiate between head balance and crab balance. b. perform a demonstration of the head balance in gymnastics c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: ● demonstration/illustration of the head balance, crab balance ● Explain/demonstrate the head balance, (start, weight distribution, balancing, leg extension, descent) and backward and side roll (stance, initiation, rolling phase, compilation, spotting) skill progression in gymnastics	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grade 4 Pg.82-84	Observation schedule, written tests, checklist,	

	3		Crab balance	By the end of the lesson, the learner should be able to: a. differentiate between head balance and crab balance. b. perform a demonstration of the crab balance in gymnastics c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: ● demonstration/illustration of the head balance, crab balance ● Explain/demonstrate the crab balance, (start, weight distribution, balancing, leg extension, descent) and backward and side roll (stance, initiation, rolling phase, compilation, spotting) skill progression in gymnastics	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grade 6 Pg.198-204	Observation schedule, written tests, checklist,	
	4		Crab balance	By the end of the lesson, the learner should be able to: a. differentiate between head balance and crab balance. b. perform a demonstration of the crab balance in gymnastics c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: ● demonstration/illustration of the head balance, crab balance ● Explain/demonstrate the crab balance, (start, weight distribution, balancing, leg extension, descent) and backward and side roll (stance, initiation, rolling phase, compilation, spotting) skill progression in gymnastics	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grade 6 Pg.198-204	Observation schedule, written tests, checklist,	

	5-6		Crab balance	By the end of the lesson, the learner should be able to: a. differentiate between head balance and crab balance. b. perform a demonstration of the crab balance in gymnastics c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: ● demonstration/illustration of the head balance, crab balance ● Explain/demonstrate the crab balance, (start, weight distribution, balancing, leg extension, descent) and backward and side roll (stance, initiation, rolling phase, compilation, spotting) skill progression in gymnastics	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grade 6 Pg.198-204	Observation schedule, written tests, checklist,	
10	1		Crab balance	By the end of the lesson, the learner should be able to: a. differentiate between head balance and crab balance. b. perform a demonstration of the crab balance in gymnastics c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: demonstration/illustration of the head balance, crab balance Explain/demonstrate the crab balance, (start, weight distribution, balancing, leg extension, descent) and backward and side roll (stance, initiation, rolling phase, compilation, spotting) skill progression in gymnastics	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grade 6 Pg.198-204	Observation schedule, written tests, checklist,	
	2		Performing crab and side roll balance accompanied by a percussion instrument	By the end of the lesson, the learner should be able to: a. sing patriotic songs during warm ups before performance of gymnastics with proper diction, b. perform the crab balance and side roll accompanied	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the	Learner is guided to: ● in groups, sing relevant patriotic songs during general warm up with proper diction, ● In pairs, practice the crab balance and side roll and get feedback from peers, ● play rhythmic percussion	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grade 6 Pg.198-204	Observation schedule, written tests, checklist,	

				by a percussion instrument performance, c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	performance of gymnastics?	instruments (shakers, rattles, drum) to accompany gymnastic activities, ● in pairs, practice the side roll and crab balance and get feedback from each other while observing safety measures in gymnastics,			
	3		Performing crab and side roll balance accompanied by a percussion instrument	By the end of the lesson, the learner should be able to: a. sing patriotic songs during warm ups before performance of gymnastics with proper diction, b. perform the crab balance and side roll accompanied by a percussion instrument performance, c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: ● in groups, sing relevant patriotic songs during general warm up with proper diction, ● In pairs, practice the crab balance and side roll and get feedback from peers, ● play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities, ● in pairs, practice the side roll and crab balance and get feedback from each other while observing safety measures in gymnastics,	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grade 6 Pg.198-204	Observation schedule, written tests, checklist,	

	4		Performing crab and side roll balance accompanied by a percussion instrument	By the end of the lesson, the learner should be able to: - sing patriotic songs during warm ups before performance of gymnastics with proper diction, - perform the crab balance and side roll accompanied by a percussion instrument performance, - appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: - in groups, sing relevant patriotic songs during general warm up with proper diction, - In pairs, practice the crab balance and side roll and get feedback from peers, - play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities, - in pairs, practice the side roll and crab balance and get feedback from each other while observing safety measures in gymnastics,	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grade 6 Pg.198-204	Observation schedule, written tests, checklist,	
	5-6		Performing crab and side roll balance accompanied by a percussion instrument	By the end of the lesson, the learner should be able to: - sing patriotic songs during warm ups before performance of gymnastics with proper diction, - perform the crab balance and side roll accompanied by a percussion instrument performance, - appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: - in groups, sing relevant patriotic songs during general warm up with proper diction, - In pairs, practise the crab balance and side roll and get feedback from peers, - play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities, - in pairs, practise the side roll and crab balance and get feedback from each other while observing safety measures in gymnastics,	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grade 6 Pg.198-204	Observation schedule, written tests, checklist,	

11	1		Performing crab and side roll balance accompanied by a rhythmic pattern	By the end of the lesson, the learner should be able to: - perform the balances and rolls in gymnastics - perform a side roll and crab balance to a rhythmic pattern, - appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: - in groups, sing relevant patriotic songs during general warm up with proper diction, - In pairs, practise the crab balance and side roll and get feedback from peers, - play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities, - take turns to perform the side roll in pairs as they recite French rhythm names of a rhythmic pattern involving taa (stance), and ta-te (progression),	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grade 6 Pg.198-204	Observation schedule, written tests, checklist,	
----	---	--	---	--	--	---	---	--	--

	2		Performing crab and side roll balance accompanied by a rhythmic pattern	By the end of the lesson, the learner should be able to: - perform the balances and rolls in gymnastics - perform a side roll and crab balance to a rhythmic pattern, - appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: - in groups, sing relevant patriotic songs during general warm up with proper diction, - In pairs, practice the crab balance and side roll and get feedback from peers, - play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities, - take turns to perform the side roll in pairs as they recite French rhythm names of a rhythmic pattern involving taa (stance), and ta-te (progression),	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grade 6 Pg.198-204	Observation schedule, written tests, checklist,	
--	---	--	---	--	--	---	---	--	--

	3		Performing crab and side roll balance accompanied by a rhythmic pattern	By the end of the lesson, the learner should be able to: - perform the balances and rolls in gymnastics - perform a side roll and crab balance to a rhythmic pattern, - appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: in groups, sing relevant patriotic songs during general warm up with proper diction, - In pairs, practise the crab balance and side roll and get feedback from peers, - play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities, - take turns to perform the side roll in pairs as they recite French rhythm names of a rhythmic pattern involving taa (stance), and ta-te (progression),	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grade 6 Pg.198-204	Observation schedule, written tests, checklist,	
	4		Performing crab and side roll balance accompanied by a rhythmic pattern	By the end of the lesson, the learner should be able to: - perform the balances and rolls in gymnastics - perform a side roll and crab balance to a rhythmic pattern, - appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: - in groups, sing relevant patriotic songs during general warm up with proper diction, - In pairs, practise the crab balance and side roll and get feedback from peers, - play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities,	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grade 6 Pg.198-204	Observation schedule, written tests, checklist,	

	5-6		Performing crab and side roll balance accompanied by a rhythmic pattern	By the end of the lesson, the learner should be able to: - perform the balances and rolls in gymnastics - perform a side roll and crab balance to a rhythmic pattern - appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Learner is guided to: - in groups, sing relevant patriotic songs during general warm up with proper diction, - In pairs, practise the crab balance and side roll and get feedback from peers, - play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities, - take turns to perform the side roll in pairs as they recite French rhythm names of a rhythmic pattern involving taa (stance), and ta-te (progression),	Repertoire of patriotic songs, KLB Visionary PHE Act. Learner's book. Grade 6 Pg.198-204	Observation schedule, written tests, checklist,	
12	1	Descant recorder	Parts of a descant recorder	By the end of the lesson, the learner should be able to: - identify the parts of a descant recorder in readiness for playing - assessable and disassemble the descant recorder - enjoy playing melodies on the descant recorder	How can a good tone be produced on the descant recorder?	Learner is guided to: - explore the descant recorder and identify the parts (head joint, middle joint and foot joint, finger holes) - assemble and disassemble the descant recorder,	Descant recorder, Baroque fingering chart, Recorder melodies based on G, A B. yarns, Foundation Music Act. Learner's book. Grade 4 Pg.26	Aural tests, observation schedule, checklist, portfolio, project, written tests,	
	2		Parts of a descant recorder	By the end of the lesson, the learner should be able to: - identify the parts of a descant recorder in readiness for playing - assessable and disassemble	How can a good tone be produced on the descant recorder?	Learner is guided to: explore the descant recorder and identify the parts (head joint, middle joint and foot joint, finger holes)	Descant recorder, Baroque fingering chart, Recorder melodies based on G, A B. yarns, Foundation Music	Aural tests, observation schedule, checklist, portfolio, project,	

				the descant recorder c. enjoy playing melodies on the descant recorder		● assemble and disassemble the descant recorder,	Act. Learner's book. Grade 4 Pg.26	written tests,	
	3		Parts of a descant recorder	By the end of the lesson, the learner should be able to: a. identify the parts of a descant recorder in readiness for playing b. assessable and disassemble the descant recorder c. enjoy playing melodies on the descant recorder	How can a good tone be produced on the descant recorder?	Learner is guided to: explore the descant recorder and identify the parts (head joint, middle joint and foot joint, finger holes) assemble and disassemble the descant recorder,	Descant recorder, Baroque fingering chart, Recorder melodies based on G, A B. yarns, Foundation Music Act. Learner's book. Grade 4 Pg.26	Aural tests, observation schedule, checklist, portfolio, project, written tests,	

	4		Practicing holding and blowing a descant recorder	By the end of the lesson, the learner should be able to: a. identify the parts of a descant recorder in readiness for playing b. demonstrate how to hold and blow on the descant recorder. c. enjoy playing melodies on the descant recorder	How can a good tone be produced on the descant recorder?	Learner is guided to: ● practice holding and blowing the descant recorder,	Descant recorder, Baroque fingering chart, Recorder melodies based on G, A B. yarns, Foundation Music Act. Learner's book. Grade 4 Pg.27-30	Aural tests, observation schedule, checklist, portfolio, project, written tests,	
	5-6		Practicing holding and blowing a descant recorder	By the end of the lesson, the learner should be able to: a. identify the parts of a descant recorder in readiness for playing b. demonstrate how to hold and blow on the descant recorder. c. enjoy playing melodies on the descant recorder	How can a good tone be produced on the descant recorder?	Learner is guided to: ● practice holding and blowing the descant recorder,	Descant recorder, Baroque fingering chart, Recorder melodies based on G, A B. yarns, Foundation Music Act. Learner's book. Grade 4 Pg.27-30	Aural tests, observation schedule, checklist, portfolio, project, written tests,	

13	1		Practicing holding and blowing a descant recorder	By the end of the lesson, the learner should be able to: - identify the parts of a descant recorder in readiness for playing - demonstrate how to hold and blow on the descant recorder. - enjoy playing melodies on the descant recorder	How can a good tone be produced on the descant recorder?	Learner is guided to: practice holding and blowing the descant recorder,	Descant recorder, Baroque fingering chart, Recorder melodies based on G, A B. yarns, Foundation Music Act. Learner's book. Grade 4 Pg.27-30	Aural tests, observation schedule, checklist, portfolio, project, written tests,	
	2		Practicing holding and blowing a descant recorder	By the end of the lesson, the learner should be able to: - identify the parts of a descant recorder in readiness for playing - demonstrate how to hold and blow on the descant recorder. - enjoy playing melodies on the descant recorder	How can a good tone be produced on the descant recorder?	Learner is guided to: practice holding and blowing the descant recorder,	Descant recorder, Baroque fingering chart, Recorder melodies based on G, A B. yarns, Foundation Music Act. Learner's book. Grade 4 Pg.27-30	Aural tests, observation schedule, checklist, portfolio, project, written tests,	
	3		Care and maintenance of a descant recorder	By the end of the lesson, the learner should be able to: - identify the parts of a descant recorder in readiness for playing - care and maintain a descant recorder. - enjoy playing melodies on the descant recorder	How can a good tone be produced on the descant recorder?	Learner is guided to: - in groups, brainstorm on ways of caring for and maintaining a descant recorder and its importance; - observing hygiene - proper storage - proper handling	Descant recorder, Baroque fingering chart, Recorder melodies based on G, A B. yarns, Foundation Music Act. Learner's book. Grade 4 Pg.27	Aural tests, observation schedule, checklist, portfolio, project, written tests,	
	4		Care and maintenance of a descant recorder	By the end of the lesson, the learner should be able to: - identify the parts of a descant recorder in readiness for playing - care and maintain a descant recorder. - enjoy playing melodies on the descant	How can a good tone be produced on the descant recorder?	Learner is guided to: in groups, brainstorm on ways of caring for and maintaining a descant recorder	Descant recorder, Baroque fingering chart, Recorder melodies based on G, A B. yarns, Foundation	Aural tests, observation schedule, checklist, portfolio, project,	

				recorder		and its importance; - observing hygiene - proper storage - proper handling	Music Act. Learner's book. Grd 4 Pg.27	written tests,	
	5-6		Care and maintenance of a descant recorder	By the end of the lesson, the learner should be able to: a. identify the parts of a descant recorder in readiness for playing b. care and maintain a descant recorder. c. enjoy playing melodies on the descant recorder	How can a good tone be produced on the descant recorder?	Learner is guided to: ● in groups, brainstorm on ways of caring for and maintaining a descant recorder and its importance; - observing hygiene - proper storage - proper handling	Descant recorder, Baroque fingering chart, Recorder melodies based on G, A B. yarns, Foundation Music Act. Learner's book. Grade 4 Pg.27	Aural tests, observation schedule, checklist, portfolio, project, written tests,	
14	END TERM ASSESSMENT/CLOSING								