

# CREATIVE ARTS SCHEMES OF WORK GRADE 2

**NAME OF THE TEACHER:** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_ **TERM: III YEAR:** \_\_\_\_\_

Wk	LS N	strand	Sub-strand	Lesson Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
1	1	<b>CREATING AND EXECUTING</b>	<b>Wind instrument Basic Flute Structure</b>	By the end of the lesson, the learner should be able to: a. Identify the parts of a flute (e.g., blowing hole, pitch holes). b. Design a simple flute structure. c. Appreciate the craftsmanship involved in flute-making.	Why are wind instruments played?	The learner is guided to: • collaboratively collect appropriate materials and improvise a simple wind instrument, clearing and disposing off waste appropriately	<ul style="list-style-type: none"> <li>• Open space</li> <li>• Reusable locally available material for making improvised flutes</li> <li>• Resource persons</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 76-77 Humming Bird Creative Activities G2 P.B Pg. 82-83	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Aural test</li> <li>• Written tests</li> <li>• Practical tests</li> </ul>	
	2		<b>Improvising a Flute</b>	By the end of the lesson, the learner should be able to: a. Explore techniques for making a flute. b. Create a simple flute using improvised materials. c. Value creativity in instrument-making.	Why are wind instruments played?	The learner is guided to: • collaboratively collect appropriate materials and improvise a simple wind instrument, clearing and disposing off waste appropriately	<ul style="list-style-type: none"> <li>• Open space</li> <li>• Reusable locally available material for making improvised flutes</li> <li>• Resource persons</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 76-77 Humming Bird Creative Activities G2 P.B Pg. 82-83	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Aural test</li> <li>• Written tests</li> <li>• Practical tests</li> </ul>	
	3		<b>Producing Sound on a Flute</b>	By the end of the lesson, the learner should be able to: a. Identify the technique for producing sound on a flute. b. Practice blowing into the flute to produce sound. c. Develop patience in mastering the skill.	Why are wind instruments played?	The learner is guided to: • practise playing the improvised wind instrument applying the skills of holding and blowing, for enjoyment,	<ul style="list-style-type: none"> <li>• Open space</li> <li>• Reusable locally available material for making improvised flutes</li> <li>• Resource persons</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 78-79 Humming Bird Creative Activities G2 P.B Pg. 84-85	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Aural test</li> <li>• Written tests</li> <li>• Practical tests</li> </ul>	

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	4		<b>Holding the Flute</b>	By the end of the lesson, the learner should be able to: a. Recognize the correct way to hold a flute. b. Practice holding the flute properly. c. Appreciate the importance of proper technique.	Why are wind instruments played?	The learner is guided to: • practise playing the improvised wind instrument applying the skills of holding and blowing, for enjoyment,	<ul style="list-style-type: none"> <li>• Open space</li> <li>• Reusable locally available material for making improvised flutes</li> <li>• Resource persons</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 78-79 Humming Bird Creative Activities G2 P.B Pg. 84-85	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Aural test</li> <li>• Written tests</li> <li>• Practical tests</li> </ul>	
	5		<b>Playing Simple Notes</b>	By the end of the lesson, the learner should be able to: a. Identify basic notes that can be played on a flute. b. Play simple notes using the improvised flute. c. Enjoy experimenting with sound production.	Why are wind instruments played?	Teach learners to play basic notes.  Practice playing notes individually.	<ul style="list-style-type: none"> <li>• Open space</li> <li>• Reusable locally available material for making improvised flutes</li> <li>• Resource persons</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 78-79 Humming Bird Creative Activities G2 P.B Pg. 84-85	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Aural test</li> <li>• Written tests</li> <li>• Practical tests</li> </ul>	
	6		<b>Exploring Pitch Variation</b>	By the end of the lesson, the learner should be able to: a. Recognize how pitch changes with finger placement. b. Experiment with pitch variation on the flute. c. Foster curiosity in exploring musical possibilities.	Why are wind instruments played?	The learner is guided to: • practise playing the improvised wind instrument applying the skills of holding and blowing, for enjoyment,	<ul style="list-style-type: none"> <li>• Open space</li> <li>• Reusable locally available material for making improvised flutes</li> <li>• Resource persons</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 78-79 Humming Bird Creative Activities G2 P.B Pg. 84-85	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Aural test</li> <li>• Written tests</li> <li>• Practical tests</li> </ul>	
	7		<b>Playing a Simple Tune</b>	By the end of the lesson, the learner should be able to: a. Identify a simple tune to play on the flute. b. Play the tune using the improvised flute. c. Build confidence in musical performance.	Why are wind instruments played?	Teach a simple tune.  Learners practice and perform the tune.	<ul style="list-style-type: none"> <li>• Open space</li> <li>• Reusable locally available material for making improvised flutes</li> <li>• Resource persons</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 78-79 Humming Bird Creative Activities G2 P.B Pg. 84-85	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Aural test</li> <li>• Written tests</li> <li>• Practical tests</li> </ul>	

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2	1		<b>Collaborative Flute Playing</b>	By the end of the lesson, the learner should be able to: a. Explore the benefits of playing music together. b. Play a tune collaboratively with peers. c. Promote teamwork and cooperation.	Why are wind instruments played?	The learner is guided to: • visually and aurally identify and talk about the flutes from the recordings and pictures, • imitate how to play flutes,	<ul style="list-style-type: none"> <li>• Open space</li> <li>• Reusable locally available material for making improvised flutes</li> <li>• Resource persons</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 78-79 Humming Bird Creative Activities G2 P.B Pg. 84-85	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Aural test</li> <li>• Written tests</li> <li>• Practical tests</li> </ul>	
	2		<b>Improvising Tunes</b>	By the end of the lesson, the learner should be able to: a. Recognize the basics of musical improvisation. b. Create and play improvised tunes on the flute. c. Encourage creativity and self-expression.	Why are wind instruments played?	Guide learners in improvising simple tunes.  Share and discuss their creations.	<ul style="list-style-type: none"> <li>• Open space</li> <li>• Reusable locally available material for making improvised flutes</li> <li>• Resource persons</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 78-79 Humming Bird Creative Activities G2 P.B Pg. 84-85	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Aural test</li> <li>• Written tests</li> <li>• Practical tests</li> </ul>	
	3		<b>Displaying Improved Flutes</b>	By the end of the lesson, the learner should be able to: a. Explain how to present improvised flutes effectively. b. Showcase flutes and explain the creative process. c. Build pride in sharing artistic work.	Why are wind instruments played?	The learner is guided to: • display the improvised flute for peer critique.	<ul style="list-style-type: none"> <li>• Open space</li> <li>• Reusable locally available material for making improvised flutes</li> <li>• Resource persons</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 77 Humming Bird Creative Activities G2 P.B Pg. 84	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Aural test</li> <li>• Written tests</li> <li>• Practical tests</li> </ul>	
	4		<b>Peer Feedback</b>	By the end of the lesson, the learner should be able to: a. List the importance of constructive feedback. b. Provide and receive feedback on flute-making and playing. c. Promote positive communication and collaboration.	Why are wind instruments played?	The learner is guided to: • display the improvised flute for peer critique.	<ul style="list-style-type: none"> <li>• Open space</li> <li>• Reusable locally available material for making improvised flutes</li> <li>• Resource persons</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 77 Humming Bird Creative Activities G2 P.B Pg. 84	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Aural test</li> <li>• Written tests</li> <li>• Practical tests</li> </ul>	

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	5		<b>Playing Action Songs</b>	By the end of the lesson, the learner should be able to: a. Identify action songs suitable for flute playing. b. Play the flute while singing action songs. c. Enjoy combining music and movement.	Why are wind instruments played?	Teach an action song.  Perform the song with flute accompaniment.	<ul style="list-style-type: none"> <li>• Open space</li> <li>• Reusable locally available material for making improvised flutes</li> <li>• Resource persons</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 78-79 Humming Bird Creative Activities G2 P.B Pg. 84-85	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Aural test</li> <li>• Written tests</li> <li>• Practical tests</li> </ul>	
	6		<b>Playing Games with Flutes</b>	By the end of the lesson, the learner should be able to: a. Explore games that incorporate flute playing. b. Participate in games using the flute. c. Foster enjoyment and teamwork.	Why are wind instruments played?	Introduce a game like "Flute Relay."  Play the game in teams.	<ul style="list-style-type: none"> <li>• Open space</li> <li>• Reusable locally available material for making improvised flutes</li> <li>• Resource persons</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 78-79 Humming Bird Creative Activities G2 P.B Pg. 84-85	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Aural test</li> <li>• Written tests</li> <li>• Practical tests</li> </ul>	
	7		<b>Reflection and Improvement</b>	By the end of the lesson, the learner should be able to: a. Recognize areas for improvement in flute-making and playing b. Reflect on personal progress and set goal c. Value continuous learning and growth.	Why are wind instruments played?	• display the improvised flute for peer critique.	<ul style="list-style-type: none"> <li>• Open space</li> <li>• Reusable locally available material for making improvised flutes</li> <li>• Resource persons</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 78-79 Humming Bird Creative Activities G2 P.B Pg. 84-85	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Aural test</li> <li>• Written tests</li> <li>• Practical tests</li> </ul>	
3	1	<b>Modelling (Coiling technique)</b>	<b>Introduction to Coil Method</b>	By the end of the lesson, the learner should be able to: a. Identify items made using the coil method. b. Observe and describe features of coil-made items. c. Appreciate the creativity involved in coil modeling.	What items in the Inquiry Corner are Modelled using the coil method?	The learner is guided to: • collaboratively, observe actual or virtual items modelled using the coil method,	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Reusable locally available material for modelling</li> <li>• Resource persons</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 80-81 Humming Bird Creative Activities G2 P.B Pg. 86	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Written tests</li> <li>• Participatory assessment</li> <li>• Peer assessment</li> </ul>	

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	2		<b>Materials for Coil Modeling</b>	By the end of the lesson, the learner should be able to: a. Identify materials suitable for coil modeling (e.g., clay, dough). b. Collect and organize materials for modeling. c. Value the importance of using appropriate materials.	What materials are used for modelling?	The learner is guided to: • collect materials and tools for use in the coil method modelling,	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Reusable locally available material for modelling</li> <li>• Resource persons</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 81-82 Humming Bird Creative Activities G2 P.B Pg. 87	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Written tests</li> <li>• Participatory assessment</li> <li>• Peer assessment</li> </ul>	
	3		<b>Tools for Coil Modeling</b>	By the end of the lesson, the learner should be able to: a. Recognize tools used in coil modeling (e.g., rolling pins, knives). b. Organize and handle tools safely. c. Promote responsibility in tool usage.	What materials are used for modelling?	The learner is guided to: • collect materials and tools for use in the coil method modelling,	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Reusable locally available material for modelling</li> <li>• Resource persons</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 81-82 Humming Bird Creative Activities G2 P.B Pg. 87	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Written tests</li> <li>• Participatory assessment</li> <li>• Peer assessment</li> </ul>	
	4		<b>Preparing Materials</b>	By the end of the lesson, the learner should be able to: a. Explain the steps to prepare materials for coil modeling. b. Knead and prepare clay for use. c. Develop responsibility in material preparation.	What materials are used for modelling?	Demonstrate how to prepare clay.  Learners practice kneading and preparing clay.	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Reusable locally available material for modelling</li> <li>• Resource persons</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 82-83 Humming Bird Creative Activities G2 P.B Pg. 88	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Written tests</li> <li>• Participatory assessment</li> <li>• Peer assessment</li> </ul>	
	5		<b>Basic Coil Technique</b>	By the end of the lesson, the learner should be able to: a. Identify the steps in the coil method. b. Roll clay into coils of uniform thickness. c. Develop patience and precision in coiling.	What materials are used for modelling?	Demonstrate rolling clay into coils.  Learners practice making coils.	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Reusable locally available material for modelling</li> <li>• Resource persons</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 82-83 Humming Bird Creative Activities G2 P.B Pg. 88	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Written tests</li> <li>• Participatory assessment</li> <li>• Peer assessment</li> </ul>	

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	6		<b>Building with Coils</b>	By the end of the lesson, the learner should be able to: a. Recognize how coils are joined to create items. b. Stack and join coils to form simple shapes. c. Appreciate the craftsmanship involved in coil modeling.	What materials are used for modelling?	The learner is guided to: • model simple objects using the coiling method,	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Reusable locally available material for modelling</li> <li>• Resource persons</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 82-83 Humming Bird Creative Activities G2 P.B Pg. 88	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Written tests</li> <li>• Participatory assessment</li> <li>• Peer assessment</li> </ul>	
	7		<b>Creating a Coil Pot</b>	By the end of the lesson, the learner should be able to: a. Identify the steps to make a coil pot. b. Model a basic pot using the coil method. c. Value the effort required in creating functional items.	What items in the Inquiry Corner are Modelled using the coil method?	The learner is guided to: • model simple objects using the coiling method,	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Reusable locally available material for modelling</li> <li>• Resource persons</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 82-83 Humming Bird Creative Activities G2 P.B Pg. 88	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Written tests</li> <li>• Participatory assessment</li> <li>• Peer assessment</li> </ul>	
4	1		<b>Adding Decorative Elements</b>	By the end of the lesson, the learner should be able to: a. Recognize decorative techniques for coil items. b. Add patterns or textures to coil-made items. c. Appreciate the aesthetic value of decoration.	What items in the Inquiry Corner are Modelled using the coil method?	Show examples of decorated coil items.  Learners add decorations to their creations.	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Reusable locally available material for modelling</li> <li>• Resource persons</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 82-83 Humming Bird Creative Activities G2 P.B Pg. 88	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Written tests</li> <li>• Participatory assessment</li> <li>• Peer assessment</li> </ul>	
	2		<b>Showcasing Coil Items</b>	By the end of the lesson, the learner should be able to: a. Describe how to present coil-made items effectively. b. Display items and explain the creative process. c. Build pride in sharing artistic work.	What materials are used for modelling?	The learner is guided to: • showcase and talk about their own and others' work.	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Reusable locally available material for modelling</li> <li>• Resource persons</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 84-85 Humming Bird Creative Activities G2 P.B Pg. 90	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Written tests</li> <li>• Participatory assessment</li> <li>• Peer assessment</li> </ul>	

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	3		<b>Reflection and Feedback</b>	By the end of the lesson, the learner should be able to: a. Recognize areas for improvement in coil modeling. b. Reflect on personal progress and set goals. c. Value continuous improvement.	What materials are used for modelling?	The learner is guided to: • showcase and talk about their own and others' work.	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Reusable locally available material for modelling</li> <li>• Resource persons</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 84-85 Humming Bird Creative Activities G2 P.B Pg. 90	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Written tests</li> <li>• Participatory assessment</li> <li>• Peer assessment</li> </ul>	
	4	<b>Songs</b>	<b>Introduction to Topical Songs</b>	By the end of the lesson, the learner should be able to: a. Identify what a topical song is. b. Observe and describe features of topical songs. c. Appreciate the role of topical songs in addressing issues.	Why are topical songs performed?	The learner is guided to: • observe actual or virtual performances of topical songs and describe what a topical song is,	<ul style="list-style-type: none"> <li>• Recordings of age-appropriate topical songs</li> <li>• Pitching instrument</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 85-86 Humming Bird Creative Activities G2 P.B Pg. 91	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Written tests</li> <li>• Participatory assessment</li> <li>• Peer assessment</li> </ul>	
	5		<b>Identifying Messages in Topical Songs</b>	By the end of the lesson, the learner should be able to: a. Recognize the message conveyed in a topical song. b. Describe the message of a given topical song. c. Value the importance of meaningful messages in songs.	Why are topical songs performed?	The learner is guided to: • collaboratively listen to the words /perform age-appropriate topical songs and talk about their message,	<ul style="list-style-type: none"> <li>• Recordings of age-appropriate topical songs</li> <li>• Pitching instrument</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 87-88 Humming Bird Creative Activities G2 P.B Pg. 91-92	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Written tests</li> <li>• Participatory assessment</li> <li>• Peer assessment</li> </ul>	
	6		<b>Performance Techniques - Accuracy of Tune</b>	By the end of the lesson, the learner should be able to: a. Identify the importance of accuracy in tune. b. Practice singing a topical song with accurate tune. c. Develop focus on musical precision.	Why are topical songs performed?	The learner is guided to: • brainstorm and demonstrate the performance techniques to consider while singing,	<ul style="list-style-type: none"> <li>• Recordings of age-appropriate topical songs</li> <li>• Pitching instrument</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 88-89 Humming Bird Creative Activities G2 P.B Pg. 92	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Written tests</li> <li>• Participatory assessment</li> <li>• Peer assessment</li> </ul>	

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	7		<b>Performance Techniques - Clarity of Words</b>	By the end of the lesson, the learner should be able to: a. Recognize the importance of clear pronunciation. b. Practice singing with clarity of words. c. Appreciate the impact of clear communication in songs.	Why are topical songs performed?	The learner is guided to: • brainstorm and demonstrate the performance techniques to consider while singing,	• Recordings of age-appropriate topical songs • Pitching instrument Humming Bird Creative Activities G2 T.G Pg. 88-89 Humming Bird Creative Activities G2 P.B Pg. 92	• Oral tests • Written tests • Participatory assessment • Peer assessment	
5	1		<b>Performance Techniques - Gestures</b>	By the end of the lesson, the learner should be able to: a. Identify gestures that enhance song performance. b. Incorporate gestures into a song performance. c. Value the role of gestures in conveying messages.	Why are topical songs performed?	The learner is guided to: • brainstorm and demonstrate the performance techniques to consider while singing,	• Recordings of age-appropriate topical songs • Pitching instrument Humming Bird Creative Activities G2 T.G Pg. 88-89 Humming Bird Creative Activities G2 P.B Pg. 92	• Oral tests • Written tests • Participatory assessment • Peer assessment	
	2		<b>Performance Techniques - Facial Expressions</b>	By the end of the lesson, the learner should be able to: a. Recognize the importance of facial expressions in performance. b. Use facial expressions to convey emotions in a song. c. Appreciate the emotional connection created by expressions.	Why are topical songs performed?	The learner is guided to: • brainstorm and demonstrate the performance techniques to consider while singing,	• Recordings of age-appropriate topical songs • Pitching instrument Humming Bird Creative Activities G2 T.G Pg. 88-89 Humming Bird Creative Activities G2 P.B Pg. 92	• Oral tests • Written tests • Participatory assessment • Peer assessment	
	3		<b>Singing Topical Songs on Hygiene</b>	By the end of the lesson, the learner should be able to: a. Identify hygiene-related messages in songs. b. Sing a topical song on hygiene using performance techniques. c. Value the role of songs in promoting hygiene awareness.	Why are topical songs performed?	The learner is guided to: • sing topical songs on pertinent issues such as hygiene and road safety in unison focusing on performance techniques to convey the desired message;	• Recordings of age-appropriate topical songs • Pitching instrument Humming Bird Creative Activities G2 T.G Pg. 88-89 Humming Bird Creative Activities G2 P.B Pg. 92	• Oral tests • Written tests • Participatory assessment • Peer assessment	

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	4		<b>Singing Topical Songs on Road Safety</b>	By the end of the lesson, the learner should be able to: a. Identify road safety messages in songs. b. Sing a topical song on road safety with performance techniques. c. Appreciate the importance of road safety awareness.	Why are topical songs performed?	The learner is guided to: • sing topical songs on pertinent issues such as hygiene and road safety in unison focusing on performance techniques to convey the desired message;	<ul style="list-style-type: none"> <li>Recordings of age-appropriate topical songs</li> <li>Pitching instrument</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 89-90 Humming Bird Creative Activities G2 P.B Pg. 93-94	<ul style="list-style-type: none"> <li>Oral tests</li> <li>Written tests</li> <li>Participatory assessment</li> <li>Peer assessment</li> </ul>	
	5		<b>Performing for Peer Feedback</b>	By the end of the lesson, the learner should be able to: a. Recognize the value of feedback in improving performance. b. Perform a topical song for peers and receive feedback. c. Develop openness to constructive criticism.	Why are topical songs performed?	The learner is guided to: • perform a topical song to peers for feedback.	<ul style="list-style-type: none"> <li>Recordings of age-appropriate topical songs</li> <li>Pitching instrument</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 89-90 Humming Bird Creative Activities G2 P.B Pg. 93-94	<ul style="list-style-type: none"> <li>Oral tests</li> <li>Written tests</li> <li>Participatory assessment</li> <li>Peer assessment</li> </ul>	
	6		<b>Performing at School Events</b>	By the end of the lesson, the learner should be able to: a. Understand the importance of public performances. b. Perform a topical song during a school event. c. Build confidence and pride in sharing messages through music.	Why are topical songs performed?	The learner is guided to: • perform a topical song during school events.	<ul style="list-style-type: none"> <li>Recordings of age-appropriate topical songs</li> <li>Pitching instrument</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 89-90 Humming Bird Creative Activities G2 P.B Pg. 93-94	<ul style="list-style-type: none"> <li>Oral tests</li> <li>Written tests</li> <li>Participatory assessment</li> <li>Peer assessment</li> </ul>	
	7	<b>APPRECIATION</b>	<b>Singing Games Western Style Introduction to Participants in Singing Games</b>	By the end of the lesson, the learner should be able to: a. Identify participants in Western-style singing games. b. Observe and describe the roles of participants. c. Appreciate the collaboration involved in singing games.	What makes a western singing game interesting?	The learner is guided to: • watch live or recorded performances in Western style singing games from different Western countries and talk about the participants,	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Musical instruments</li> <li>Pictures</li> <li>Reference books</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 91-93 Humming Bird Creative Activities G2 P.B Pg. 95	<ul style="list-style-type: none"> <li>Oral tests</li> <li>Written tests</li> <li>Participatory assessment</li> <li>Peer assessment</li> </ul>	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
6	1		<b>Costumes in Singing Games</b>	By the end of the lesson, the learner should be able to: a. Identify costumes used in Western-style singing games. b. Describe the costumes observed in performances c. Value the cultural significance of costumes.	What makes a western singing game interesting?	The learner is guided to: • name costumes and props used in a singing game performance,	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Musical instruments</li> <li>Pictures</li> <li>Reference books</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 93-94 Humming Bird Creative Activities G2 P.B Pg. 96	<ul style="list-style-type: none"> <li>Oral tests</li> <li>Written tests</li> <li>Participatory assessment</li> <li>Peer assessment</li> </ul>	
	2		<b>Props in Singing Games</b>	By the end of the lesson, the learner should be able to: a. Identify props used in Western-style singing games. b. Describe the props and their uses in performances. c. Appreciate the role of props in enhancing performances.	What makes a western singing game interesting?	The learner is guided to: • name costumes and props used in a singing game performance,	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Musical instruments</li> <li>Pictures</li> <li>Reference books</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 94 Humming Bird Creative Activities G2 P.B Pg. 97	<ul style="list-style-type: none"> <li>Oral tests</li> <li>Written tests</li> <li>Participatory assessment</li> <li>Peer assessment</li> </ul>	
	3		<b>Songs in Singing Games</b>	By the end of the lesson, the learner should be able to: a. Recognize songs used in Western-style singing games. b. Sing along to simple songs from performances. c. Enjoy the musical aspect of singing games.	What makes a western singing game interesting?	Teach a simple song from a singing game.  Practice singing in unison.	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Musical instruments</li> <li>Pictures</li> <li>Reference books</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 94 Humming Bird Creative Activities G2 P.B Pg. 97	<ul style="list-style-type: none"> <li>Oral tests</li> <li>Written tests</li> <li>Participatory assessment</li> <li>Peer assessment</li> </ul>	
	4		<b>Body Movements in Singing Games</b>	By the end of the lesson, the learner should be able to: a. Identify body movements used in singing games. b. Imitate movements observed in performances. c. Appreciate the physical expression in singing games.	What makes a western singing game interesting?	The learner is guided to: • talk about the body movements used in a singing game performance,	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Musical instruments</li> <li>Pictures</li> <li>Reference books</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 94 Humming Bird Creative Activities G2 P.B Pg. 97	<ul style="list-style-type: none"> <li>Oral tests</li> <li>Written tests</li> <li>Participatory assessment</li> <li>Peer assessment</li> </ul>	

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	5		<b>Formations in Singing Games</b>	By the end of the lesson, the learner should be able to: a. Recognize formations used in Western-style singing games. b. Arrange participants in common formations. c. Value the organization in group performances.	What makes a western singing game interesting?	The learner is guided to: • talk about the body movements used in a singing game performance,	<ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Musical instruments</li> <li>• Pictures</li> <li>• Reference books</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 95 Humming Bird Creative Activities G2 P.B Pg. 98-99	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Written tests</li> <li>• Participatory assessment</li> <li>• Peer assessment</li> </ul>	
	6		<b>Message in Singing Games</b>	By the end of the lesson, the learner should be able to: a. Identify the message conveyed in a singing game. b. Describe the message of a given performance. c. Appreciate the importance of meaningful messages.	What makes a western singing game interesting?	The learner is guided to: • watch a live/recorded singing game and talk about its message.	<ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Musical instruments</li> <li>• Pictures</li> <li>• Reference books</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 96 Humming Bird Creative Activities G2 P.B Pg. 99-100	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Written tests</li> <li>• Participatory assessment</li> <li>• Peer assessment</li> </ul>	
	7		<b>Combining Costumes and Props</b>	By the end of the lesson, the learner should be able to: a. Explore how costumes and props complement each other. b. Use costumes and props in a mock performance. c. Value the visual appeal of performances.	What makes a western singing game interesting?	The learner is guided to: • name costumes and props used in a singing game performance,	<ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Musical instruments</li> <li>• Pictures</li> <li>• Reference books</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 96 Humming Bird Creative Activities G2 P.B Pg. 99-100	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Written tests</li> <li>• Participatory assessment</li> <li>• Peer assessment</li> </ul>	
7	1		<b>Singing with Gestures</b>	By the end of the lesson, the learner should be able to: a. Recognize gestures that enhance song performances. b. Incorporate gestures into singing. c. Appreciate the role of gestures in conveying messages.	What makes a western singing game interesting?	Practice singing with gestures.  Perform a song focusing on gestures.	<ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Musical instruments</li> <li>• Pictures</li> <li>• Reference books</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 96 Humming Bird Creative Activities G2 P.B Pg. 99-100	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Written tests</li> <li>• Participatory assessment</li> <li>• Peer assessment</li> </ul>	

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	2		<b>Singing with Facial Expressions</b>	By the end of the lesson, the learner should be able to: a. Identify facial expressions used in performances. b. Use facial expressions to convey emotions. c. Value the emotional connection created by expressions.	What makes a western singing game interesting?	Practice singing with appropriate facial expressions.  Peer feedback on emotional delivery.	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Musical instruments</li> <li>Pictures</li> <li>Reference books</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 96-97 Humming Bird Creative Activities G2 P.B Pg. 100-101	<ul style="list-style-type: none"> <li>Oral tests</li> <li>Written tests</li> <li>Participatory assessment</li> <li>Peer assessment</li> </ul>	
	3		<b>Singing Games on Hygiene</b>	By the end of the lesson, the learner should be able to: a. Identify hygiene-related messages in singing games. b. Perform a singing game on hygiene. c. Appreciate the role of singing games in promoting hygiene.	What makes a western singing game interesting?	Teach a singing game on hygiene.  Perform the game focusing on clarity and gestures.	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Musical instruments</li> <li>Pictures</li> <li>Reference books</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 96-97 Humming Bird Creative Activities G2 P.B Pg. 100-101	<ul style="list-style-type: none"> <li>Oral tests</li> <li>Written tests</li> <li>Participatory assessment</li> <li>Peer assessment</li> </ul>	
	4		<b>Singing Games on Road Safety</b>	By the end of the lesson, the learner should be able to: a. Identify road safety messages in singing games. b. Perform a singing game on road safety. c. Value the importance of road safety awareness.	What makes a western singing game interesting?	Teach a singing game on road safety.  Perform the game focusing on tune accuracy and expressions.	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Musical instruments</li> <li>Pictures</li> <li>Reference books</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 96-97 Humming Bird Creative Activities G2 P.B Pg. 100-101	<ul style="list-style-type: none"> <li>Oral tests</li> <li>Written tests</li> <li>Participatory assessment</li> <li>Peer assessment</li> </ul>	
	5		<b>Collaborative Singing Game Performance</b>	By the end of the lesson, the learner should be able to: a. Explore the benefits of teamwork in singing games. b. Perform collaboratively in groups. c. Promote cooperation and mutual respect.	What makes a western singing game interesting?	The learner is guided to: <ul style="list-style-type: none"> <li>talk about the body movements used in a singing game performance,</li> <li>watch a live/recorded singing game and talk about its message.</li> </ul>	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Musical instruments</li> <li>Pictures</li> <li>Reference books</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 96-97 Humming Bird Creative Activities G2 P.B Pg. 100-101	<ul style="list-style-type: none"> <li>Oral tests</li> <li>Written tests</li> <li>Participatory assessment</li> <li>Peer assessment</li> </ul>	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
	6		<b>Improvising a Singing Game</b>	By the end of the lesson, the learner should be able to: a. Identify elements needed to create a singing game. b. Design and perform an original singing game. c. Develop pride in creativity and originality.	What makes a western singing game interesting?	Brainstorm elements for a new singing game.  Group performance of their creations.	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Musical instruments</li> <li>Pictures</li> <li>Reference books</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 96-97 Humming Bird Creative Activities G2 P.B Pg. 100-101	<ul style="list-style-type: none"> <li>Oral tests</li> <li>Written tests</li> <li>Participatory assessment</li> <li>Peer assessment</li> </ul>	
	7		<b>Peer Feedback</b>	By the end of the lesson, the learner should be able to: a. Recognize the importance of constructive feedback. b. Provide and receive feedback on performances. c. Promote positive communication and collaboration.	What makes a western singing game interesting?	The learner is guided to: <ul style="list-style-type: none"> <li>watch a live/recorded singing game and talk about its message.</li> </ul>	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Musical instruments</li> <li>Pictures</li> <li>Reference books</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 96-97 Humming Bird Creative Activities G2 P.B Pg. 100-101	<ul style="list-style-type: none"> <li>Oral tests</li> <li>Written tests</li> <li>Participatory assessment</li> <li>Peer assessment</li> </ul>	
8	1		<b>Performing for an Audience</b>	By the end of the lesson, the learner should be able to: a. Explain the importance of public performances. b. Perform a singing game for an audience. c. Build confidence and pride in sharing messages through music.	What makes a western singing game interesting?	Rehearse singing games for an audience.  Perform the games during a school event.	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Musical instruments</li> <li>Pictures</li> <li>Reference books</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 96-97 Humming Bird Creative Activities G2 P.B Pg. 100-101	<ul style="list-style-type: none"> <li>Oral tests</li> <li>Written tests</li> <li>Participatory assessment</li> <li>Peer assessment</li> </ul>	
	2		<b>Reflection and Celebration</b>	By the end of the lesson, the learner should be able to: a. Reflect on the skills and techniques learned. b. Discuss personal progress and achievements. c. Celebrate the joy of performing singing games.	What makes a western singing game interesting?	Reflective journaling on the performance process.  Celebrate achievements with a class showcase.	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Musical instruments</li> <li>Pictures</li> <li>Reference books</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 96-97 Humming Bird Creative Activities G2 P.B Pg. 100-101	<ul style="list-style-type: none"> <li>Oral tests</li> <li>Written tests</li> <li>Participatory assessment</li> <li>Peer assessment</li> </ul>	

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	3	<b>Water safety Awareness</b>	<b>Identifying Water Points</b>	By the end of the lesson, the learner should be able to: a. Recognize different water points in the school environment. b. Observe and describe water points during a school walk. c. Appreciate the importance of identifying water points for safety.	1. Why is water safety in the school environment important? 2. Which safety precautions should be taken when near water points in the school?	The learner is guided to: • walk around the school and observe water points with peers,	• Resource persons • Pictures • Reference books • Relevant virtual sites Humming Bird Creative Activities G2 T.G Pg. 98-99 Humming Bird Creative Activities G2 P.B Pg. 102	• Oral tests • Written tests • Participatory assessment • Peer assessment	
	4		<b>Dangers of Water Points</b>	By the end of the lesson, the learner should be able to: a. Identify potential dangers around water points. b. Talk about risks associated with water points. c. Develop awareness of water safety risks.	1. Why is water safety in the school environment important?	The learner is guided to: • talk about the dangers of water points at school,	• Resource persons • Pictures • Reference books • Relevant virtual sites Humming Bird Creative Activities G2 T.G Pg. 100-101 Humming Bird Creative Activities G2 P.B Pg. 104-106	• Oral tests • Written tests • Participatory assessment • Peer assessment	
	5		<b>Water Safety Precautions</b>	By the end of the lesson, the learner should be able to: a. Recognize safety measures for water points. b. Narrate ways to apply water safety precautions. c. Value the importance of precautionary measures.	1. Why is water safety in the school environment important?	The learner is guided to: • sing water safety songs, • talk about school precaution measures for water safety • talk about safety around water points at school with peers.	• Resource persons • Pictures • Reference books • Relevant virtual sites Humming Bird Creative Activities G2 T.G Pg. 100-101 Humming Bird Creative Activities G2 P.B Pg. 104-106	• Oral tests • Written tests • Participatory assessment • Peer assessment	
	6		<b>Introduction to Water Safety Songs</b>	By the end of the lesson, the learner should be able to: a. Identify songs related to water safety. b. Sing simple water safety songs. c. Enjoy singing as a way to promote safety.	Why is water safety in the school environment important?	The learner is guided to: • sing water safety songs,	• Resource persons • Pictures • Reference books • Relevant virtual sites Humming Bird Creative Activities G2 T.G Pg. 99-100 Humming Bird Creative Activities G2 P.B Pg. 103	• Oral tests • Written tests • Participatory assessment • Peer assessment	

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	7		<b>Performing Singing Games</b>	By the end of the lesson, the learner should be able to: a. Recognize the role of singing games in water safety. b. Perform singing games on water safety. c. Appreciate the fun and educational aspect of singing games.	1. Why is water safety in the school environment important? 2. Which safety precautions should be taken when near water points in the school?	Demonstrate a singing game on water safety.  Learners perform the game in groups.	<ul style="list-style-type: none"> <li>Resource persons</li> <li>Pictures</li> <li>Reference books</li> <li>Relevant virtual sites</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 99-100 Humming Bird Creative Activities G2 P.B Pg. 103	<ul style="list-style-type: none"> <li>Oral tests</li> <li>Written tests</li> <li>Participatory assessment</li> <li>Peer assessment</li> </ul>	
9	1		<b>Body Movements in Singing Games</b>	By the end of the lesson, the learner should be able to: a. Identify body movements used in singing games. b. Incorporate movements into singing games. c. Value physical expression in performances.	Which safety precautions should be taken when near water points in the school?	Practice movements for a water safety singing game.  Perform the game with movements.	<ul style="list-style-type: none"> <li>Resource persons</li> <li>Pictures</li> <li>Reference books</li> <li>Relevant virtual sites</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 99-100 Humming Bird Creative Activities G2 P.B Pg. 103	<ul style="list-style-type: none"> <li>Oral tests</li> <li>Written tests</li> <li>Participatory assessment</li> <li>Peer assessment</li> </ul>	
	2		<b>Collaborative Singing Games</b>	By the end of the lesson, the learner should be able to: a. Explore teamwork in singing games. b. Perform singing games collaboratively. c. Promote cooperation and mutual respect.	Which safety precautions should be taken when near water points in the school?	The learner is guided to: <ul style="list-style-type: none"> <li>walk around the school and observe water points with peers,</li> <li>talk about school precaution measures for water safety</li> </ul>	<ul style="list-style-type: none"> <li>Resource persons</li> <li>Pictures</li> <li>Reference books</li> <li>Relevant virtual sites</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 99-100 Humming Bird Creative Activities G2 P.B Pg. 103	<ul style="list-style-type: none"> <li>Oral tests</li> <li>Written tests</li> <li>Participatory assessment</li> <li>Peer assessment</li> </ul>	
	3		<b>Narrating Water Safety Precautions</b>	By the end of the lesson, the learner should be able to: a. Recognize the importance of narrating safety measures. b. Narrate ways to apply water safety precautions. c. Build confidence in sharing safety knowledge.	Which safety precautions should be taken when near water points in the school?	The learner is guided to: <ul style="list-style-type: none"> <li>talk about school precaution measures for water safety</li> </ul>	<ul style="list-style-type: none"> <li>Resource persons</li> <li>Pictures</li> <li>Reference books</li> <li>Relevant virtual sites</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 100-101 Humming Bird Creative Activities G2 P.B Pg. 104-106	<ul style="list-style-type: none"> <li>Oral tests</li> <li>Written tests</li> <li>Participatory assessment</li> <li>Peer assessment</li> </ul>	

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	4		<b>Making posters</b>	By the end of the lesson, the learner should be able to: a. Identify elements of a water safety song. b. Make posters on water safety. c. Encourage creativity and self-expression.	Which safety precautions should be taken when near water points in the school?	Brainstorm ideas for a water safety song.  Compose and perform the song in groups.	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• Pictures</li> <li>• Reference books</li> <li>• Relevant virtual sites</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 101-102 Humming Bird Creative Activities G2 P.B Pg. 106-107	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Written tests</li> <li>• Participatory assessment</li> <li>• Peer assessment</li> </ul>	
	5		<b>Playing Games Around Water Points</b>	By the end of the lesson, the learner should be able to: a. Recognize safe ways to play near water points. b. Participate in games emphasizing water safety. c. Foster enjoyment and awareness.	Which safety precautions should be taken when near water points in the school?	Introduce a game like "Safety Relay."  Play the game near water points.	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• Pictures</li> <li>• Reference books</li> <li>• Relevant virtual sites</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 101-102 Humming Bird Creative Activities G2 P.B Pg. 106-107	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Written tests</li> <li>• Participatory assessment</li> <li>• Peer assessment</li> </ul>	
	6		<b>Peer Feedback on Singing Games</b>	By the end of the lesson, the learner should be able to: a. Tell the value of feedback in improving performances. b. Provide and receive constructive feedback. c. Promote positive communication.	Which safety precautions should be taken when near water points in the school?	The learner is guided to: • talk about safety around water points at school with peers.	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• Pictures</li> <li>• Reference books</li> <li>• Relevant virtual sites</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 101-102 Humming Bird Creative Activities G2 P.B Pg. 106-107	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Written tests</li> <li>• Participatory assessment</li> <li>• Peer assessment</li> </ul>	
	7		<b>Reflection and Celebration</b>	By the end of the lesson, the learner should be able to: a. Reflect on the importance of water safety. b. Discuss personal progress and achievements. c. Celebrate the joy of learning about water safety.	Which safety precautions should be taken when near water points in the school?	The learner is guided to: • talk about safety around water points at school with peers.	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• Pictures</li> <li>• Reference books</li> <li>• Relevant virtual sites</li> </ul> Humming Bird Creative Activities G2 T.G Pg. 101-102 Humming Bird Creative Activities G2 P.B Pg. 106-107	<ul style="list-style-type: none"> <li>• Oral tests</li> <li>• Written tests</li> <li>• Participatory assessment</li> <li>• Peer assessment</li> </ul>	