GRADE 9 SCHEMES OF WORK

CREATIVE ARTS &SPORTS

This scheme of work presents a systematic and organized plan outlining the objectives, content, teaching methods, resources, and assessments for this subject in this grade as designed by Mwalimu Consultancy professionals. It's a roadmap for teachers, offering a detailed overview of what needs to be covered throughout the academic year. This is a component for effective delivery of the CBC curriculum and attainment of educational objectives.

TERM 1 WORK

Contact us for Complete Schemes of work

Mr Isaboke 0746 222 000 / 0742 999 000

MWALIMU CONSULTANCY

GRADE 9 RATIONALIZED CREATIVE ARTS AND SPORTS SCHEME OF WORK

TERM 1

WK	LE	STRAND	SUB-STRAND	LESSON LEARNING OUTCOME	LEARNING EXPERIENCES	KEY INQUIRY QUESTION	LEARNING RESOURCES	ASSESSME	EFLECTION
1	1	Foundation of Creative Arts and Sports.	Careers in Creative Arts and Sports.	By the end of the lesson, the learner should be able to: Identify the careers in Creative Arts and Sports. Discuss the careers in Creative Arts and Sports. Search the internet for information on careers in Creative Arts and Sports. Appreciate the careers in Creative Arts and Sports.	In groups or pairs,learners are guided to: brainstorm and present the meaning of career. use digital devices or print materials to search for careers in Creative Arts and Sports. identify and discuss the different careers in Creative Arts and Sports. prepare flashcards showing the different careers in Creative Arts and Sports and display in class.	What are the career opportunities related to Creative Arts and Sports?	Creative Arts and Sports Learner's Textbook. Digital resources. Lesson notes. Flashcards.	Assessmen rubrics. Written questions. Checklists. Oral questi	
	2	Foundation of Creative Arts and Sports.	Careers in Creative Arts and Sports.	By the end of the lesson,the learner should be able to: Identify the roles preformed by the personnel in Creative Arts Spaces . Discuss the roles performed by different personnel in Creative Arts Spaces. Interact with actual or virtual Creative Arts Spaces and observe roles performed by the personnel. Appreciate the roles of different personnel in Creative Arts Spaces.	In groups or pairs,learners are guided to: explain the term Creative Arts Spaces. give examples of creative arts spaces. interact with actual or virtual Creative Arts Spaces to observe the roles performed by the personnel. identify and discuss the roles of the performed by personnel in theatre, recording studio, festivals, galleries,fine arts studios, workshop	What is a Creative Art Space?	Lesson notes. Digital devices. Creative Arts and Sports Learner's Textbook. Actual or Virtual Creative	Oral discus Assessmen rubrics. Oral questi	

					exhibitions and cultural and sports centres.		Arts Spaces.		
	3	Foundation of Creative Arts and Sports.	Careers in Creative Arts and Sports.	By the end of the lesson, the learner should be able to: Identify the entrepreneurial opportunities in Creative Arts. Discuss the entrepreneurial opportunities in Creative Arts. Illustrate entrepreneurial opportunities in Creative Arts. Acknowledge the entrepreneurial opportunities in Creative Arts. .	In groups or pairs,learners are guided : explain the term entrepreneurial opportunities in creative arts and sports. use digital devices or print resources to search for information on entrepreneurial opportunities in Creative Arts. identify and discuss the entrepreneurial opportunities in Creative Arts. watch videos of entrepreneurial opportunities in creative arts. illustrate entrepreneurial opportunities in creative arts by acting or performing a song and sharing online.	What are the entrepreneurial opportunities in Creative Arts?	Creative Arts and Sports Learner's Textbook. Lesson notes. Digital resources. video clips.	Observatio schedule. Written questions. Oral questi Assessmen rubrics. Checklists. Oral preser	
	4	Foundation of Creative Arts and Sports.	Careers in Creative Arts and Sports.	By the end of the lesson, the learner should be able to: Identify the entrepreneurial opportunities in sports. Discuss the entrepreneurial opportunities in sports. Illustrate entrepreneurial opportunities in sports. Acknowledge the entrepreneurial opportunities in sports.	In groups or pairs,learners are guided to: collaborate in searching the digital or print resources for information on entrepreneurial opportunities in sports. identify and discuss the entrepreneurial opportunities in sports. watch videos on entrepreneurial opportunities in sports.	What are the entrepreneurial opportunities in sports?	Creative Arts and Sports Learner's Textbook. Lesson notes. Digital resources. Video clips.	Observatio Oral questi Checklists. Assessmen rubrics. Written questions. Role playir	

					illustrate entrepreneurial opportunities in sports(role playing as referees, coaches or team first aider)				
	5	Foundation of Creative Arts and Sports.	Careers in Creative Arts and Sports.	By the end of the lesson, the learner should be able to: Identify own talents and areas of career interest in creative arts and sports. Analyse own talents and areas of career interest in Creative Arts and Sports. Acknowledge own and other's talents and areas of career interest in Creative Arts and Sports.	In groups, learners to individually identify own talents and areas of career interest in Creative Arts and Sports. guide learners in analysing their talents and areas of career interest in Creative Arts and Sports. prepare personal journals on their talents and areas of career interest in Creative Arts and sports. share their journals with peers for assessment.	What are your talents and areas of interest in creative arts and sports?	Digital resources. Note books. Creative Arts and Sports Learners Textbook.	Observatio Activity jou Peer Asses Portfolios.	
2	1	Foundation of Creative Arts and Sports.	Components of Creative Arts and Sports.	By the end of the lesson, the learner should be able to: Identify the elements of play as a component of Creative Arts and Sports . Describe the elements of a Play. Search for information on the elements of a play Appreciate the elements of a Play	In groups or pairs,learners are guided to; brainstorm and present the meaning of Play. use digital or print resources for information on the elements of a Play. discuss the basic elements of a Play and present. watch a recorded play performance to identify the elements of a Play.	What is a Play? What are the basic elements of a Play?	Digital resources. Lesson notes. Recorded Play. Creative Arts and Sports Learner's Textbook.	observatio Oral Questi and answe Written questions. Assessmen rubrics.	
	2	Foundation of Creative Arts and Sports.	Components of Creative Arts and Sports.	By the end of the lesson,the learner should be able to: Perform a short Play and incorporate its basic elements. Enjoy performing a short play.	In groups ,learners are guided to: collaborate and share responsibilities on the roles in the Play. perform the Play and use digital devices to record. collaborate in examining the elements of a play from the performance.	What is the importance of the basic elements of a Play?	Digital resources. Costumes. Open space or class.	Dramatizat Checklists. Observatio schedule. Oral questi	

	3	Foundation of Creative Arts and Sports.	Components of Creative Arts and Sports.	By the end of the lesson, the learner should be able to: Define the term Physical Fitness. Discuss power and reaction time as components of physical fitness. use digital devices to search and watch clips on power and reaction physical activities. Acknowledge the need for physical fitness in our bodies.	In groups or pairs,learners are guided to: brainstorm and present the meaning of physical fitness. search the internet or print resources for information on the power and reaction time as components of physical fitness. explain the components of physical fitness: Power and reaction time and give examples of activities to demonstrate reaction time and power. use digital devices to search and watch clips on the power and reaction time physical activities.	What is physical fitness? Which activities can you perform to demonstrate power and reaction time?	. Creative Arts and Sports Learner's Textbook lesson notes.. Video clips. Digital resources. Pictures.	Observatio Oral questi Assessmen rubrics. Checklists. Written questions.. .	
	4	Foundation of Creative Arts and Sports.	Components of Creative Arts and Sports.	By the end of the lesson, the learner should be able to: a). Perform activities demonstrating power and reaction time as components of physical fitness. b). Enjoy performing the activities demonstrating the components of physical fitness.	In groups or individually, learners are guided to: demonstrate fitness exercises that enhance power and reaction time. practice activities that enhance power and reaction time using music.	Why should athletes avoid performance enhancers to develop physical fitness?	School environment. Sport attires. Creative Arts and Sports Learner's Textbook. Digital resources.	. Practical Activities. Demonstra Checklists. Portfolios.	
	5	Foundation of Creative Arts and Sports.	Components of Creative Arts and Sports.	By the end of the lesson, the learner should be able to: Define the term rhythm. Explain dotted minim, dotted crotchet, quaver and their rests as components of rhythm.	In groups or pairs,learners are guided to: brainstorm and present the meaning of rhythm. use digital or print resources to search for information on dotted minim,	How can you demonstrate the dotted minim, dotted crotchet,	Creative Arts and Sports Learner's Textbook. Digital resources	Assessmen rubrics. Checklists. Demonstra Oral questi	

				Carry out activities to demonstrate the dotted minim, dotted crotchet, quaver and their rests. Enjoy demonstrating the dotted minim, dotted crotchet, quaver and their rests.	dotted crotchet, quaver and their rests as components of rhythm. discuss the dotted minim, dotted crotchet,quaver and their rests. using body movement, instruments and clapping exercise to demonstrate the dotted minim, dotted crotchet, quaver and their rests.	quaver and their rests?	Lesson notes. Descant recorder. Video clips.	Written questions.	
3	1	Foundation of Creative Arts and Sports.	Components of Creative Arts and Sports.	By the end of the lesson, the learner should be able to: Define the term Note extension. Discuss dots and ties as components of note extension. Group music notes in 4/4 time incorporating note extension. Acknowledge the importance of dots and ties in music as components of note extension.	In groups,learners are guided to: use digital or print resources to search for information on note extension and it's components (ties and dots) explain dots and ties as components of note extension. write signs for tied and dotted notes on a staff. collaborate in grouping music notes in 4/4 time incorporating note extension.	Why is note extension important in music notation?	Creative Arts and Sports Learner's Textbook Lesson notes. Charts. Digital resources.	Assessmen rubrics. Checklists. Demonstra Oral questi Written questions.	
	2	Foundation of Creative Arts and Sports.	Components of Creative Arts and Sports.	By the end of the lesson,the learner should be able to: Identify the pitches on the grand stave. Discuss the pitches on the grand stave. Draw the grand stave and name the lines and spaces. Acknowledge the key pitches on the grand stave.	In groups or pairs,learners are guided to: State the meaning of pitch and grand stave. use digital or print resource to research for information on pitches on the grand stave. explain the different pitches on the grand stave. draw the grand stave and name lines and spaces. draw the piano keyboard and relate to the grand stave.	Which are the pitches on the grand stave?	Creative Arts and Sports Learner's Textbook. Piano. Lesson notes. Digital resources.	Assessmen rubrics. Checklists. Oral questi Written questions. Drawing.	

	3	Foundation of Creative Arts and Sports.	Components of Creative Arts and Sports.	By the end of the lesson,the learner should be able to: Construct the scale of F major on a staff. Play scales F major ascending and descending and their tonic arpeggios. Have fun playing scales F major ascending and descending.	In groups,pairs or individually, learners are guided to: construct the scale of F major on both treble and bass staff ascending and descending with and without key signatures. play or sing scales F major ascending and descending and their tonic arpeggios. sight read simple melodies in C,G and F major for aural recognition of basic element of pitch.	How can you construct the scale of F major on both treble and bass staff?	Creative Arts and Sports Learner's Textbook. Music instruments . Lesson notes. Digital resources.	Assessmen rubrics. Checklists. Observatio schedule. Oral preser oral questio	
	4	Creating and Performing.	Drawing and Painting.	By the end of the lesson, the learner should be able to: State the meaning of harmony/unity in a picture. Discuss harmony/unity in a picture. Illustrate harmony/unity in pictures and drawings. Acknowledge the benefits of harmony/unity in pictures.	In groups or pairs,learners are guided to: observe pictures to review texture and colour. use digital or print resources to search for information on unity/harmony in drawings. discuss what entails unity/harmony in pictures. make drawings to illustrate harmony/unity.	How is harmony /unity achieved in drawing ?	Creative Arts and Sports Learner's Textbook. Drawings and pictures. Drawing books, Pencils and Erasers. Digital resources.	Assessmen rubrics. Checklists. Oral questi Observatio Peer Asses Drawing.	
	5	Creating and Performing.	Drawing and Painting.	By the end of the lesson,the learner should be able to: Define the term Painting. Discuss colour harmony,colour mood and texture of forms. Illustrate colour harmony,mood and texture of forms in painting and drawing.	In groups or pairs,learners are guided to: state the meaning of meaning. discuss colour harmony,colour mood and texture of forms (dabbing).	How does the colour affect the mood?	Creative Arts and Sports Learner's Textbook. Lesson notes.	Assessmen rubrics. Checklists. Observatio Written questions.	

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

				Appreciate colour harmony, mood and texture of forms in painting and drawing.	study pictures or drawing to identify colour harmony,mood and texture of forms.		Digital resources. Drawings and Pictures.	Oral discus Oral questi	
4	1	Creating and Performing.	Drawing and Painting.	By the end of the lesson, the learner should be able to: Define the term Analogous colours in painting. Identify analogous colours in colour wheels. Classify analogous colours on a colour wheel for painting. Appreciate analogous colours in painting.	In groups or pairs, learners are guided to: state the meaning of analogous colours in painting. identify analogous colours in colour wheel. paint a colour wheel to classify the analogous colours. discuss the uses of the different analogous colours in painting.	Why colour classification important in painting ?	Creative Arts and Sports Learner's Textbook. Colour wheels. Analogous colours. Charts or manillas. lesson notes. Digital resources.	Assessmen rubrics. Checklists. Oral discus Illustration. Written questions. oral questio	
	2	Creating and Performing.	Drawing and Painting.	By the end of the lesson,the learner should be able to: State the meaning of colour gradation strip in drawing and painting. Illustrate a colour gradation strip for colour harmony. Enjoying painting line strips using analogous colours to study harmony.	In groups or pairs, individually,learners are guided to: explain the meaning of colour gradation strip in drawing and painting. creatively paint line strip using a pair of analogous colours to study colour harmony.	How can you illustrate colour gradation strip for colour harmony ?	Creative Arts and Sports Learner's Textbook. Drawing books or papers. Pencils. Colours.	Illustration. Checklists. Assessmen rubrics. Peer Asses Observatio	
	3	Creating and	Drawing and Painting.	By the end of the lesson,the learner should be able to:	In groups or pairs,learners are guided to;	What is the brush stroke	Creative Arts and Sports	Class proje Portfolios.	

		Performing.		Explain the meaning of brush stroke technique in painting. Paint a thin wash using the brush stroke technique to create a background. Enjoy painting a thin wash using the brush stroke technique.	discuss the brush stroke technique in painting. collaborate in painting a thin wash using the brush stroke technique to create a background.	technique in painting ?	Learner's Textbook. Painting Surfaces. Paints and Painting Brushes.	Assessmen rubrics. Observatio Checklists.	
	4	Creating and Performing.	Drawing and Painting.	By the end of the lesson, the learner should be able to: Identify a scenery composition inspired by surrounding to paint. Paint a scenery composition to express harmony/unity. Appreciate own and other's scenery composition paintings.	In groups,pairs or individually,learners are guided to: research to sketch a composition inspired by the surrounding: a sea scape or landscape. paint the scenery composition to express texture and colour harmony/unity.	What should you consider before and during drawing and painting a scenery composition?	Drawing and painting surfaces. Sketches. Colours and paints. Painting brushes.	Portfolios. project. Assessmen rubrics. Checklists. peer assess	
	5	Creating and Performing.	Drawing and Painting.	By the end of the lesson,the learner should be able to: Prepare working portfolios of their painted scenery composition. Appreciate own and others pictures.	In groups or individually,learners are guided to: prepare or create working portfolios of their painted scenery composition. collaboratively display scenery composition in a working portfolio. peers to assess the portfolios and give feedback.	What should you consider when preparing a working portfolio of painted scenery composition?	Paintings and Drawing. Digital resources.	Portfolios. Checklists. Observatio Peer assess	
	1	Creating and	Rhythm.	By the end of the lesson, the learner should be able to:	In groups or pairs ,learners are guided to:	What are the effect of	Digital resources.	Oral questi	

5		Performing.		Outline the effects of note extension in rhythmic patterns. Describe the effect of note extension in rhythmic patterns. Acknowledge the effects of note extension in rhythmic patterns.	listen to,sing or play tunes involving dotted notes. outline the effects of note extension in the rhythmic patterns. use digital or print resources to search for information on effects of note extension in rhythmic patterns. discuss how extending notes changes the feel of a rhythm using demonstration.	note extension in the rhythmic patterns?	Tunes involving dotted notes. Creative Arts and Sports Learner's Textbook. Lesson notes.	Checklists. Assessmen rubrics. Oral discus	
	2	Creating and Performing.	Rhythm.	By the end of the lesson,the learner should be able to: Describe the different note values. Illustrate the different note values and their durations by clapping and use of simple rhythm. Enjoy practicing the different note values.	In groups or pairs,learners are guided to: explain the different Note values and their rests;(dotted minim, dotted crochet and quaver). practice clapping the different note values and their duration. collaborate in playing simple rhythm using the dotted minim,quaver and dotted crochet note values.	How can you illustrate the different note values and their rests? How can various note combinations be used to form rhythms in simple time?	Creative Arts and Sports Learner's Textbook. Lesson notes. Simple rhythm.. Digital devices.	Assessmen rubrics. Checklists. Illustration Peer assess Oral presentatio	
	3	Creating and Performing.	Rhythm.	By the end of the lesson,the learner should be able to: Explain the concept of a 4/4 time signature.	In groups or pairs,learners are guided and led in;	How can you illustrate the 4/4	Lesson notes. Creative Arts and	Demonstra Illustration Oral presen	

				Illustrate the 4/4 time signature using various rhythmic patterns. Appreciate the rhythmic patterns in 4/4 time signature.	explaining the concept of 4/4 time signature and its components. demonstrate how to count four in music emphasizing weak and strong beats. beat time to familiar tunes in 4/4 time considering the crotchet as principle bear,weak and accented beats. play two-part and imitative rhythmic patterns in 4/4 time using body and instrument percussions.	time signature using rhythmic patterns?	Sports Learner's Textbook. Songs. Digital devices.	Checklists. Observatio	
	4	Creating and Performing.	Rhythm.	By the end of the lesson, the learner should be able to: Outline the steps to follow in composing a four-bar rhythmic pattern in 4/4 time. Compose a four -bar rhythmic pattern in 4/4 time. Appreciate rhythmic patterns as a means of creating interest in Creative Arts and Sports.	In groups or pairs,learners are guided and led in: outlining the steps to follow in composing a four-bar rhythmic pattern in 4/4 time. demonstrate how to compose a four-bar rhythmic pattern in 4/4 time. collaborate in composing a four-bar rhythmic pattern in 4/4 time. orally compose 4 bar rhythmic patterns involving dotted notes and their corresponding rests in 4/4 time and write on monotone.	What steps do you follow in composing a four-bar rhythmic pattern in 4/4 time?	Creative Arts and Sports Learner's Textbook. Digital resources Exercise books.	Assessmen rubrics. Checklists. Illustration. Observatio	
	5	Creating and Performing.	Rhythm.	By the end of the lesson,the learner should be able to: Notate four-bar rhythms in 4/4 time from dictation. Enjoy notating four-bar rhythms in 4/4 time from dictation.	In groups or pairs ,learners are guided to: review the basic note values and their duration in 4/4 time signature. use digital resources to play one bar and two bar rhythm and notate itbon paper. listen carefully as the teacher plays a simple four bar rhythm and breaks it bar by bar	What factors should you consider when notating rhythms ?	Four-bar rhythms in 4/4 time. Digital resources. Creative Arts and Sports Learner's Textbook.	Assessmen rubrics. Checklists. Peer Asses Portfolios. Oral questi Observatio schedule.	

					write down the rhythmic patterns from the dictation and share with peers for review				
6	1-2	Creating and Performing.	Rhythm.	By the end of the lesson, the learner should be able to: Explain the term sight reading in music. Sight read two-bar rhythms involving dotted notes in 4/4 time using French rhythm names. Enjoy sight reading different rhythms.	In groups or pairs,learners are guided to: state the meaning of sight reading in music. lead learners in clapping and counting Short rhythms that include dotted values. listen to teacher as he/she claps a two-bar rhythm pattern that includes dotted values and echo back using French rhythm syllables. present a two-bar rhythm pattern with dotted notes in 4/4 and learners to sight read aloud using French syllables.	What are the benefits of sight reading in music?	Digital resources. Two-bar rhythms. Creative Arts and Sports Learner's Textbook. French syllables.	Assessmen rubrics. Checklists. Oral presen Portfolios.	
	3	Creating and Performing.	Rhythm.	By the end of the lesson,the learner should be able to: Group notes of given two-bar rhythmic patterns involving dotted notes in 4/4 time. Enjoy grouping notes of given two-bar rhythmic patterns involving dotted notes in 4/4 time.	In groups or pairs,learners are guided to; explain what grouping rhythmic patterns involves. study the given notated two-bar rhythms then identify and highlight groupings within each measure.	Why is grouping of rhythmic patterns important?	Notated two-bar rhythmic patterns. Digital resources. Lesson notes. Creative Arts and Sports Learner's Textbook.	Assessmen rubrics. Peer Asses Checklists. Portfolios.	
	4	Creating and Performing.	Rhythm.	By the end of the lesson, the learner should be able to:	In groups or pairs ,learners are guided to:	How can one improvise accompa	Digital devices. Tunes.	Oral presen Checklists.	

				Improvise rhythmic patterns to given tunes with rhythms involving dotted notes in 4/4 time. Value each other effort in improvising rhythmic patterns to given tunes.	clap or tap various rhythms involving dotted notes. play short musical excerpts containing dotted rhythms in 4/4 time and identify where dotted notes occur. listen to simple tunes,track or melody being played and then improvise rhythms that fit using dotted notes. present their improvised rhythmic patterns in class for assessment.	niments patterns for sports?	Creative Arts and Sports Learner's Textbook	Assessmen rubrics. Peer Asses	
	5	Creating and Performin g.	Rhythm.	By the end of the lesson,the learner should be able to: Make portfolios of all rhythmic patterns explored. Appreciate rhythmic patterns as a means of creating interest in Creative Arts and Sports.	In groups,pairs or individually,learners are guided to: write down all the rhythmic patterns they have learnt and created. categorize their rhythmic patterns in groups. create digital portfolios using PowerPoint presentation to showcase their rhythmic patterns. present their portfolios in class for assessment and feedback.	Why are portfolio s importan t?	Created Rhythmic patterns. Digital resources.	Peer Asses Checklists. Portfolios. Assessmen rubrics.	

FOR MORE EDUCATIONAL RESOURCES,

CONTACT MR ISABOKE

0746 222 000 / 0742 999 000

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

FOR THE FOLLOWING;

- ✓ONLINE TUITION
- ✓REVISION NOTES
- ✓SCHEMES OF WORK
- ✓SETBOOKS VIDEOS
- ✓TERMLY EXAMS
- ✓QUICK REVISION KITS
- ✓KCSE PREMOCKS
- ✓TOP SCHOOLS PREMOCKS
- ✓KPLEA JOINT PREMOCKS
- ✓TOP SCHOOLS MOCKS
- ✓KPLEA JOINT MOCKS
- ✓KJSEA POSTMOCKS
- ✓TOP SCHOOLS PREDICTIONS
- ✓FINAL EXAM PREDICTIONS
- ✓KPLEA REVEALED SETS

Published by Mwalimu Consultancy. Contact 0746 222 000 / 0742 999 000 for Complete Schemes of Work.

CALL/TEXT 0746 222 000

mwalimuconsultancy@gmail.com

THIS IS A PROPERTY OF MWALIMU CONSULTANCY LTD.

POWERED BY MR ISABOKE

Published by Mwalimu Consultancy. Contact 0746 222 000 I 0742 999 000 for Complete Schemes of Work.

SUCCESS

Published by Mwalimu Consultancy. Contact 0746 222 000 | 0742 999 000 for Complete Schemes of Work.