

CREATIVE ARTS SCHEMES OF WORK GRADE 6

NAME OF THE TEACHER: _____

SCHOOL: _____ **TERM:** III **YEAR:** _____

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
1	1	PERFORMANCE AND DISPLAY	Indigenous Kenyan Instrumental Ensembles – categories of Kenyan instrumental ensemble (percussion ensemble)	By the end of the lesson, the learner should be able to: a. identify the categories of indigenous Kenyan instrumental ensembles, b. analyze the functions of parts of a percussion ensemble c. appreciate the role of Kenyan indigenous musical instruments in performance of music and gymnastics.	The learner is guided to: ▪ observe actual/ virtual samples of performance of Kenyan indigenous instrumental ensembles and classify them,	How can one play an instrument in an instrumental ensemble?	Descant recorders, melodic and no-melodic instruments, resource person Humming Bird C/Arts. TG. Grd 6 Pg.61-62 Humming Bird C/Arts. Learners Book Grd 6 Pg.108-109	Portfolio, Observation checklist, Oral questions, Practical test, aural tests, project work, Assignments	
	2		categories of Kenyan instrumental ensemble (wind ensemble)	By the end of the lesson, the learner should be able to: a. identify the categories of indigenous Kenyan instrumental ensembles, b. analyze the functions of parts of a wind ensemble c. appreciate the role of Kenyan indigenous musical instruments in performance of music and gymnastics.	The learner is guided to: ▪ collaboratively identify the instruments that form part of the categories of the instrumental ensembles,	How can one play an instrument in an instrumental ensemble?	<ul style="list-style-type: none"> • Wind instrument • Locally available • materials for making • wind instrument Humming Bird C/Arts. TG. Grd 6 Pg.61-62 Humming Bird C/Arts. Learners Book Grd 6 Pg.108-109	a) Observation check list b) Portfolio c) Aural Tests d) Progress reports	
	3		categories of Kenyan instrumental ensemble (string ensemble)	By the end of the lesson, the learner should be able to: a. identify the categories of indigenous Kenyan instrumental ensembles, b. analyze the functions of parts of a string ensemble c. appreciate the role of Kenyan indigenous musical instruments in performance of music and gymnastics.	The learner is guided to: ▪ collaboratively identify the instruments that form part of the categories of the instrumental ensembles,	How can one play an instrument in an instrumental ensemble?	musical instruments, Humming Bird C/Arts. TG. Grd 6 Pg.61-62 Humming Bird C/Arts. Learners Book Grd 6 Pg.108-109	Observation checklist, assessment rubrics, project, portfolio	

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	4		Factors to consider when playing instrumental ensemble	By the end of the lesson, the learner should be able to: a. describe factors to consider when playing in an instrumental ensemble. b. Practice the techniques of playing an instrumental ensemble. c. appreciate the role of Kenyan indigenous musical instruments in performance of music and gymnastics.	The learner is guided to: ▪ brainstorm on factors to consider for successful playing in an indigenous Kenyan instrumental ensemble,	How can one play an instrument in an instrumental ensemble?	musical instruments, Humming Bird C/Arts. TG. Grd 6 Pg.63-64 Humming Bird C/Arts. Learners Book Grd 6 Pg.109-110	Observation checklist, assessment rubrics, project, portfolio	
	5		Selecting an instrument	By the end of the lesson, the learner should be able to: a. discuss the techniques of playing and instrumental ensemble. b. Selected an instrument in an ensemble to play c. appreciate the role of Kenyan indigenous musical instruments in performance of music and gymnastics.	The learner is guided to: ▪ select an instrument to perform in a Kenyan Indigenous Instrumental ensemble,	How can one play an instrument in an instrumental ensemble?	musical instruments, Humming Bird C/Arts. TG. Grd 6 Pg.64-66 Humming Bird C/Arts. Learners Book Grd 6 Pg.111-115	Observation checklist, assessment rubrics, project, portfolio	
	6		Playing selected instrument	By the end of the lesson, the learner should be able to: a. discuss the safety precautions while playing instrumental ensemble b. play a selected instrument in an ensemble using appropriate techniques, c. appreciate the role of Kenyan indigenous musical instruments in performance of music and gymnastics.	The learner is guided to: ▪ tune the selected instrument using appropriate technique,	How can one play an instrument in an instrumental ensemble?	musical instruments, Humming Bird C/Arts. TG. Grd 6 Pg.64-66 Humming Bird C/Arts. Learners Book Grd 6 Pg.111-115	Observation checklist, assessment rubrics, project, portfolio	
2	1		Playing selected instrument	By the end of the lesson, the learner should be able to: a. discuss the safety precautions while playing instrumental ensemble b. play a selected instrument in an ensemble using appropriate techniques, c. appreciate the role of Kenyan indigenous musical instruments in performance of music and gymnastics.	The learner is guided to: ▪ tune the selected instrument using appropriate technique,	How can one play an instrument in an instrumental ensemble?	musical instruments, Humming Bird C/Arts. TG. Grd 6 Pg.64-66 Humming Bird C/Arts. Learners Book Grd 6 Pg.111-115	Observation checklist, assessment rubrics, project, portfolio	

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	2		Playing selected instrument	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a. name the different categories of instrumental ensemble. b. play a selected instrument in an ensemble using appropriate techniques. c. appreciate the role of Kenyan indigenous musical instruments in performance of music and gymnastics. 	The learner is guided to: <ul style="list-style-type: none"> ▪ tune the selected instrument using appropriate technique, 	How can one play an instrument in an instrumental ensemble?	musical instruments, Humming Bird C/Arts. TG. Grd 6 Pg.64-66 Humming Bird C/Arts. Learners Book Grd 6 Pg.111-115	Observation checklist, assessment rubrics, project, portfolio	
	3		Playing selected instrument	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a. name the different categories of instrumental ensemble. b. play a selected instrument in an ensemble using appropriate techniques. c. appreciate the role of Kenyan indigenous musical instruments in performance of music and gymnastics. 	The learner is guided to: <ul style="list-style-type: none"> ▪ tune the selected instrument using appropriate technique, 	How can one play an instrument in an instrumental ensemble?	musical instruments, Humming Bird C/Arts. TG. Grd 6 Pg.64-66 Humming Bird C/Arts. Learners Book Grd 6 Pg.111-115	Observation checklist, assessment rubrics, project, portfolio	
	4		Care for the instrument	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a. identify ways of caring for the instruments b. handle with care selected instruments. c. appreciate the role of Kenyan indigenous musical instruments in performance of music and gymnastics. 	The learner is guided to: <ul style="list-style-type: none"> ▪ handle with care while practicing and playing a selected instrument in a Kenyan indigenous Instrumental ensemble. 	How can one play an instrument in an instrumental ensemble?	musical instruments, Humming Bird C/Arts. TG. Grd 6 Pg.64-66 Humming Bird C/Arts. Learners Book Grd 6 Pg.111-115	<input type="checkbox"/> Oral Questions. <input type="checkbox"/> Observation	

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	5	Indigenou s Kenyan Craft- Pottery	Pottery items made using slab technique	By the end of the lesson, the learner should be able to: a. identify the meaning of slab technique b. Observe pictures of Kenyan pottery items. c. appreciate pottery as an indigenous Kenyan craft.	The learner is guided to: ▪ observe actual/ virtual samples of indigenous Kenyan pottery items and identify items made using slab technique.	Why are clay items dried under the shade?	Pictures Items made of clay Working tools Humming Bird C/Arts. TG. Grd 6 Pg.66-67 Humming Bird C/Arts. Learners Book Grd 6 Pg.116	Observation Practical demonstration Peer assessment Self-assessment.	
	6		Pottery items made using slab technique	By the end of the lesson, the learner should be able to: a. identify pottery items made using slab technique, b. Observe pictures of Kenyan pottery items. c. appreciate pottery as an indigenous Kenyan craft.	The learner is guided to: ▪ observe actual/ virtual samples of indigenous Kenyan pottery items and identify items made using slab technique.	Why are clay items dried under the shade?	Pictures Items made of clay Working tools Humming Bird C/Arts. TG. Grd 6 Pg.66-67 Humming Bird C/Arts. Learners Book Grd 6 Pg.116	Observation Practical demonstration Peer assessment Self-assessment.	
3	1		Pottery items made using slab technique	By the end of the lesson, the learner should be able to: a. identify pottery items made using slab technique, b. Observe pictures of Kenyan pottery items. c. appreciate pottery as an indigenous Kenyan craft.	The learner is guided to: ▪ observe actual/ virtual samples of indigenous Kenyan pottery items and identify items made using slab technique.	Why are clay items dried under the shade?	Pictures Items made of clay Working tools Humming Bird C/Arts. TG. Grd 6 Pg.66-67 Humming Bird C/Arts. Learners Book Grd 6 Pg.116	Observation Practical demonstration Peer assessment Self-assessment.	
	2		Sourcing clay	By the end of the lesson, the learner should be able to: a. identify areas where clay can be found. b. Source for clay from the environment. c. appreciate pottery as an indigenous Kenyan craft.	The learner is guided to: ▪ responsibly source clay from the environment (anthills, riverbanks among others).	Why are clay items dried under the shade?	Pictures Items made of clay Working tools Humming Bird C/Arts. TG. Grd 6 Pg.67 Humming Bird C/Arts. Learners Book Grd 6 Pg.117	Observation Practical demonstration Peer assessment Self-assessment.	
	3		Sourcing clay	By the end of the lesson, the learner should be able to: a. identify areas where clay can be found. b. Source for clay from the environment. c. appreciate pottery as an indigenous Kenyan craft.	The learner is guided to: ▪ responsibly source clay from the environment (anthills, riverbanks among others).	Why are clay items dried under the shade?	Pictures Items made of clay Working tools Humming Bird C/Arts. TG. Grd 6 Pg.67 Humming Bird C/Arts. Learners Book Grd 6 Pg.117	Observation Practical demonstration Peer assessment Self-assessment.	

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	4		Preparing clay	By the end of the lesson, the learner should be able to: a. identify ways of preparing clay. b. Prepare clay by kneading and wedging c. appreciate pottery as an indigenous Kenyan craft.	The learner is guided to: ▪ collaboratively, prepare the clay by kneading and wedging.	Why are clay items dried under the shade?	Pictures Items made of clay Working tools Humming Bird C/Arts. TG. Grd 6 Pg.67 Humming Bird C/Arts. Learners Book Grd 6 Pg.117-118	Observation Practical demonstration Peer assessment Self-assessment.	
	5		Preparing clay	By the end of the lesson, the learner should be able to: a. identify ways of preparing clay. b. Prepare clay by kneading and wedging c. appreciate pottery as an indigenous Kenyan craft.	The learner is guided to: ▪ collaboratively, prepare the clay by kneading and wedging.	Why are clay items dried under the shade?	Pictures Items made of clay Working tools Humming Bird C/Arts. TG. Grd 6 Pg.67 Humming Bird C/Arts. Learners Book Grd 6 Pg.117-118	Observation Practical demonstration Peer assessment Self-assessment.	
	6		Modelling a vase using slab technique	By the end of the lesson, the learner should be able to: a. identify pottery items made using slab technique, b. roll clay into slabs of equal uniform thickness c. appreciate pottery as an indigenous Kenyan craft.	The learner is guided to: ▪ roll clay into slabs of equal uniform thickness,	Why are clay items dried under the shade?	Pictures Items made of clay Working tools Humming Bird C/Arts. TG. Grd 6 Pg.67 Humming Bird C/Arts. Learners Book Grd 6 Pg.120	Observation Practical demonstration Peer assessment Self-assessment.	
4	1		Forming the vase	By the end of the lesson, the learner should be able to: a. identify pottery items made using slab technique, b. model a vase using slab technique for expression, c. appreciate pottery as an indigenous Kenyan craft.	The learner is guided to: ▪ cut slabs of clay (rectangular and circular) and join to form a vase,	Why are clay items dried under the shade?	Pictures Items made of clay Working tools Humming Bird C/Arts. TG. Grd 6 Pg.67 Humming Bird C/Arts. Learners Book Grd 6 Pg.120-121	Observation Practical demonstration Peer assessment Self-assessment.	
	2		Decorating a modelled item	By the end of the lesson, the learner should be able to: a. identify pottery items made using slab technique, b. decorate a modelled item for aesthetic enhancement, c. appreciate pottery as an indigenous Kenyan craft.	The learner is guided to: ▪ finish the vase by burnishing and stamping, ▪ leave to dry under shade,	Why are clay items dried under the shade?	Pictures Items made of clay Working tools Humming Bird C/Arts. TG. Grd 6 Pg.68 Humming Bird C/Arts. Learners Book Grd 6 Pg.122-124	Observation Practical demonstration Peer assessment Self-assessment.	

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	3		Decorating a modelled item	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a. identify pottery items made using slab technique, b. decorate a modelled item for aesthetic enhancement, c. appreciate pottery as an indigenous Kenyan craft. 	The learner is guided to: <ul style="list-style-type: none"> ▪ finish the vase by burnishing and stamping, ▪ leave to dry under shade, 	Why are clay items dried under the shade?	Pictures Items made of clay Working tools Humming Bird C/Arts. TG. Grd 6 Pg.68 Humming Bird C/Arts. Learners Book Grd 6 Pg.122-124	Observation Practical demonstration Peer assessment Self-assessment.	
	4		Appreciating pottery as Kenyan indigenous craft	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a. identify ways of displaying the pottery item made. b. Display and talk about others own modelled items. c. appreciate pottery as an indigenous Kenyan craft. 	The learner is guided to: <ul style="list-style-type: none"> ▪ display and talk about own and others modelled item. 	Why are clay items dried under the shade?	Pictures Items made of clay Working tools Humming Bird C/Arts. TG. Grd 6 Pg.68-69 Humming Bird C/Arts. Learners Book Grd 6 Pg.124-125	Observation Practical demonstration Peer assessment Self-assessment.	
	5	Swimming	Understanding Breastroke technique	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a. describe the breaststroke technique in swimming b. observe pictures of Breastroke in swimming. c. acknowledge performing breast stroke skill in swimming. 	The learner is guided to: <ul style="list-style-type: none"> ▪ watch a virtual or actual performance to observe breaststroke in swimming, 	Why are swimming skills considered as survival skills?	Swimming facility Swimming costumes Humming Bird C/Arts. TG. Grd 6 Pg.70-71 Humming Bird C/Arts. Learners Book Grd 6 Pg.126-127	Observation Demonstration Written tests checklist	
	6		Understanding Breastroke technique	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a. describe the breaststroke technique in swimming b. observe pictures of Breastroke in swimming. c. acknowledge performing breast stroke skill in swimming. 	The learner is guided to: <ul style="list-style-type: none"> ▪ watch a virtual or actual performance to observe breaststroke in swimming, 	Why are swimming skills considered as survival skills?	Swimming facility Swimming costumes Humming Bird C/Arts. TG. Grd 6 Pg.70-71 Humming Bird C/Arts. Learners Book Grd 6 Pg.126-127	Observation Demonstration Written tests checklist	

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5	1		Breastroke performance – body position in the water	By the end of the lesson, the learner should be able to: a. describe the body position in breaststroke, b. Observe pictures of body position in Breaststroke in swimming. c. acknowledge performing breast stroke skill in swimming.	The learner is guided to: ▪ watch a virtual or actual performance to observe breaststroke in swimming, ▪ Observe body position in Breastroke swimming.	Why are swimming skills considered as survival skills?	Swimming facility Swimming costumes Humming Bird C/Arts. TG. Grd 6 Pg.71-72 Humming Bird C/Arts. Learners Book Grd 6 Pg.127-130	Observation Demonstration Written tests checklist	
	2		Breastroke performance – Movement of legs and arms	By the end of the lesson, the learner should be able to: a. describe the movement of legs and arms in breaststroke, b. Observe pictures of movement of legs and arms in Breaststroke in swimming. c. acknowledge performing breast stroke skill in swimming.	The learner is guided to: ▪ watch a virtual or actual performance to observe breaststroke in swimming, ▪ Observe movement of legs and arms in Breastroke swimming.	Why are swimming skills considered as survival skills?	Swimming facility Swimming costumes Humming Bird C/Arts. TG. Grd 6 Pg.71-72 Humming Bird C/Arts. Learners Book Grd 6 Pg.127-130	Observation Demonstration Written tests checklist	
	3		Breastroke performance – arm and leg action	By the end of the lesson, the learner should be able to: a. describe the arm and leg action in breaststroke, b. Observe pictures of arm and leg action in Breaststroke in swimming. c. acknowledge performing breast stroke skill in swimming.	The learner is guided to: ▪ watch a virtual or actual performance to observe breaststroke in swimming, ▪ Observe arm and leg action in Breastroke swimming.	Why are swimming skills considered as survival skills?	Swimming facility Swimming costumes Humming Bird C/Arts. TG. Grd 6 Pg.71-72 Humming Bird C/Arts. Learners Book Grd 6 Pg.127-130	Observation Demonstration Written tests checklist	
	4		Breastroke performance – breathing while swimming	By the end of the lesson, the learner should be able to: a. describe the breathing technique in breaststroke, b. Observe pictures of breathing technique in Breaststroke in swimming. c. acknowledge performing breast stroke skill in swimming.	The learner is guided to: ▪ watch a virtual or actual performance to observe breaststroke in swimming, ▪ Observe breathing technique in Breastroke swimming.	Why are swimming skills considered as survival skills?	Swimming facility Swimming costumes Humming Bird C/Arts. TG. Grd 6 Pg.71-72 Humming Bird C/Arts. Learners Book Grd 6 Pg.127-130	Observation Demonstration Written tests checklist	

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	5		Performing Breastroke in swimming – Demonstrating body position	By the end of the lesson, the learner should be able to: a. describe the body position in breaststroke, b. Demonstrate breaststroke skill in swimming for skill acquisition, c. acknowledge performing breast stroke skill in swimming.	The learner is guided to: ▪ demonstrate breaststroke skill.	Why are swimming skills considered as survival skills?	Swimming facility Swimming costumes Humming Bird C/Arts. TG. Grd 6 Pg.71-72 Humming Bird C/Arts. Learners Book Grd 6 Pg.127-130	Observation Demonstration Written tests checklist	
	6		Performing Breastroke in swimming – Demonstrating body position	By the end of the lesson, the learner should be able to: a. describe the body position in breaststroke, b. Demonstrate breaststroke skill in swimming for skill acquisition, c. acknowledge performing breast stroke skill in swimming.	The learner is guided to: ▪ demonstrate breaststroke skill.	Why are swimming skills considered as survival skills?	Swimming facility Swimming costumes Humming Bird C/Arts. TG. Grd 6 Pg.71-72 Humming Bird C/Arts. Learners Book Grd 6 Pg.127-130	Observation Demonstration Written tests checklist	
6	1		Performing Breastroke in swimming – Demonstrating arm action	By the end of the lesson, the learner should be able to: a. describe the arm action in breaststroke, b. Demonstrate breaststroke skill in swimming for skill acquisition c. acknowledge performing breast stroke skill in swimming.	The learner is guided to: ▪ demonstrate breaststroke skill.	Why are swimming skills considered as survival skills?	Swimming facility Swimming costumes Humming Bird C/Arts. TG. Grd 6 Pg.71-72 Humming Bird C/Arts. Learners Book Grd 6 Pg.127-130	Observation Demonstration Written tests checklist	
	2		Performing Breastroke in swimming – Demonstrating arm action	By the end of the lesson, the learner should be able to: a. describe the arm action in breaststroke, b. Demonstrate breaststroke skill in swimming for skill acquisition, c. acknowledge performing breast stroke skill in swimming.	The learner is guided to: ▪ demonstrate breaststroke skill.	Why are swimming skills considered as survival skills?	Swimming facility Swimming costumes Humming Bird C/Arts. TG. Grd 6 Pg.71-72 Humming Bird C/Arts. Learners Book Grd 6 Pg.127-130	Observation Demonstration Written tests checklist	

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	3		Performing Breastroke in swimming – Demonstrating leg action	By the end of the lesson, the learner should be able to: a. describe the leg action in breaststroke, b. Demonstrate breaststroke skill in swimming for skill acquisition, c. acknowledge performing breast stroke skill in swimming.	The learner is guided to: ▪ demonstrate breaststroke skill.	Why are swimming skills considered as survival skills?	Swimming facility Swimming costumes Humming Bird C/Arts. TG. Grd 6 Pg.71-72 Humming Bird C/Arts. Learners Book Grd 6 Pg.127-130	Observation Demonstration Written tests checklist	
	4		Performing Breastroke in swimming – Demonstrating breathing	By the end of the lesson, the learner should be able to: a. describe the breathing technique in breaststroke, b. Demonstrate breaststroke skill in swimming for skill acquisition c. acknowledge performing breast stroke skill in swimming.	The learner is guided to: ▪ demonstrate breaststroke skill.	Why are swimming skills considered as survival skills?	Swimming facility Swimming costumes Humming Bird C/Arts. TG. Grd 6 Pg.71-72 Humming Bird C/Arts. Learners Book Grd 6 Pg.127-130	Observation Demonstration Written tests checklist	
	5		Practicing Breastroke techniques	By the end of the lesson, the learner should be able to: a. describe the body position in breaststroke, b. perform breaststroke in swimming for skill acquisition, c. acknowledge performing breast stroke skill in swimming.	The learner is guided to: ▪ practise breaststroke skills while observing safety.	Why are swimming skills considered as survival skills?	Swimming facility Swimming costumes Humming Bird C/Arts. TG. Grd 6 Pg.72 Humming Bird C/Arts. Learners Book Grd 6 Pg.130	Observation Demonstration Written tests checklist	
	6		Arm action, glide and breathing drill	By the end of the lesson, the learner should be able to: a. describe the body position in breaststroke, b. perform breaststroke in swimming for skill acquisition, c. acknowledge performing breast stroke skill in swimming.	The learner is guided to: ▪ apply the skill of breaststroke in swimming game, ▪ observe each other swim using breaststroke and give feedback.	Why are swimming skills considered as survival skills?	Swimming facility Swimming costumes Humming Bird C/Arts. TG. Grd 6 Pg.72 Humming Bird C/Arts. Learners Book Grd 6 Pg.130	Observation Demonstration Written tests checklist	

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7	1		Practicing leg action	By the end of the lesson, the learner should be able to: a. describe the body position in breaststroke, b. perform breaststroke in swimming for skill acquisition, c. acknowledge performing breast stroke skill in swimming.	The learner is guided to: ▪ apply the skill of breaststroke in swimming game, ▪ observe each other swim using breaststroke and give feedback.	Why are swimming skills considered as survival skills?	Swimming facility Swimming costumes Humming Bird C/Arts. TG. Grd 6 Pg.73 Humming Bird C/Arts. Learners Book Grd 6 Pg.130-131	Observation Demonstration Written tests checklist	
	2	APPRECIATION IN CREATIVE ARTS	Creating a catalogue of exhibited artworks-visiting exhibition centers	By the end of the lesson, the learner should be able to: a. Identify an exhibition Centre within the community. b. Visit virtual or actual art Centre and observe the exhibitions. c. Develop curiosity in visiting exhibition centres.	The learners are guided to: ▪ visit virtual or actual art establishments for inspiration.	Why is it important to showcase Creative Arts works?	Artworks, portfolio folders, display boards, community galleries Humming Bird C/Arts. TG. Grd 6 Pg.80-81 Humming Bird C/Arts. Learners Book Grd 6 Pg.137-139	Observation checklist, assessment rubrics, project, portfolio	
	3		visiting exhibition centers	By the end of the lesson, the learner should be able to: a. Identify an exhibition Centre within the community. b. Visit virtual or actual art Centre and observe the exhibitions. c. Develop curiosity in visiting exhibition centres.	The learners are guided to: ▪ visit virtual or actual art establishments for inspiration.	Why is it important to showcase Creative Arts works?	Artworks, portfolio folders, display boards, community galleries Humming Bird C/Arts. TG. Grd 6 Pg.80-81 Humming Bird C/Arts. Learners Book Grd 6 Pg.137-139	Observation checklist, assessment rubrics, project, portfolio	
	4		visiting exhibition centers	By the end of the lesson, the learner should be able to: a. Identify an exhibition Centre within the community. b. Visit virtual or actual art Centre and observe the exhibitions. c. Develop curiosity in visiting exhibition centres.	The learners are guided to: ▪ visit virtual or actual art establishments for inspiration.	Why is it important to showcase Creative Arts works?	Artworks, portfolio folders, display boards, community galleries Humming Bird C/Arts. TG. Grd 6 Pg.80-81 Humming Bird C/Arts. Learners Book Grd 6 Pg.137-139	Observation checklist, assessment rubrics, project, portfolio	

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	5		Creating a catalogue of exhibited art works	By the end of the lesson, the learner should be able to: a. Identify ways of creating a catalogue. b. Analyze the elements of a catalogue. c. value analyzing Creative Arts works drawn from various cultural backgrounds.	The learners are guided to: ▪ create a catalogue of the exhibited artworks indicating artist's name, type of artwork, media/material,	Why is it important to showcase Creative Arts works?	Artworks, portfolio folders, display boards, community galleries Humming Bird C/Arts. TG. Grd 6 Pg.80-81 Humming Bird C/Arts. Learners Book Grd 6 Pg.137-139	Observation checklist, assessment rubrics, project, portfolio	
	6		Creating a catalogue of exhibited art works	By the end of the lesson, the learner should be able to: a. Identify ways of creating a catalogue. b. Analyze the elements of a catalogue. c. value analyzing Creative Arts works drawn from various cultural backgrounds.	The learners are guided to: ▪ create a catalogue of the exhibited artworks indicating artist's name, type of artwork, media/material,	Why is it important to showcase Creative Arts works?	Artworks, portfolio folders, display boards, community galleries Humming Bird C/Arts. TG. Grd 6 Pg.80-81 Humming Bird C/Arts. Learners Book Grd 6 Pg.137-139	Observation checklist, assessment rubrics, project, portfolio	
8	1		Creating a catalogue of exhibited art works	By the end of the lesson, the learner should be able to: a. Identify the elements used in interpreting an artwork b. Interpret artwork displayed using the various elements. c. value analyzing Creative Arts works drawn from various cultural backgrounds.	The learners are guided to: ▪ interpret works of art displayed by taking into account: type of art, material, media, meaning, techniques, aesthetic),	Why is it important to showcase Creative Arts works?	Artworks, portfolio folders, display boards, community galleries Humming Bird C/Arts. TG. Grd 6 Pg.80-81 Humming Bird C/Arts. Learners Book Grd 6 Pg.137-139	Observation checklist, assessment rubrics, project, portfolio	
	2		Creating a catalogue of exhibited art works	By the end of the lesson, the learner should be able to: a. Identify the elements used in interpreting an artwork b. Interpret artwork displayed using the various elements. c. value analyzing Creative Arts works drawn from various cultural backgrounds.	The learners are guided to: ▪ reflect on the analysed work of art for inspiration and mentorship,	Why is it important to showcase Creative Arts works?	Artworks, portfolio folders, display boards, community galleries Humming Bird C/Arts. TG. Grd 6 Pg.80-81 Humming Bird C/Arts. Learners Book Grd 6 Pg.137-139	Observation checklist, assessment rubrics, project, portfolio	

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	3		Discussing the use of elements of music in a song	By the end of the lesson, the learner should be able to: a. discuss the use of elements of music in a song, b. Listen to a variety of songs addressing PCI's c. value analyzing Creative Arts works drawn from various cultural backgrounds.	The learners are guided to: ▪ listen to a variety of songs addressing Pertinent and Contemporary Issues such as climate, road safety and identify the type of song, discuss how different elements of music are used using appropriate terminology,	Why is it important to showcase Creative Arts works?	Artworks, portfolio folders, display boards, community galleries Humming Bird C/Arts. TG. Grd 6 Pg.81-83 Humming Bird C/Arts. Learners Book Grd 6 Pg.140-143	Observation checklist, assessment rubrics, project, portfolio	
	4		Discussing the use of elements of music in a song	By the end of the lesson, the learner should be able to: a. discuss the use of elements of music in a song b. Analyze the texture and structure of the songs. c. value analyzing Creative Arts works drawn from various cultural backgrounds.	The learners are guided to: ▪ discuss the texture and structure of the songs, ▪ listen to/refer to specific music and relate it to experiences or events in life,	Why is it important to showcase Creative Arts works?	Artworks, portfolio folders, display boards, community galleries Humming Bird C/Arts. TG. Grd 6 Pg.81-83 Humming Bird C/Arts. Learners Book Grd 6 Pg.140-143	Observation checklist, assessment rubrics, project, portfolio	
	5		Discussing the use of elements of music in a song	By the end of the lesson, the learner should be able to: a. discuss the use of elements of music in a song b. Analyze the texture and structure of the songs. c. value analyzing Creative Arts works drawn from various cultural backgrounds.	The learners are guided to: ▪ discuss the texture and structure of the songs, ▪ listen to/refer to specific music and relate it to experiences or events in life,	Why is it important to showcase Creative Arts works?	Artworks, portfolio folders, display boards, community galleries Humming Bird C/Arts. TG. Grd 6 Pg.81-83 Humming Bird C/Arts. Learners Book Grd 6 Pg.140-143	Observation checklist, assessment rubrics, project, portfolio	
	6		Discussing messages in songs	By the end of the lesson, the learner should be able to: a. discuss messages in songs, b. analyze the messages and values in songs. c. value analyzing Creative Arts works drawn from various cultural backgrounds.	The learners are guided to: ▪ listen to and identify the message/values in the songs,	Why is it important to showcase Creative Arts works?	Artworks, portfolio folders, display boards, community galleries Humming Bird C/Arts. TG. Grd 6 Pg.83-84 Humming Bird C/Arts. Learners Book Grd 6 Pg.144-146	Observation checklist, assessment rubrics, project, portfolio	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
9	1		Participating in sports events	By the end of the lesson, the learner should be able to: a. Identify a sporting event to participate in e.g. volleyball b. participate in sporting events for enjoyment, c. value analyzing Creative Arts works drawn from various cultural backgrounds.	The learners are guided to: ▪ participate in Football, Athletics, Volleyball, Rounders, Gymnastics and Swimming events for fun and inter- class/inter school championships, ▪ appreciate the sports performances with focus on; fair play and observance of code of conduct to enhance sportsmanship.	Why is it important to showcase Creative Arts works?	Artworks, portfolio folders, display boards, community galleries Humming Bird C/Arts. TG. Grd 6 Pg.84-85 Humming Bird C/Arts. Learners Book Grd 6 Pg.146-148	Observation checklist, assessment rubrics, project, portfolio	
	2		Participating in sports events	By the end of the lesson, the learner should be able to: a. Identify a sporting event to participate in e.g. volleyball b. participate in sporting events for enjoyment, c. value analyzing Creative Arts works drawn from various cultural backgrounds.	The learners are guided to: ▪ participate in Football, Athletics, Volleyball, Rounders, Gymnastics and Swimming events for fun and inter- class/inter school championships, ▪ appreciate the sports performances with focus on; fair play and observance of code of conduct to enhance sportsmanship.	Why is it important to showcase Creative Arts works?	Artworks, portfolio folders, display boards, community galleries Humming Bird C/Arts. TG. Grd 6 Pg.84-85 Humming Bird C/Arts. Learners Book Grd 6 Pg.146-148	Observation checklist, assessment rubrics, project, portfolio	
	3		Participating in sports events	By the end of the lesson, the learner should be able to: a. Identify a sporting event to participate in e.g. volleyball b. participate in sporting events for enjoyment, c. value analyzing Creative Arts works drawn from various cultural backgrounds.	The learners are guided to: ▪ participate in Football, Athletics, Volleyball, Rounders, Gymnastics and Swimming events for fun and inter- class/inter school championships, ▪ appreciate the sports performances with focus on; fair play and observance of code of conduct to enhance sportsmanship.	Why is it important to showcase Creative Arts works?	Artworks, portfolio folders, display boards, community galleries Humming Bird C/Arts. TG. Grd 6 Pg.84-85 Humming Bird C/Arts. Learners Book Grd 6 Pg.146-148	Observation checklist, assessment rubrics, project, portfolio	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Ref
	4		Creative art works drawn from various cultural backgrounds	By the end of the lesson, the learner should be able to: a. Identify creative works drawn from various backgrounds. b. Analyze creative works drawn from various cultural backgrounds. c. value analyzing Creative Arts works drawn from various cultural backgrounds.	The learners are guided to: ▪ interpret works of art displayed by taking into account; type of art, material, media, meaning, techniques, aesthetic).	Why is it important to showcase Creative Arts works?	Artworks, portfolio folders, display boards, community galleries Humming Bird C/Arts. TG. Grd 6 Pg.86-87 Humming Bird C/Arts. Learners Book Grd 6 Pg.148	Observation checklist, assessment rubrics, project, portfolio	
	5-6	END YEAR ASSESSMENT/CLOSING							