GRADE 6 SCHEMES OF WORK

CREATIVE ARTS

This Scheme of Work provides a structured plan outlining the content, teaching strategies, learning objectives, and assessment methods, ensuring continuity, progression, and alignment with curriculum standards, while fostering engaging, inclusive, and meaningful learning experiences that support students' development of knowledge, skills, and competencies across subjects as designed by Mwalimu Consultancy Experts.

TERM 1-3 SAMPLE

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MWALIMU CONSULTANCY

RATIONALIZED CREATIVE ARTS GRADE 6 SCHEMES OF WORK TERM 1

WK	LSN	STRAND	SUB-STRAND	LESSON LEARNING OUTCOME	LEARNING EXPERIENCES	KIQ	LEARNING RESOURCES	ASSESSMENT	REFL
1	1	Creating and Executing.	String Musical Instruments and Drawing.	By the end of the lesson,the learner should be able to; a) Identify string instruments from different indigenous communities in Kenya. b) Draw the different string instruments from different communities. c) Appreciate the string instruments from different indigenous communities in Kenya.	In groups or pairs,learners are guided to: brainstorm and present the meaning of string instruments. observe videos or pictures or real indigenous string instruments. name the string and identify the community of origin instruments . collaborate in drawing the different indigenous string instruments on charts and exercise books.	What are string instruments? Which string instruments do you know?	Lesson notes. Creative Arts Textbook. Pictures. Digital resources. Video clips. Charts, pencils & erasers. real indigenous string instruments.	Oral questions. Oral discussion. Checklists. Written questions. Assessment rubrics.	
	2	Creating and Executing.	String Musical Instruments and Drawing.	By the end of the lesson,the learner should be able to; a) Identify the methods of playing the different indigenous string instruments. b) Illustrate playing some of the indigenous string instruments. c) Acknowledge the methods used in playing the indigenous string instruments.	In groups or pairs,learners are guided to: brainstorm and present the methods used in playing the string instruments. identify and discuss the methods used in playing the indigenous string instruments classify each of the identified string instruments with the appropriate method of playing it. demonstrate playing some of the string instruments using the appropriate method.	Which methods are used in playing the indigenous string instruments?	Creative Arts Textbook. Lesson notes. Indigenous String Instruments. Digital resources. Video clips.	Illustrations. Oral questions. Oral discussion. Checklists. Assessment rubrics. Standardized Written tests.	
	3	Creating and Executing.	String Musical Instruments and Drawing.	By the end of the lesson,the learner should be able to; a) Identify the parts of a fiddle as one of the string instrument. b) Draw and label the parts of a Fiddle.	In groups or pairs,learners are guided to: study the picture of a fiddle and name it's parts as one of the string instrument. discuss the functions of the different parts of the string instruments using the fiddle.	What are the parts of a string instrument?	Lesson notes. Creative Arts Textbook. Charts.	Assessment rubrics. Oral discussion. Oral questions.	

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				c) Acknowledge the parts and functions of the different parts of string instrument.	draw and label the parts of a Fiddle on charts and exercise books.		Picture of a Fiddle.	Drawing. Checklists. Standardized Written tests.	
	4	Creating and Executing.	String Musical Instruments and Drawing.	By the end of the lesson,the learner should be able to; a) State the ways of caring for and maintenance of string instruments. b) Prepare posters showing the ways of caring for and maintenance of string instruments. c) Embrace the ways of caring for and maintenance of string instruments.	In groups or pairs,learners are guided to: brainstorm and present on the ways of caring for and maintenance of string instruments. identify the ways of caring for and maintaining the string instruments. discuss the importance of the caring and maintaining the string instruments. collaborate in preparing posters showing the ways of caring for and maintaining the string instruments.	How do we care and maintain the indigenous string instruments?	Creative Arts Textbook. Lesson notes. Digital resources. Posters and Marker pens.	Assessment rubrics. Oral discussion. Oral questions. Standardized written tests. Checklists.	
	5	Creating and Executing.	String Musical Instruments and Drawing.	By the end of the lesson,the learner should be able to; a) Identify the locally available tools and materials to make a Fiddle. b) Collect the locally available tools and materials to make a Fiddle. c) Appreciate the locally available materials and tools for making a fiddle.	In groups or individually,learners are guided to; brainstorm on the appropriate materials and tools for making a Fiddle. list the materials and tools for making a fiddle. Walk around the school or local environment to collect the materials and tools for making a fiddle. store their collected materials and tools in a safe place.	Which locally available materials and tools are suitable for making a fiddle?	Creative Arts Textbook. Lesson notes. Digital devices. Environment. Hammer, metallic tins, sandpapers. Nails, piece of wood,Pliers, strings break cable.	Checklists. Oral questions. Assessment rubrics. Portfolios.	
	6	Creating and Executing.	String Musical Instruments and	By the end of the lesson,the learner should be able to; a) Outline the steps for making a fiddle using the locally available materials and tools.	In groups or pairs,learners are guided to: use digital resources to search and watch clips on the steps for making a fiddle.	What is the procedure of making a Fiddle	Digital resources. Video clips. Lesson notes.	Oral discussion. Observation.	

			Drawing.	b) Use digital devices to search for clips on the process of making a fiddle using locally available materials and tools. c) Acknowledge the steps for making a fiddle using locally available materials and tools.	outline the steps for making a fiddle using locally available materials and tools. discuss the steps for making a fiddle using locally available materials and tools.	using locally available materials and tools?	Creative Arts Textbook.	Oral questions. Checklists.	
2	1	Creating and Executing.	String Musical Instruments and Drawing.	By the end of the lesson,the learner should be able to; a) List the recyclable materials used in making a fiddle. b) Make a fiddle using recyclable materials from the environment. c) Enjoy and value teamwork as he/she make a fiddle using locally available materials.	In groups or pairs or individually,learners are guided to: prepare and assemble their collected materials for making a fiddle. follow the steps outlined in making a fiddle using locally available materials and tools while observing safety.	Why is it important to observe safety while making a fiddle?	Open space. Hammers and pliers. Pieces of wood and sandpapers. Metallic tins. Nails Strings and Break cables.	Class project. Assessment rubrics. observation schedule. Checklists. portfolios.	
	2	Creating and Executing.	String Musical Instruments and Drawing.	By the end of the lesson,the learner should be able to; a) Display their made fiddles in class for assessment. b) Play their made fiddles to accompany a simple song. c) Enjoy playing the fiddle.	In groups, individually,learners are guided to: display or present their already made fiddles from locally available materials in class. collaborate in playing their fiddles to accompany their favorite song. record themselves as they perform and present their fiddles. peers to assess the fiddles and performance and give feedback.	How do you play a fiddle to accompany a song?	Fiddles. Digital resources.	Oral presentation. Portfolios. Checklists. Observation schedule. Assessment rubrics.	
	3	Creating and Executing.	String Musical Instruments and	By the end of the lesson,the learner should be able to; a) Identify the techniques used in drawing.	In groups or pairs,learners are guided to; brainstorm and present the meaning of drawing and still life.	What is drawing? What are essential technique	Lesson notes. Creative Arts Textbook.	Assessment rubrics. Class activities.	

			Drawing.	b) Demonstrate and apply overlapping, texture and tone in drawings. c) Acknowledge the essential techniques used in drawing.	identify the essential techniques used in drawing to make artwork look interesting and realistic. discuss tone, overlapping and texture as essential techniques in drawing. practice drawing simple shapes while illustrating tone,texture and overlapping.	s used in drawing?	Chalkboard and chalks. charts with illustration on texture,tone and overlapping.	Oral discussion. Illustrations. Checklists.	
	4	Creating and Executing.	String Musical Instruments and Drawing.	By the end of the lesson,the learner should be able to; a) State the meaning of stippling technique in drawing b) Illustrate how stippling technique is done in drawings. c) Appreciate the stippling technique in drawing.	In groups or pairs, learners are guided to: explain the meaning of stippling technique in drawing. use digital resources to research on drawings done by stippling technique and identify them. discuss and illustrate how stippling technique is done in drawing.	What is stippling technique in drawing? How is stippling technique done?	Lesson notes. Drawings. Digital resources. Creative Arts Textbook.	Oral discussion. checklists. Assessment rubrics. Oral questions. Identification of drawings done by stippling technique. illustration.	
	5	Creating and Executing.	String Musical Instruments and Drawing.	By the end of the lesson,the learner should be able to; a) Select at least two string instrument for drawing using the stippling technique. b) Draw a picture of a string musical instrument using the stippling technique. c) Enjoy drawing string instruments using the stippling technique.	In groups or individually,learners are guided to: select at least two string instruments to draw using the stippling technique. draw a still life composition of any two string musical instruments using the stippling technique with emphasis on overlapping, balance of forms,tone and texture.	What is still life in drawing? How do you achieve balance of forms, texture, tone and overlapping in your drawing?	Drawing books or papers. Pencils and erasers. Pictures of string instruments.	Portfolio. Class project. Drawing activities. Checklists. Assessment rubrics.	

	6	Creating and Executing.	String Musical Instruments and Drawing.	By the end of the lesson,the learner should be able to; a) Explain how overlapping is achieved in still life drawing. b) Display their drawings in class for assessment. c) Value other's ideas as they talk about their own and others' displayed work.	Individually or in groups,learners are guided to: display/present their drawings on string instruments done by stippling technique. peers to assess the drawings on texture ,tone, overlapping and give feedback	How is overlapping achieved in still life drawing?	Drawings. Digital resources.	Checklists. Self and peer assessment. Assessment rubrics.	
3	1	Creating and Executing.	Painting and Collage.	By the end of the lesson,the learner should be able to; a) Define the term colour classification. b) Classify colour categories on the colour wheel for familiarity. c) Acknowledge the importance of colour classification.	In groups or pairs, learners are guided to: brainstorm and present the meaning of colour classification. identify and discuss about the primary, secondary and tertiary colours using the colour wheel. classify the different colours categories on the colour wheel as either primary, secondary or tertiary. prepare a chart to show their classification of colour categories.	What is colour classification?	Lesson notes. Creative Arts Textbook. colour wheel. charts.	Oral discussion. Checklists. Oral questions. Assessment rubrics.	
	2	Creating and Executing.	Painting and Collage.	By the end of the lesson,the learner should be able to; a) Explain how secondary and tertiary colours are prepared. b) Mix primary colours to make secondary colours and secondary colours to make tertiary colours. c) Enjoy mixing colours to make secondary and tertiary colours.	In groups or pairs,learners are guided to: discuss how secondary and tertiary colours are made. use a colour wheel to show how secondary colours are made by mixing two primary colours and how tertiary colours are made by mixing a primary and secondary colour. use the primary colours in paint to mix them in creating secondary colours on a palette. mix one secondary colour with a primary colour to create a tertiary colour.	How are secondary and tertiary colours prepared?	Colour wheels. water colours and paints. Mixing palettes. brushes , containers for water,sponges.	Illustration. Practical Activities Oral discussion. Oral questions. Checklists.	
	3	Creating and	Painting and	By the end of the lesson,the learner should be able to;	In groups or pairs,learners are guided to:	Why is it necessary to know	Papers. Paints.	Illustration. Practical activities.	

		Executing.	Collage.	a) Identify the arrangement of colours on a standard colour wheel. b) Create a colour wheel using paint. c) Enjoy creating a colour wheel using paints.	study colour wheels and recognize the arrangement of colours. collaborate in mixing and painting a colour wheel to represent the primary, secondary and tertiary colours . arrange the colours in the correct order and display their colour wheels in class.	the arrangement of colours in a colour wheel?	Water colours. Brushes. Palette. Colour wheel.	Checklists. Oral discussion. Assessment rubrics.	
	4	Creating and Executing.	Painting and Collage.	By the end of the lesson,the learner should be able to; a) State the meaning of tonal gradation in painting. b) Mix and paint a surface to create tonal gradation. c) Acknowledge the importance of tonal gradation in painting.	In groups or pairs,learners are guided in; explaining the meaning of tonal gradation showing examples of paintings that demonstrate smooth transitions from light to dark. observe the teacher as he/she illustrates how to create tonal gradation on a painting. mixing and painting a surface to create tonal gradation by thinning same tone and adding dark tone.	What is the importance of tonal gradation in adding realism to a painting?	Paints. Surface. Lesson notes. Digital resources. Creative Arts Textbook.	Illustration. Assessment rubrics. Checklists. Oral discussion. Class activities.	
	5	Creating and Executing.	Painting and Collage.	By the end of the lesson,the learner should be able to; a) Identify the different brushstroke techniques in painting. b) Practice different brushstrokes on a sample paper. c) Show enthusiasm in experimenting brushstroke.	In groups or pairs ,learners are guided to: state the meaning of brush stroke in painting. discuss the different techniques in brushstroke. use specific brush strokes to paint simple objects. illustrate painting to create varied texture focusing on brush position,brush load and strokes.	What is brushstroke in painting? What is the role of brush stroke in adding depth to a composition ?	Lesson notes. Digital resource. Creative Arts Textbook. Drawing papers. Simple brushes,paints, watercolors, palette.	Oral discussion. Checklists. Class activities. Assessment rubrics. Illustrations.	
	6	Creating and Executing.	Painting and Collage.	By the end of the lesson,the learner should be able to; a) Identify the elements of a still life composition. b) Arrange simple objects for a still life set up. c) Show creativity in arranging a still life.	In groups or pairs, learners are guided to; identify the elements of a stiil life composition. discuss the elements of a still life composition.	What are the elements of a still life composition?	Lesson notes. Digital resource. Creative Arts Textbook.	Oral discussion. Oral questions. Assessment rubrics.	

					collaborate in arranging simple objects like fruits, bottles on the table/desk and then sketch the outline on a paper.		Simple objects: bottles.	Drawing.	
4	1	Creating and Executing.	Painting and Collage.	By the end of the lesson,the learner should be able to; a) Recall brushstroke techniques suitable for different texture. b) Paint a still life composition using the brush stroke technique. c) Enjoy the creative process of painting a still life.	In groups or pairs and individually,learners are guided to: paint any two one objects overlapping inspired by football game (tone and texture) using the brush stroke techniques. display their paintings in class for assessment and feedback.	How do you paint a still life composition using the brush strokes?	Still life objects e.g balls, playing boots,goal post pallette. paints and brushes. Painting surface.	Painting activities. Checklists. Assessment rubrics. observation.	
	2	Creating and Executing.	Painting and Collage.	By the end of the lesson,the learner should be able to; a) Define mat mounting and its purpose in displaying artwork. b) Prepare the materials for mat mounting. c) Show appreciation for proper artwork presentation.	In groups or pairs,learners are guided to: explain the meaning of mat mounting. identify and source for mounting materials and tools. discuss the examples of mounted artwork. prepare the materials for mat mounting their pictures..	What is mounting ? Which materials are used in mat mounting ?	Lesson notes. Creative Arts Textbook. Papers,glue and cutting tools e.g scapels, razors. Mat surface. pictures/paintings.	Oral questions. Oral discussion. checklists. Assessment rubrics.	
	3	Creating and Executing.	Painting and Collage.	By the end of the lesson,the learner should be able to; a) Explain the steps for mat mounting. b) Mount the painting using the mat technique for display. c) Appreciate mat mounting technique in displaying of artwork.	In groups or pairs,learners are guided to: outline the steps for mat mounting. follow the steps in measuring, cutting and mounting their painted artwork on a mat for display.	Why is mounting of pictures important ? How do you mount pictures appropriately?	Painted pictures. Mat surface. Digital resources.	Assessment rubrics. Checklists. Self and peer assessment. Observation schedule. Rating scales. portfolios.	

	4	Creating and Executing.	Painting and Collage.	By the end of the lesson,the learner should be able to; a) State the meaning of collage. b) Explore actual/virtual samples of collage pictures to identify its characteristics. c) Acknowledge the principles of composition in collage.	In groups or pairs,learners are guided to; brainstorm and present the meaning of collage. collaborate in exploring actual or virtual samples of collage pictures and identify their characteristics. discuss the characteristics of the collage and it's composition principles.	What are the characteristics of a collage?	Lesson notes. Samples of collage. Digital resources. Creative Arts Textbook.	Oral questions. oral discussion. Checklists. Assessment rubrics. Observation.	
	5	Creating and Executing.	Painting and Collage.	By the end of the lesson,the learner should be able to; a) Identify the materials and tools used in collage creation. b) Collect and prepare materials for making collage. c) Show curiousity about different collage techniques.	In groups or pairs,learners are guided to: identify the appropriate materials for making a collage. collect and prepare materials for making collage with focus on texture and type of the materials, adhesives and support.	What factors should one consider when selecting materials for making collage?	Lesson notes,. coloured papers, fabric etc School environment. Creative Arts Textbook.	Class project. Checklists. Oral questions.	
	6	Creating and Executing.	Painting and Collage.	By the end of the lesson,the learner should be able to; a) Identify the appropriate pictures to use in making a collage. b) Create a collage composition to apply the characteristics. c) Appreciate the collage techniques.	In groups or pairs or individually,learners are guided to: identify and select pictures with football theme for creating a collage. collaboratively make a collage with a theme football to apply the characteristics. talk about own and others work.	What is the importance of a collage in artwork?	Football pictures. Adhesives. Scalpels and razors. Creative Arts Textbook.	Class project. Portfolios. Checklists. Self and peer assessment. Rating scales.	
5	1	Creating and Executing.	Volley ball.	By the end of the lesson,the learner should be able to; a) Identify the basic volleyball skills and their purposes. b) Use digital devices to search and watch a volleyball game. c) Show interest and enthusiasm in learning volleyball game.	In groups or pairs, learners are guided to: use digital resources to search and watch a recorded volleyball game. collaborate in identifying the basic volleyball skills(serving, digging and passing) discuss the importance of each of the identified skill in a volleyball game.	Which basic skills are performed in a volleyball game? How many players	Digital resources. Video clips. Creative Arts Textbook. Pictures.	Assessment rubrics. Checklists. Oral questions. Oral discussion.	

						play in a volleyball game?			
	2	Creating and Executing.	Volley ball.	By the end of the lesson,the learner should be able to; a) Explain the concept and purpose of the underarm service in volleyball. b) Demonstrate the proper stance for underarm serving. c) Show readiness and willingness to practice the skill.	In groups or pairs,learners are guided to: watch a clip on the correct stance and arm positions while performing underarm service. discuss the mechanics of the underarm service. observe the teacher as he/she illustrates the correct stance and arm position when performing underarm service. practice the correct stance and arm position without the ball.	What is an underarm service in volleyball?	Lesson notes. Digital resources. Pictures. Creative Arts Textbook.	Illustrations. Checklists. Oral discussion. Peer assessment. Oral questions.	
	3	Creating and Executing.	Volley ball.	By the end of the lesson,the learner should be able to; a) State the importance of a toss in an underarm service. b) Perform a correct underarm service toss. c) Develop patience and consistency as he/she practices.	In groups or pairs,learners are guided to: discuss the importance of tossing while performing the underarm service. collaborate in practicing the ball toss for the underarm service in volleyball. peers to assess the performance and give feedback.	Why is ball toss necessary in an underarm service?	Lesson notes. Volleyball pitch. Volleyball ball. Creative Arts Textbook. Video clips.	Assessment rubrics. Checklists. Practical Activity. Self and Peer Assessment. Oral questions.. Oral discussion.	
	4	Creating and Executing.	Volley ball	By the end of the lesson,the learner should be able to; a) Identify the key steps in executing a successful underarm service. b) Perform under arm service for skill acquisition. c) Develop confidence in executing the underarm service.	In groups or pairs,learners are guided to: watch a video on steps in executing a successful underarm service. practice the under-arm service focusing on accuracy and technique. peers to assess and provide feedback on the performance.	How do you ensure you execute a successful underarm service?	Digital resources. Lesson notes. video clips. Creative Arts Textbook. Volleyball and net.	Assessment rubrics. Demonstration. Checklists. Self and peer assessment. Rating scale.	

							Volleyball pitch.		
	5	Creating and Executing.	Volleyball	By the end of the lesson,the learner should be able to; a) Identify the common mistakes in underarm service. b) Demonstrate the common mistakes when performing the underarm service. c) Acknowledge the common mistakes in underarm service.	In groups or pairs,learners are guided to: observe teacher or instructor as he/she demonstrates the common mistakes in underarm service technique. collaborate in identifying the common mistakes in underarm service technique. practice correcting the mistakes with a focus on precision and form.	What are the common mistakes in underarm service?	Resource person. Volleyball. Volleyball pitch. Lesson notes. Digital resources.	Assessment rubrics. Illustrations. Checklists. Oral questions.	
	6	Creating and Executing.	Volleyball	By the end of the lesson,the learner should be able to; a) Identify the purpose and importance of digging in volleyball. b) Demonstrate the ready position for digging in volleyball. c) Develop a proactive attitude towards improving defensive skills.	In groups or pairs,learners are guided to; explain the meaning of digging or dig pass in volleyball and its importance. watch a clip on how to perform a dig. practice getting into a ready position of a dig in volleyball.	What is a dig pass in volleyball?	Digital resources. Pictures. Video clips. Creative Arts Textbook. Resource person.	Demonstration. Checklists. Assessment rubrics. Practical Activity. Observation.	

FOR COMPLETE SCHEMES OF WORK FOR TERM 1,

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GRADE 6 RATIONALISED CREATIVE ARTS ACTIVITIES SCHEMES OF WORK TERM 2

Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
1	**1**	**CREATING AND EXECUTION**	3-sequence gymnastics	By the end of the lesson, the learner should be able to: a. Describe 3-sequence gymnastics b. perform a 3-sequence gymnastics performance accompanied by an instrumental ensemble, c. appreciate own and peers' woven mats used for gymnastics performance.	1. How does sequencing in gymnastics foster creativity? 2. Why is recycling beneficial to the environment?	Learner is guided to; ● demonstrate the gymnastics skills (cartwheel, balances and rolls) to create a 3-phase sequence performance on a woven mat,	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, mats, task cards KLB Visionary PHE Grd 4 Act. Learners Book Grd 6 Pg.90-92	Practical activities Written exercise Oral questions	
	2-3		3-sequence gymnastics	By the end of the lesson, the learner should be able to: a. Describe 3-sequence gymnastics b. perform a 3-sequence gymnastics performance accompanied by an instrumental ensemble, c. appreciate own and peers' woven mats used for gymnastics performance.	1. How does sequencing in gymnastics foster creativity? 2. Why is recycling beneficial to the environment?	Learner is guided to; ● practise a 3-phase sequence of a roll, a balance and/or cartwheel on a mat while observing safety,	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, mats, task cards KLB Visionary PHE Grd 4 Act. Learners Book Grd 6 Pg.90-92	Practical activities Written exercise Oral questions	
	4		3-sequence gymnastics	By the end of the lesson, the learner should be able to: a. Describe 3-sequence gymnastics b. perform a 3-sequence gymnastics performance accompanied by an instrumental ensemble, c. appreciate own and peers' woven mats used for gymnastics performance.	1. How does sequencing in gymnastics foster creativity? 2. Why is recycling beneficial to the environment?	Learner is guided to; ● perform the 3-phase gymnastics sequence accompanied by a percussion instrumental ensemble,	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, mats, task cards KLB Visionary PHE Grd 4 Act. Learners Book Grd 6 Pg.90-92	Practical activities Written exercise Oral questions	

	5		3-sequence gymnastics	By the end of the lesson, the learner should be able to: a. Describe 3-sequence gymnastics b. perform a 3-sequence gymnastics performance accompanied by an instrumental ensemble, c. appreciate own and peers' woven mats used for gymnastics performance.	1. How does sequencing in gymnastics foster creativity ? 2. Why is recycling beneficial to the environment?	Learner is guided to; ● take a video and comment on each other's gymnastic performance and give constructive feedback	PHE design, field/space, video, check list, exercise books, pens, rubbers bat, first aid kit, pencils, mats, task cards KLB Visionary PHE Grd 4 Act. Learners Book Grd 6 Pg.90-92	Practical activities Written exercise Oral questions	
	6	**Composing melody**	Singing the solfa syllables (d-d')	By the end of the lesson, the learner should be able to: a. identify sol-fa syllables (d-d') b. sing the solfa syllables (d-d') ascending and descending, c. appreciate melodies created by self and others.	How can one create interesting melodies?	Learner is guided to: ● sing solfa syllable d r m f s l t d' ascending and descending with accuracy in pitch,	Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.109-124 Spotlight Music Act. Learners Book Grd 6 Pg.86-96	Observation schedule Oral questions	
2	**1**		Singing the solfa syllables	By the end of the lesson, the learner should be able to: a. identify sol-fa syllables (d-d') b. sing the solfa syllables (d-d') ascending and descending, c. appreciate melodies created by self and others.	How can one create interesting melodies?	Learner is guided to: ● sing the solfa syllables (d-d') using la and vowel sounds ascending and descending,	Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.109-124 Spotlight Music Act. Learners Book Grd 6 Pg.86-96	Observation schedule Oral questions	
	2		Singing the solfa syllables (d-d')	By the end of the lesson, the learner should be able to: a. identify sol-fa syllables (d-d') b. sing the solfa syllables (d-d') ascending and descending, c. appreciate melodies created by self and others.	How can one create interesting melodies?	Learner is guided to: ● imitate solfa pitches sung or played on a melodic instrument for pitch discrimination,	Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.109-124 Spotlight Music Act. Learners Book Grd 6 Pg.86-96	Observation schedule Oral questions	

	3-4		Performing major scale using Kodaly	By the end of the lesson, the learner should be able to: a. describe Kodaly hand signs. b. perform the major scale using Kodaly hand signs, c. appreciate melodies created by self and others.	How can one create interesting melodies?	Learner is guided to: ● practice singing and performing the solfa ladder using Kodaly hand signs, ● perform melodies within d-d' using hand signs,	Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.109-124 Spotlight Music Act. Learners Book Grd 6 Pg.86-96	Observation schedule Oral questions	
	5		Performing major scale using Kodaly	By the end of the lesson, the learner should be able to: a. describe Kodaly hand signs. b. perform the major scale using Kodaly hand signs, c. appreciate melodies created by self and others.	How can one create interesting melodies?	Learner is guided to: ● draw hand signs and write their corresponding solfa syllables,	Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.109-124 Spotlight Music Act. Learners Book Grd 6 Pg.86-96	Observation schedule Oral questions	
	6		Recognizing sol-fa sounds aurally	By the end of the lesson, the learner should be able to: a. list some of the sol-fa syllables. b. aurally recognize sol-fa sounds (d-d') in familiar melodies, c. appreciate melodies created by self and others.	How can one create interesting melodies?	Learner is guided to: ● listen to and sing familiar songs within the d-d' range using solfa syllables,	Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.109-124 Spotlight Music Act. Learners Book Grd 6 Pg.86-96	Observation schedule Oral questions	
3	**1**		Recognizing sol-fa sounds aurally	By the end of the lesson, the learner should be able to: a. list some of the sol-fa syllables. b. aurally recognize sol-fa sounds (d-d') in familiar melodies, c. appreciate melodies created by self and others.	How can one create interesting melodies?	Learner is guided to: ● listen to and sing familiar songs within the d-d' range using solfa syllables,	Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.109-124 Spotlight Music Act. Learners Book Grd 6 Pg.86-96	Observation schedule Oral questions	

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	2		Recognizing sol-fa sounds aurally	By the end of the lesson, the learner should be able to: a. list some of the sol-fa syllables. b. aurally recognize sol-fa sounds (d-d') in familiar melodies, c. appreciate melodies created by self and others.	How can one create interesting melodies?	Learner is guided to: ● listen to and sing familiar songs within the d-d' range using solfa syllables,	Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.109-124 Spotlight Music Act. Learners Book Grd 6 Pg.86-96	Observation schedule Oral questions	
	3		Composing short melodies (d-d')	By the end of the lesson, the learner should be able to: a. explain how to compose short melodies. b. compose short melodies within the range of d-d' , c. appreciate melodies created by self and others.	How can one create interesting melodies?	Learner is guided to: ● compose simple melodies based on solfa syllables d r m f s l t d' using narrow leaps (thirds), stepwise motion, repetition, variation and appropriate ending),	Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.109-124 Spotlight Music Act. Learners Book Grd 6 Pg.86-96	Observation schedule Oral questions	
	4-5		Composing short melodies (d-d')	By the end of the lesson, the learner should be able to: a. explain how to compose short melodies. b. compose short melodies within the range of d-d' , c. appreciate melodies created by self and others.	How can one create interesting melodies?	Learner is guided to: ● sing own and others' created melodies, ● record or present the created melodies to peers for appraisal and improvement.	Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.109-124 Spotlight Music Act. Learners Book Grd 6 Pg.86-96	Observation schedule Oral questions	
	6		Writing solfa syllables using calligraphy	By the end of the lesson, the learner should be able to: a. identify a calligraphy pen to be used in lettering syllables. b. write sol-fa syllables using calligraphy lettering, c. appreciate melodies created by self and others.	How can one create interesting melodies?	Learner is guided to: ● use calligraphy lettering to add sol-fa syllables to created rhythms to form a melody,	Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.109-124 Spotlight Music Act. Learners Book Grd 6 Pg.86-96	Observation schedule Oral questions	

4	**1-2**		Writing solfa syllables using calligraphy	By the end of the lesson, the learner should be able to: a. identify a calligraphy pen to be used in lettering syllables. b. write sol-fa syllables using calligraphy lettering, c. appreciate melodies created by self and others.	How can one create interesting melodies?	Learner is guided to: ● use calligraphy lettering to add sol-fa syllables to created rhythms to form a melody,	Finger chart, descant recorders, ICT devices, audio visual recordings Spotlight Music Act. TG. Grd 6 Pg.109-124 Spotlight Music Act. Learners Book Grd 6 Pg.86-96	Observation schedule Oral questions	
	3	**PERFORMANCE AND DISPLAY**	Athletics Long jump High jump-sail technique in long jump (approach/run-up	By the end of the lesson, the learner should be able to: a. describe sail technique in long jump. b. perform the sail technique in long jump using an appropriate tempo for skills acquisition, c. appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo.	1. How are long jump and high jump field events performed? 2. Why is it important to maintain a tempo in athletics?	Learner is guided to: ● demonstrate the sail technique in long jump, with emphasis on (approach/run-up ,take-off, flight/sail position and landing) -observe safety of self and others, ● practise the performance of sail technique in long jump accompanied by a music tempo, -observe safety of self and others, ● take a video of each other and assess their performance,	• tape measure • long jump facility • rake • video clip • Spotlight P.H.E Grade 5 Learners Bk. Pg. 21-24 Spotlight P.H.E Grade 5 TG Pg. 17-19	a) Observation checklists b) Portfolio c) Progress reports	
	4		sail technique in long jump (take off	By the end of the lesson, the learner should be able to: a. describe sail technique in long jump. b. perform the sail technique in long jump using an appropriate tempo for skills acquisition, c. appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo.	1. How are long jump and high jump field events performed? 2. Why is it important to maintain a tempo in athletics?	Learner is guided to: ● demonstrate the sail technique in long jump, with emphasis on (approach/run-up ,take-off, flight/sail position and landing) -observe safety of self and others, ● practise the performance of sail technique in long jump accompanied by a music tempo, -observe safety of self and others, ● take a video of each other and assess their performance,	• tape measure • long jump facility • rake • video clip • Spotlight P.H.E Grade 5 Learners Bk. Pg. 21-24 Spotlight P.H.E Grade 5 TG Pg. 17-19	a) Observation checklists b) Portfolio c) Progress reports	
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	5		sail technique in long jump (flight/sail position)	By the end of the lesson, the learner should be able to: a. describe sail technique in long jump. b. perform the sail technique in long jump using an appropriate tempo for skills acquisition, c. appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo.	1. How are long jump and high jump field events performed? 2. Why is it important to maintain a tempo in athletics?	Learner is guided to: ● demonstrate the sail technique in long jump, with emphasis on (approach/run-up ,take-off, flight/sail position and landing) -observe safety of self and others, ● practise the performance of sail technique in long jump accompanied by a music tempo, -observe safety of self and others, ● take a video of each other and assess their performance,	• tape measure • long jump facility • rake • video clip • Spotlight P.H.E Grade 5 Learners Bk. Pg. 21-24 Spotlight P.H.E Grade 5 TG Pg. 17-19	a) Observation checklists b) Portfolio c) Progress reports	
	6		sail technique in long jump (landing)	By the end of the lesson, the learner should be able to: a. describe sail technique in long jump. b. perform the sail technique in long jump using an appropriate tempo for skills acquisition, c. appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo.	1. How are long jump and high jump field events performed? 2. Why is it important to maintain a tempo in athletics?	Learner is guided to: ● demonstrate the sail technique in long jump, with emphasis on (approach/run-up ,take-off, flight/sail position and landing) -observe safety of self and others, ● practise the performance of sail technique in long jump accompanied by a music tempo, -observe safety of self and others, ● take a video of each other and assess their performance,	• tape measure • long jump facility • rake • video clip • Spotlight P.H.E Grade 5 Learners Bk. Pg. 21-24 Spotlight P.H.E Grade 5 TG Pg. 17-19	a) Observation checklists b) Portfolio c) Progress reports	
5	**1**		Scissor technique in high jump jump (approach/run-up	By the end of the lesson, the learner should be able to: a. describe scissors technique in high jump b. demonstrate the scissors technique in high jump using an appropriate tempo for skills acquisition, c. appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo.	1. How are long jump and high jump field events performed? 2. Why is it important to maintain a tempo in athletics?	Learner is guided to: ● demonstrate the scissors technique in high jump, emphasize on (approach, take-off, flight, scissor motion clearance and landing) -observe safety of self and others, ● practise the scissors technique in high jump to a specified tempo observing safety rules, ● take a video of each other and assess their performance,	Open places or marked Track, ICT devices, Exercise books. KLB Visionary Grd 6 TG pg. 14-18 KLB Visionary Grd 6 Learners Bk. pg. 22-27	Oral Questions. Observation Peer Assessment and Feedback.	

Wk	LSN	strand	Sub-strand	Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
	2		Scissor technique in high jump jump (take off)	By the end of the lesson, the learner should be able to: a. describe scissors technique in high jump b. demonstrate the scissors technique in high jump using an appropriate tempo for skills acquisition, c. appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo.	1. How are long jump and high jump field events performed? 2. Why is it important to maintain a tempo in athletics?	Learner is guided to: ● demonstrate the scissors technique in high jump, emphasize on (approach, take-off, flight, scissor motion clearance and landing) -observe safety of self and others, ● practise the scissors technique in high jump to a specified tempo observing safety rules, ● take a video of each other and assess their performance,	Open places or marked Track, ICT devices, Exercise books. KLB Visionary Grd 6 TG pg. 14-18 KLB Visionary Grd 6 Learners Bk. pg. 22-27	Oral Questions. Observation Peer Assessment and Feedback.	
	3-4		Scissor technique in high jump jump (flight/sail position and landing	By the end of the lesson, the learner should be able to: a. describe scissors technique in high jump b. demonstrate the scissors technique in high jump using an appropriate tempo for skills acquisition, c. appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo.	1. How are long jump and high jump field events performed? 2. Why is it important to maintain a tempo in athletics?	Learner is guided to: ● demonstrate the scissors technique in high jump, emphasize on (approach, take-off, flight, scissor motion clearance and landing) -observe safety of self and others, ● practise the scissors technique in high jump to a specified tempo observing safety rules, ● take a video of each other and assess their performance,	Open places or marked Track, ICT devices, Exercise books. KLB Visionary Grd 6 TG pg. 14-18 KLB Visionary Grd 6 Learners Bk. pg. 22-27	Oral Questions. Observation Peer Assessment and Feedback.	
	5		Multimedia invitation card	By the end of the lesson, the learner should be able to: a. identify locally available materials that can be used to make invitation card b. design a multimedia invitation card for an athletics event c. appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo.	1. How are long jump and high jump field events performed? 2. Why is it important to maintain a tempo in athletics?	Learner is guided to: ● search virtual sources for samples of multimedia invitation cards to study the use of elements of card design. (layout, lettering, image and colour),	Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.87-90	• Question and answer • Portfolio • Discussion, • Observation Demonstration	

	6		Multimedia invitation card	By the end of the lesson, the learner should be able to: a. identify locally available materials that can be used to make invitation card b. design a multimedia invitation card for an athletics event c. appraise each other's performance while executing the sail and scissors techniques to an appropriate tempo.	1. How are long jump and high jump field events performed? 2. Why is it important to maintain a tempo in athletics?	Learner is guided to: ● explore the environment to collect found objects, fabric, papers for making a multimedia card, ● design a card considering: - card layout - message in calligraphy style. - embellishment (fabric/ coloured paper/) ● display and talk about own and others' cards.	Spotlight Art & Craft Act. Learner's book. Grd 6 Pg.87-90	• Question and answer • Portfolio • Discussion, • Observation Demonstration	

FOR COMPLETE SCHEMES OF WORK FOR TERM 2,

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GRADE 6 RATIONALIZED CREATIVE ARTS SCHEME OF WORK TERM 3

WK	LSN	STRAND	SUB-STRAND	LESSON LEARNING OUTCOME	LEARNING EXPERIENCES	KIQ	LEARNING RESOURCES	ASSESSMENT	REFL
1	1	Performing and Displaying.	Indigenous Kenyan Instrumental Ensembles	By the end of the lesson,the learner should be able to; d) Identify categories of indigenous Kenyan instrumental ensembles e) Use digital devices to search for samples of indigenous Kenyan instrumental ensembles. f) Appreciate the role of Kenyan indigenous musical instruments in performance	In groups,learners are guided to; -brainstorm on the meaning of instrumental ensembles. -use digital devices to search and observe vitof performance of Kenyan indigenous instrumental ensembles. -identify and classify the observed performance of indigenous Kenyan instrumental ensembles into different categories.(percussion,wind and string)	What are indigenous Kenyan instrumental ensembles?	Spotlight music grade 6. Digital devices. Video clips. Lesson notes. Pictures.	-oral questions -observation -written questions	
	2	Performing and Displaying.	Indigenous Kenyan Instrumental Ensembles.(percussion)	By the end of the lesson,the learner should be able to; d) State the meaning of percussion instrumental ensembles. e) Identify the indigenous instruments used in percussion instrumental ensembles. f) Use digital or print resources to search for information on indigenous percussion instrumental ensembles. g) Appreciate the the indigenous percussion instrumental ensembles.	In groups,learners are guided to; -watch a performance of indigenous percussion instrumental ensembles. -brainstorm the meaning of indigenous percussion instrumental ensembles from the performance. -collaborate in identifying the instruments used in indigenous percussion instrumental ensembles. -use digital or print resources to search for information on the indigenous percussion instrumental ensembles.	Which instruments are used in indigenous percussion instrumental ensemble? What is indigenous percussion instrumental ensemble?	Lesson notes. Video clips. Pictures. Spotlight music grade 6	-oral questions -observation -written question. Checklists.	

					-discuss the indigenous percussion instrumental ensembles.				
	3	PERFORMING AND DISPLAYING	Indigenous Kenyan Instrumental Ensembles.(wind)	By the end of the lesson,the learner should be able to; a) Describe the indigenous wind instrumental ensembles in the community. b) Identify the instruments used in the indigenous wind instrumental ensembles. c) Use digital devices to search for clips on performace of indigenou wind instrumental ensembles. d) Appreciate the indigenous wind instrumental ensembles in the community.	In groups,learners are guided to; -discuss the indigenous wind instrumental ensembles. -use digital devices to search for performance clips on the indigenous wind instrumental ensembles and watch them. -identify the instruments used in the indigenous wind instrumental ensembles in different communities.	Which instruments are used in the indigenous wind instrumental ensemble in your community?	Lesson notes. Video clips. Digital devices. Pictures. Spotlight music grade 6	-oral questions -observation -written question. -checklists.	
	4	PERFORMING AND DISPLAYING	Indigenous Kenyan Instrumental Ensembles .(string)	By the end of the lesson,the learner should be able to; d) Describe the indigenous string instrumental ensemble. e) Identify the instruments used in the indigenous string ensemble in different communities. f) Use digital devices to search and watch performance clips on the indigenous string ensemble. g) Appreciate the role of Kenyan indigenous musical instruments in performance of string ensemble.	In groups,learners are guided to; -use digital devices to search and watch clips on performance of indigenous string ensemble. -discuss the indigenous Kenyan string ensemble as observed from the performance clips. -identify the instruments that form part of the indigenous string ensemble.	Which instruments form part of the indigenous string ensemble?	Lesson notes. Pictures. Video clips. Digital devices.Spotlight music grade 6	-oral questions -observation -written question. Checklists.	
	5	PERFORMING AND DISPLAYING	Indigenous Kenyan Instrumental Ensembles	By the end of the lesson,the learner should be able to; d) Outline factors to consider when playing in an instrumental ensemble. e) Explain choosing an appropriate instrument and tuning as factors considered when playing an instrumental ensemble.	In groups,learners are guided to; -brainstorm on factors to consider for successful playing in a indigenous Kenyan instrumental ensemble. -search online and on print resources on choosing an appropriate instrument and tuning as factors considered	How does choosing an appropriate instrument and tuning influence playing in an instrument	Lesson notes. Digital devicesSpotlight music grade 6	-oral questions -observation -written question. Oral discussions.	

				f) Appreciate the role of Kenyan indigenous musical instruments in performance	when playing in an instrumental ensemble. -discuss choosing an appropriate instrument and tuning as factors considered when playing in an instrumental ensemble.	al ensemble?			
	6	PERFORMING AND DISPLAYING	Indigenous Kenyan Instrumental Ensembles	By the end of the lesson,the learner should be able to; a) Explain tempo and synchrony with other instrumentalists as factors considered in successful playing in an indigenous instrumental ensemble. b) Search the internet and books for information on tempo and synchrony with other instumentalists as factors considered in playing in an instrumental ensemble. c) Acknowledge the factors considered in playing in a instrumental ensemble.	In groups,learners are guided and led in; -explaining the terms tempo and synchrony with other instrumentalists. -discussing how tempo and synchrony with other instrumentalists influence a successful playing in an indigenous Kenyan instrumental ensemble.	How does tempo and synchrony with other instrumentalists influence playing in an instrumental ensemble?	Lesson notes. Digital devicesSpotlight music grade 6	-oral questions -oral discussions. -observation -written questions	
2	1	PERFORMING AND DISPLAYING	Indigenous Kenyan Instrumental Ensembles	By the end of the lesson,the learner should be able to; d) Explain how accuracy in rhythm and melody and improvisation of rhythm and melodies influence successful playing in an indigenous instrumental ensemble. e) Apply the concept of accuracy in rhythm/melody and improvisation of rhythm and melodies in their performance in an indigenous instrumental ensemble.	In groups,learners are guided and led in; -explaining the terms rhythm and melody -discussing accuracy in rhythm /melody and improvisation of rhythms and melodies as factors considered in successful playing in an indigenous ensemble.	What factors should one consider for successful playing in an indigenous Kenyan instrumental ensemble?	Lesson notes. Digital devicesSpotlight music grade 6	-oral questions -observation -written questions	
	2	PERFORMING AND DISPL	Indigenous Kenyan Instrumental Ensembles	By the end of the lesson,the learner should be able to; d) Identify the playing techniques used in indigenous instrumental ensembles.	In groups,learners are guided and led in ; -identifying playing techniques used in the different indigenous Kenyan	Which playing techniques are used in playing	Lesson notes. Video clips.	-oral questions -observation -written questions	

		AYIN G		e) Discuss playing technique as a factor to consider when playing in an instrumental ensemble. f) Apply the different playing techniques when performing an indigenous instrumental ensemble.	instrumental ensembles from videos. -discussing playing techniques as a factor to consider when playing in an instrumental ensemble.	indigenou s Kenyan instrument al ensembles ?	Digital devices. Lesson notes. Spotlight music grade 6		
	3	PERF ORMI NG AND DISPL AYIN G	Indigenous Kenyan Instrumental Ensembles	By the end of the lesson,the learner should be able to; a) select an instrument to perform in a Kenyan Indigenous instrumental ensemble. b) Practice playing and tuning a selected instrument in an instrumental ensemble using appropriate techniques. c) Enjoy playing the selected instrument in an instrumental ensemble.	In groups,learners are guided and led to; - select an instrument to perform in a Kenyan Indigenous instrumental ensemble -tune the selected instrument using appropriate technique -practise playing a selected instrument in Kenyan indigenous instrumental ensemble	How can one play an instrument as part of an instrument al ensemble?	Locally made instrument s. Spotlight music grade 6	-oral questions -observation -practical activity. Checklists.	
	4	PERF ORMI NG AND DISPL AYIN G	Indigenous Kenyan Instrumental Ensembles	By the end of the lesson,the learner should be able to; a) Play a selected instrument in an ensemble using appropriate techniques b) Have fun when playing in an indigenous instrumental ensemble.	In groups,learners are guided to; -collaborate in playing a selected instrument in Kenyan indigenous instrumental ensemble using the appropriate techniques. -use digital devices to record their performances. -peers to assess the performance and give feedback.	How can you make your performan ce in indigenou s instrument al ensemble a success?	Digital devices. Instrument s. Open space in environme nt. Spotlight music grade 6	-oral questions -observation schedule. Oral presentation. Checklists.	
	5	Perfor ming and Displa ying.	Indigenous Kenyan craft-pottery	By the end of the lesson,the learner should be able to; d) Describe the slab technique in pottery. e) Use digital or print resources to search for information on the slab technique in pottery. f) Appreciate the slab technique used in pottery work.	In groups,learners are guided to; -discuss the slab technique in pottery work. -search the internet or books for information and clips on the slab technique in pottery work.	What is slab technique in pottery work?	Lesson notes. Digital devices. Video clips. Spotlight Art and Craft Grade 6	-oral questions -observation -written questions	

	6	Performing and Displaying.	Indigenous Kenyan craft-pottery	By the end of the lesson,the learner should be able to; a) State the meaning of burnishing technique in pottery work. b) Describe how the burnishing technique is done in pottery work. c) Use digital devices to search for clips and information on the burnishing technique in pottery work. d) Appreciate the role of burnishing technique in pottery work.	In groups,learners are guided to; -explain the meaning of burnishing technique in pottery work. -discuss how burnishing technique is done in pottery work. -search for information and clips on the burnishing technique in pottery work.	How is burnishing technique done in pottery work? What is burnishing technique in pottery?	Lesson notes. Digital devices. Video clips. Spotlight Art and Craft Grade 6	Oral questions. Oral discussion. Checklists. Written tests. Assessment rubric.	
3	1	Performing and Displaying.	Indigenous Kenyan craft-pottery	By the end of the lesson,the learner should be able to; d) State the meaning of stamping technique in pottery. e) Describe how stamping was done in indigenous Kenyan craft-pottery. f) Use digital devices to search and watch clips on the stamping technique in pottery. g) Appreciate the role of stamping technique in pottery work.	In groups,learners are guided to; -brainstorm and present the meaning of stamping technique in pottery. -discuss how stamping was done in indigenous Kenyan craft-pottery. -use digital devices to search for clips and information on the stamping technique.	What is stamping technique in pottery? How was stamping done in indigenous Kenyan craft-pottery?	Lesson notes. Spotlight Art and Craft Grade 6 . Digital devices. Video clips. Pictures.	Observation. Written tests. Oral questions. Checklists. Assessment rubrics.	
	2	Performing and Displaying.	Indigenous Kenyan craft-pottery	By the end of the lesson,the learner should be able to; d) Define the term firing in pottery work. e) Describe how firing or firing techniques in the indigenous Kenyan craft-pottery. f) Use digital devices to search for clips on the firing techniques in pottery work. g) Appreciate the role of firing in pottery work.	In groups,learners are guided to; -brainstorm and present the meaning of firing in pottery work. -discuss how firing was done in the indigenous Kenyan craft-pottery. -search the internet for clips or information on the different firing techniques in pottery work.	What is firing technique in pottery work? How was firing done in indigenous Kenyan craft-pottery?	Lesson notes. Digital devices. Video clips. Spotlight Art and Craft Grade 6	-oral questions -observation -written tests. Checklists.	
	3	Performing and Displaying.	Indigenous Kenyan craft-pottery	By the end of the lesson,the learner should be able to; a) Identify pottery items made using slab technique. b) Draw some of the pottery items made using the slab technique.	In groups or pairs,learners are guided to; -observe actual or pictures of indigenous Kenyan pottery items and identify	Which pottery items are made using the	Pictures. Digital devices. Drawing items.	-oral questions -observation -written tests. Checklists.	

				c) Appreciate the pottery items made using the slab technique.	items made using slab technique. -state the uses of the identified pottery items made using slab technique. -use pencils,drawing papers or charts to draw the identified pottery items made using slab technique.	slab technique?			
	4	Perfor ming and Displa ying.	Indigenous Kenyan craft-pottery	By the end of the lesson,the learner should be able to; d) Identify places in the environment where they can source for clay. e) Source for clay from the identified places and store it. f) Appreciate the environment for providence of clay for pottery work.	In groups,learners are guided to; -collaborate in identifying areas to source for clay for pottery work in the environment.(anthills,riverb anks etc) -source clay from the identified areas and place it in a safe place.	Where can one source clay from the environme nt?	Environm ent. Buckets or cans.	-oral questions Portfolio.	
	5	Perfor ming and Displa ying.	Indigenous Kenyan craft-pottery	By the end of the lesson,the learner should be able to; a) Prepare the clay by kneading and wedging. b) Enjoy kneading and wedging the clay.	In groups,learners are guided to; -collaboratively,prepare the sourced clay by kneading and wedging it. -store the kneaded and wedged clay properly and in a safe place.	What are the requireme nts for kneading and wedging clay?	Clay. Water. Work surface.	-oral questions -Observation schedule. -Project. -Portifolio. Checklist.	
	6	Perfor ming and Displa ying.	Indigenous Kenyan craft-pottery	By the end of the lesson,the learner should be able to; a) Model a vase using the slab technique for expression. b) Enjoy modelling a vase using the slab technique.	In groups,learners are guided to; -roll the kneaded clay into slabs of equal uniform thickness. -cut slabs of clay (rectangular and circular) and join to form a vase.	Which locally available tools can you use to cut slabs of clay?	Rolling pin. Wire cutter. Knife. Cutting board. Rulers. Kneaded clay.	Oral questions. Observation schedule. Project. Portifolio.	
4	1	Perfor ming and Displa ying.	Indigenous Kenyan craft-pottery	By the end of the lesson,the learner should be able to; a) Decorate the modelled item for aesthetic enhancement. b) Appreciate pottery as Kenya indigenous craft.	In groups,learners are guided to; -finish the modelled item (vase) by burnishing. -creatively do stamping on the modelled vase.	Why are clay items dried under the shade?	Modelled item. Working surface.	-Oral questions. -Project. -Peer and self assessment. -Portifolio.	

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					-leave the item to dry under shade. -display and talk about own and others modelled item.				
	2	Performing and Displaying.	OPTIONAL 1;Swimming.	By the end of the lesson,the learner should be able to; a) State the meaning of breaststroke in swimming. b) Describe how breaststroke is done in swimming. c) Use digital devices to search and watch clips on breaststroke technique in swimming. d) Appreciate the breaststroke technique in swimming.	In groups or pairs,learners are guided to; -use digital devices to search and watch clips on the breaststroke in swimming. -define breaststroke as seen from the video clip. -describe the breaststroke technique in swimming identifying its key skills.	How is breaststroke technique done in swimming ?	Lesson notes. Digital devices. Video clips. Spotlight PHE grade 6	Oral questions. Observation. written tests. Checklists.	
	3	Performing and Displaying.	OPTIONAL 1;Swimming.	By the end of the lesson,the learner should be able to; a) Identify the key aspects of body position in breaststroke. b) Describe the body position in breaststroke. c) Use digital devices to search for clips and pictures on breaststroke in swimming. d) Acknowledge the key aspects of body position in breaststroke.	In group,learners are guided to; -search and watch clips on breaststroke performance in swimming. -observe pictures of breaststroke in swimming and identify the key aspects of body position. -discuss the body position in breaststroke in swimming.	What are the key aspects of body position in breaststroke?	Lesson notes. Video clips. Pictures. Digital devices. Spotlight PHE grade 6	-oral questions -observation -written tests. Checklists.	
	4	Performing and Displaying.	OPTIONAL 1; Swimming	By the end of the lesson,the learner should be able to; a) Practise breakstroke skills in a swimming pool. b) Observe safety while practicing the breaststroke skills.	In groups and individually,learners are guided to; -observe a resource person as he/she demonstrates the breaststroke skills. -practise breaststroke skills while observing safety.	Why are swimming skills considered as survival skills?	Resource person. Swimming pool. Spotlight PHE grade 6	Observation schedule. Checklists. Practical activities.	
	5	Performing and Displaying.	OPTIONAL 1; Swimming	By the end of the lesson,the learner should be able to; d) Perform breaststroke in swimming for skill acquisition. e) Appreciate own and others efforts while performing breaststroke skills in swimming	In groups and individually,learners are guided to; -apply the skills of breaststroke in swimming game -observe each other swim using breaststroke and give feedback	Why are swimming skills considered as survival skills?	Digital devices. Swimming costumes. Swimming pool. Spotlight PHE grade 6	Observation schedule. Checklists. Assessment rubrics.	

	6	Performing and Displaying.	OPTIONAL 2. Indigenous Kenyan Games (indigenous floor games)	By the end of the lesson,the learner should be able to; d) Identify types of indigenous floor games played in Kenya e) Use digital devices or resource perso n for information on indigenous floor games. f) Appreciate the role played by indigenous floor games for fitness and health	In groups,learners are guided to; -interview a resource person for information on the indigenous floor games. -watch clips showing the different types of floor games played in Kenya. -identify the different types of indigenous floor games played in kenya from the clips.	Which indigenous floor games do you know?	Spotlight PHE grade 6 Lesson notes. Resource persons. Digital devices. Video clips.	-oral questions -observation -written questions. -checklists.	
5	1	Performing and Displaying.	OPTIONAL 2: Indigenous Kenyan Games (indigenous floor games)	By the end of the lesson,the learner should be able to; d) Identify types of indigenous floor games played in Kenya. e) Describe how different indigenous floor games are played. f) Appreciate the different types of indigenous floor games in the community.	In groups,learners are guided to; -share with others information on indigenous floor games in their community. -identify different indigenous floor games in their communities. -discuss and share how the identified indigenous floor games are played and their rules.	Why are floor games considered as indigenous?	Spotlight PHE grade 6 Lesson notes. Video clips.	-oral questions -observation -written questions Peer assessment.	
	2	Performing and Displaying.	OPTIONAL 2: Indigenous Kenyan Games (indigenous floor games)	By the end of the lesson,the learner should be able to; d) Identify the skills involved in the indigenous floor games. e) Discuss the variety of skills involved in indigenous floor games. f) Appreciate the skills involved in indigenous floor games.	In groups,learners are guided to; -watch virtual or live demonstration of indigenous floor games. -identify the skills involved while playing the indigenous floor games. -discuss the skills involved while playing the indigenous floor games and their relevance	Which skills are involved in indigenous floor games?	Spotlight PHE grade 6. Digital devices. Indigenous floor games. Lesson notes.	-oral questions -observation -written questions. -checklists.	
	3	Performing and Displaying.	OPTIONAL 2: Indigenous Kenyan Games	By the end of the lesson,the learner should be able to; d) Identify types of indigenous floor games . e) Perform different indigenous floor games for skill acquisition.	In groups,learners are guided to; -collaboratively select an indigenous floor game to perform.	How do floor games enhance physical games?	Spotlight PHE grade 6. School field.	-oral questions -observation schedule. -checklists.	

			(indigenous floor games)	f) Have fun while playing the different indigenous floor games.	-perform their selected indigenous floor games for skill acquisition.		Locally available materials for the games.		
	4	Performing and Displaying.	OPTIONAL 2: Indigenous Kenyan Games (indigenous floor games)	By the end of the lesson,the learner should be able to; a) Perform different indigenous floor games for skill acquisition. b) Appreciate the role played by indigenous floor games for fitness and health	In groups.learners are guided to; -perform different indigenous floor games while observing safety. -record themselves using digital devices as they play the different indigenous floor games.	Why is safety important while playing indigenous floor games?	Spotlight PHE grade 6. School field. Digital devices.	-oral questions -observation schedule. -checklists.	
	5	Performing and Displaying.	OPTIONAL 2: Indigenous Kenyan Games (indigenous floor games)	By the end of the lesson,the learner should be able to; d) Execute different indigenous floor games to a musical rhythm for enjoyment. e) Enjoy playing the indigenous floor games while combining to musical rhythm.	In groups,learners are guided to; -practise different types of indigenous floor games while combining to a musical rhythm. -use digital devices to record themselves as they play	What is the role of musical rhythm while playing different indigenous floor games?	Spotlight PHE grade 6. School field. Digital devices Small stones. Percussion musical instruments.	observation checklists. Assessment rubrics. Display and critique.	
	6	Performing and Displaying.	OPTIONAL 2; Indigenous Kenyan Games (indigenous floor games)	By the end of the lesson,the learner should be able to; d) Outline the benefits of learning indigenous floor games. e) Discuss the benefits of learning indigenous floor games. f) Appreciate the role played by indigenous floor games for fitness and health.	In groups,learners are guided to; -brainstorm on the benefits of learning indigenous floor games. -outline and discuss the benefits of learning and playing the indigenous floor games. -use digital devices for information on benefits of learning indigenous floor games.	What are the benefits of learning indigenous floor games?	Spotlight PHE grade 6. Lesson notes. Digital devices.	-oral questions -checklists. -written tests.	

FOR COMPLETE SCHEMES OF WORK FOR TERM 1,2 & 3

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