**GRADE 3 RATIONALISED CREATIVE ARTS ACTIVITIES SCHEMES OF WORK – TERM 2**

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| **Week** | **Lesson** | **Strand** | **Sub-Strand** | **Specific-Learning Outcomes** | **Learning Experience** | **Key Inquiry Question(S)** | **Learning**  **Resources** | **Assessment Methods** | **Refl.** |
| **1** | **1** | PERFORMING AND DISPLAY | Rounds | By the end of the lesson, the learner should be able to:   1. Download a variety of virtual or recorded clips on simple rounds 2. Talk about the round songs, in groups. 3. Identify a variety of rounds for skill development 4. Appreciate simple rounds. | In groups, pairs or individually learners are guided to:  Download a variety of virtual or recorded clips on simple rounds  Talk about the round songs, in groups.  Identify a variety of rounds for skill development | How are rounds sung? | Creative Arts Curriculum Design Grade 3  Digital devices  Musical instruments Pictures | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | PERFORMING AND DISPLAY | Rounds | By the end of the lesson, the learner should be able to:   1. Identify locally available tools and materials that can be in painting simple illustrations on rounds 2. Improvise paints for painting and paint the simple illustrations on rounds 3. Take pride in their paintingsand that of others. | In groups, pairs or individually learners are guided to:  Identify locally available tools and materials that can be in painting simple illustrations on rounds  Improvise paints for painting and paint the simple illustrations on rounds | How are rounds sung? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments Pictures  Reference books | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | PERFORMING AND DISPLAY | Rounds | By the end of the lesson, the learner should be able to:   1. Identify and collect simple locally available materials that can be used to make props to be used while singing rounds 2. Make simple props using locally available materials to be used while singing rounds 3. Display their props for feedback from the teacher. | In groups, pairs or individually learners are guided to:  Identify and collect simple locally available materials that can be used to make props to be used while singing rounds  Make simple props using locally available materials to be used while singing rounds | How are rounds sung? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments Pictures  Reference books | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | PERFORMING AND DISPLAY | Rounds | By the end of the lesson, the learner should be able to:   1. Sing own part in a round on a specific theme for skill development 2. Sing rounds with appropriate body movements (swaying) for flexibility and coordination 3. Appreciate singing rounds from diverse cultures for enjoyment. | In groups, pairs or individually learners are guided to:  Sing own part in a round on a specific theme for skill development  Sing rounds with appropriate body movements (swaying) for flexibility and coordination | How are rounds sung? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments Pictures  Reference books | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | PERFORMING AND DISPLAY | Rounds | By the end of the lesson, the learner should be able to:   1. Sing own part in a round on a specific theme for skill development 2. Sing rounds with appropriate body movements (swaying) for flexibility and coordination 3. Appreciate singing rounds from diverse cultures for enjoyment. | In groups, pairs or individually learners are guided to:  Sing own part in a round on a specific theme for skill development  Sing rounds with appropriate body movements (swaying) for flexibility and coordination | How are rounds sung? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments Pictures | Oral questions Oral Report Observation  Written exercise |  |
|  | **6** | PERFORMING AND DISPLAY | Rounds | By the end of the lesson, the learner should be able to:   1. Sing own part in a round on a specific theme for skill development 2. Sing rounds with appropriate body movements (clapping) for flexibility and coordination 3. Appreciate singing rounds from diverse cultures for enjoyment. | In groups, pairs or individually learners are guided to:  Sing own part in a round on a specific theme for skill development  Sing rounds with appropriate body movements (clapping) for flexibility and coordination | How are rounds sung? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments Pictures  Reference books | Oral questions Oral Report Observation  Written exercise |  |
|  | **7** | PERFORMING AND DISPLAY | Rounds | By the end of the lesson, the learner should be able to:   1. Sing own part in a round on a specific theme for skill development 2. Sing rounds with appropriate body movements (clapping) for flexibility and coordination 3. Appreciate singing rounds from diverse cultures for enjoyment. | In groups, pairs or individually learners are guided to:  Sing own part in a round on a specific theme for skill development  Sing rounds with appropriate body movements (clapping) for flexibility and coordination | How are rounds sung? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments Pictures  Reference books | Oral questions Oral Report Observation  Written exercise |  |
| **2** | **1** | PERFORMING AND DISPLAY | Rounds | By the end of the lesson, the learner should be able to:   1. Sing own part in a round on a specific theme for skill development 2. Sing rounds with appropriate body movements (snapping) for flexibility and coordination 3. Appreciate singing rounds from diverse cultures for enjoyment. | In groups, pairs or individually learners are guided to:  Sing own part in a round on a specific theme for skill development  Sing rounds with appropriate body movements (snapping) for flexibility and coordination | How are rounds sung? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments Pictures  Reference books | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | PERFORMING AND DISPLAY | Rounds | By the end of the lesson, the learner should be able to:   1. Sing own part in a round on a specific theme for skill development 2. Sing rounds with appropriate body movements (snapping) for flexibility and coordination 3. Appreciate singing rounds from diverse cultures for enjoyment. | In groups, pairs or individually learners are guided to:  Sing own part in a round on a specific theme for skill development  Sing rounds with appropriate body movements (snapping) for flexibility and coordination | How are rounds sung? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments Pictures  Reference books | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | PERFORMING AND DISPLAY | Rounds | By the end of the lesson, the learner should be able to:   1. Sing own part in a round on a specific theme for skill development 2. Sing rounds with appropriate body movements (walking) for flexibility and coordination 3. Appreciate singing rounds from diverse cultures for enjoyment. | In groups, pairs or individually learners are guided to:  Sing own part in a round on a specific theme for skill development  Sing rounds with appropriate body movements (walking) for flexibility and coordination | How are rounds sung? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments Pictures  Reference books | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | PERFORMING AND DISPLAY | Rounds | By the end of the lesson, the learner should be able to:   1. Sing own part in a round on a specific theme for skill development 2. Sing rounds with appropriate body movements (walking) for flexibility and coordination 3. Appreciate singing rounds from diverse cultures for enjoyment. | In groups, pairs or individually learners are guided to:  Sing own part in a round on a specific theme for skill development  Sing rounds with appropriate body movements (walking) for flexibility and coordination | How are rounds sung? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments Pictures  Reference books | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | PERFORMING AND DISPLAY | Rounds | By the end of the lesson, the learner should be able to:   1. Sing own part in a round on a specific theme for skill development 2. Sing rounds with appropriate body movements (turning) for flexibility and coordination 3. Appreciate singing rounds from diverse cultures for enjoyment. | In groups, pairs or individually learners are guided to:  Sing own part in a round on a specific theme for skill development  Sing rounds with appropriate body movements (turning) for flexibility and coordination | How are rounds sung? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments Pictures  Reference books | Oral questions Oral Report Observation  Written exercise |  |
|  | **6** | PERFORMING AND DISPLAY | Rounds | By the end of the lesson, the learner should be able to:   1. Sing own part in a round on a specific theme for skill development 2. Sing rounds with appropriate body movements (turning) for flexibility and coordination 3. Appreciate singing rounds from diverse cultures for enjoyment. | In groups, pairs or individually learners are guided to:  Sing own part in a round on a specific theme for skill development  Sing rounds with appropriate body movements (turning) for flexibility and coordination | How are rounds sung? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments Pictures  Reference books | Oral questions Oral Report Observation  Written exercise |  |
|  | **7** | PERFORMING AND DISPLAY | Rounds | By the end of the lesson, the learner should be able to:   1. Sing own part in a round on a specific theme for skill development 2. Sing rounds with appropriate body movements (jumping) for flexibility and coordination 3. Appreciate singing rounds from diverse cultures for enjoyment. | In groups, pairs or individually learners are guided to:  Sing own part in a round on a specific theme for skill development  Sing rounds with appropriate body movements (jumping) for flexibility and coordination | How are rounds sung? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments Pictures  Reference books | Oral questions Oral Report Observation  Written exercise |  |
| **3** | **1** | PERFORMING AND DISPLAY | Rounds | By the end of the lesson, the learner should be able to:   1. Sing own part in a round on a specific theme for skill development 2. Sing rounds with appropriate body movements (jumping) for flexibility and coordination 3. Appreciate singing rounds from diverse cultures for enjoyment. | In groups, pairs or individually learners are guided to:  Sing own part in a round on a specific theme for skill development  Sing rounds with appropriate body movements (jumping) for flexibility and coordination | How are rounds sung? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments Pictures  Reference books | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | PERFORMING AND DISPLAY | Rounds | By the end of the lesson, the learner should be able to:   1. Sing own part in a round on a specific theme for skill development 2. Sing rounds with appropriate body movements (swinging) for flexibility and coordination 3. Appreciate singing rounds from diverse cultures for enjoyment. | In groups, pairs or individually learners are guided to:  Sing own part in a round on a specific theme for skill development  Sing rounds with appropriate body movements (swinging) for flexibility and coordination | How are rounds sung? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments Pictures  Reference books | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | PERFORMING AND DISPLAY | Rounds | By the end of the lesson, the learner should be able to:   1. Sing own part in a round on a specific theme for skill development 2. Sing rounds with appropriate body movements (swinging) for flexibility and coordination 3. Appreciate singing rounds from diverse cultures for enjoyment. | In groups, pairs or individually learners are guided to:  Sing own part in a round on a specific theme for skill development  Sing rounds with appropriate body movements (swinging) for flexibility and coordination | How are rounds sung? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments Pictures  Reference books | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | PERFORMING AND DISPLAY | Rounds | By the end of the lesson, the learner should be able to:   1. Sing own part in a round on a specific theme for skill development 2. Sing rounds with appropriate body movements (tapping) for flexibility and coordination 3. Appreciate singing rounds from diverse cultures for enjoyment. | In groups, pairs or individually learners are guided to:  Sing own part in a round on a specific theme for skill development  Sing rounds with appropriate body movements (tapping) for flexibility and coordination | How are rounds sung? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments Pictures  Reference books | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | PERFORMING AND DISPLAY | Rounds | By the end of the lesson, the learner should be able to:   1. Sing own part in a round on a specific theme for skill development 2. Sing rounds with appropriate body movements (tapping) for flexibility and coordination 3. Appreciate singing rounds from diverse cultures for enjoyment. | In groups, pairs or individually learners are guided to:  Sing own part in a round on a specific theme for skill development  Sing rounds with appropriate body movements (tapping) for flexibility and coordination | How are rounds sung? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments Pictures  Reference books | Oral questions Oral Report Observation  Written exercise |  |
|  | **6** | PERFORMING AND DISPLAY | Rounds | By the end of the lesson, the learner should be able to:   1. Sing rounds with appropriate body movements (swaying, clapping, snapping, walking, turning, jumping, swinging or tapping) for flexibility and coordination 2. Record and keep in a portfolio while singing rounds with appropriate body movements 3. Appreciate self-awareness and self-esteem as they sing round songs with appropriate body movements. | In groups, pairs or individually learners are guided to:  Sing rounds with appropriate body movements (swaying, clapping, snapping, walking, turning, jumping, swinging or tapping) for flexibility and coordination  Record and keep in a portfolio while singing rounds with appropriate body movements | How are rounds sung? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments Pictures  Reference books | Oral questions Oral Report Observation  Written exercise |  |
|  | **7** | PERFORMING AND DISPLAY | Skipping | By the end of the lesson, the learner should be able to:   1. Identify different ways of skipping in different directions for space and body awareness through practice 2. Skip and clearly talk about the different directions of skipping for body awareness (forward) 3. Appreciate skipping in different directions for balance and strength | In groups, pairs or individually learners are guided to:  Identify different ways of skipping in different directions for space and body awareness through practice  Skip and clearly talk about the different directions of skipping for body awareness (forward) | How is skipping in patterns done? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Reference books  Open space | Oral questions Oral Report Observation  Written exercise |  |
| **4** | **1** | PERFORMING AND DISPLAY | Skipping | By the end of the lesson, the learner should be able to:   1. Identify different ways of skipping in different directions for space and body awareness through practice 2. Skip and clearly talk about the different directions of skipping for body awareness (backward) 3. Appreciate skipping in different directions for balance and strength | In groups, pairs or individually learners are guided to:  Identify different ways of skipping in different directions for space and body awareness through practice  Skip and clearly talk about the different directions of skipping for body awareness (backward) | How is skipping in patterns done? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Reference books  Open space | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | PERFORMING AND DISPLAY | Skipping | By the end of the lesson, the learner should be able to:   1. Identify different ways of skipping in different directions for space and body awareness through practice 2. Skip and clearly talk about the different directions of skipping for body awareness (right) 3. Appreciate skipping in different directions for balance and strength | In groups, pairs or individually learners are guided to:  Identify different ways of skipping in different directions for space and body awareness through practice  Skip and clearly talk about the different directions of skipping for body awareness (right) | How is skipping in patterns done? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Reference books  Open space | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | PERFORMING AND DISPLAY | Skipping | By the end of the lesson, the learner should be able to:   1. Identify different ways of skipping in different directions for space and body awareness through practice 2. Skip and clearly talk about the different directions of skipping for body awareness (left) 3. Appreciate skipping in different directions for balance and strength | In groups, pairs or individually learners are guided to:  Identify different ways of skipping in different directions for space and body awareness through practice  Skip and clearly talk about the different directions of skipping for body awareness (left) | How is skipping in patterns done? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Reference books  Open space | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | PERFORMING AND DISPLAY | Skipping | By the end of the lesson, the learner should be able to:   1. Clearly talk about the different directions of skipping 2. Skip in different directions (low) for skill acquisition 3. Appreciate skipping in different directions for balance and strength | In groups, pairs or individually learners are guided to:  Clearly talk about the different directions of skipping  Skip in different directions (low) for skill acquisition | How is skipping in patterns done? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Open space | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | PERFORMING AND DISPLAY | Skipping | By the end of the lesson, the learner should be able to:   1. Clearly talk about the different directions of skipping 2. Skip in different directions (medium) for skill acquisition 3. Appreciate skipping in different directions for balance and strength | In groups, pairs or individually learners are guided to:  Clearly talk about the different directions of skipping  Skip in different directions (medium) for skill acquisition | How is skipping in patterns done? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Open space | Oral questions Oral Report Observation  Written exercise |  |
|  | **6** | PERFORMING AND DISPLAY | Skipping | By the end of the lesson, the learner should be able to:   1. Clearly talk about the different directions of skipping 2. Skip in different directions (high) for skill acquisition 3. Appreciate skipping in different directions for balance and strength | In groups, pairs or individually learners are guided to:  Clearly talk about the different directions of skipping  Skip in different directions (high) for skill acquisition | How is skipping in patterns done? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Open space | Oral questions Oral Report Observation  Written exercise |  |
|  | **7** | PERFORMING AND DISPLAY | Skipping | By the end of the lesson, the learner should be able to:   1. Identify different ways of skipping in different pathways for space and body awareness through practice 2. Skip in different pathways (line) for creativity. 3. Appreciate the virtue of peace by avoiding hurting others and observing rules skipping | In groups, pairs or individually learners are guided to:  Identify different ways of skipping in different pathways for space and body awareness through practice  Skip in different pathways (line) for creativity. | How is skipping in patterns done? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Reference books  Open space | Oral questions Oral Report Observation  Written exercise |  |
| **5** | **1** | PERFORMING AND DISPLAY | Skipping | By the end of the lesson, the learner should be able to:   1. Identify different ways of skipping in different pathways for space and body awareness through practice 2. Skip in different pathways (line) for creativity. 3. Appreciate the virtue of peace by avoiding hurting others and observing rules skipping | In groups, pairs or individually learners are guided to:  Identify different ways of skipping in different pathways for space and body awareness through practice  Skip in different pathways (line) for creativity. | How is skipping in patterns done? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Reference books  Open space | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | PERFORMING AND DISPLAY | Skipping | By the end of the lesson, the learner should be able to:   1. Identify different ways of skipping in different pathways for space and body awareness through practice 2. Skip in different pathways (curved) for creativity. 3. Appreciate the virtue of peace by avoiding hurting others and observing rules skipping | In groups, pairs or individually learners are guided to:  Identify different ways of skipping in different pathways for space and body awareness through practice  Skip in different pathways (curved) for creativity. | How is skipping in patterns done? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Reference books  Open space | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | PERFORMING AND DISPLAY | Skipping | By the end of the lesson, the learner should be able to:   1. Identify different ways of skipping in different pathways for space and body awareness through practice 2. Skip in different pathways (curved) for creativity. 3. Appreciate the virtue of peace by avoiding hurting others and observing rules skipping | In groups, pairs or individually learners are guided to:  Identify different ways of skipping in different pathways for space and body awareness through practice  Skip in different pathways (curved) for creativity. | How is skipping in patterns done? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Reference books  Open space | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | PERFORMING AND DISPLAY | Skipping | By the end of the lesson, the learner should be able to:   1. Identify different ways of skipping in different pathways for space and body awareness through practice 2. Skip in different pathways (circular) for creativity. 3. Appreciate the virtue of peace by avoiding hurting others and observing rules skipping | In groups, pairs or individually learners are guided to:  Identify different ways of skipping in different pathways for space and body awareness through practice  Skip in different pathways (circular) for creativity. | How is skipping in patterns done? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Reference books  Open space | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | PERFORMING AND DISPLAY | Skipping | By the end of the lesson, the learner should be able to:   1. Identify different ways of skipping in different pathways for space and body awareness through practice 2. Skip in different pathways (circular) for creativity. 3. Appreciate the virtue of peace by avoiding hurting others and observing rules skipping | In groups, pairs or individually learners are guided to:  Identify different ways of skipping in different pathways for space and body awareness through practice  Skip in different pathways (circular) for creativity. | How is skipping in patterns done? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Reference books  Open space | Oral questions Oral Report Observation  Written exercise |  |
|  | **6** | PERFORMING AND DISPLAY | Skipping | By the end of the lesson, the learner should be able to:   1. Identify different ways of skipping in different pathways for space and body awareness through practice 2. Skip in different pathways (zigzag) for creativity. 3. Appreciate the virtue of peace by avoiding hurting others and observing rules skipping | In groups, pairs or individually learners are guided to:  Identify different ways of skipping in different pathways for space and body awareness through practice  Skip in different pathways (zigzag) for creativity. | How is skipping in patterns done? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Reference books  Open space | Oral questions Oral Report Observation  Written exercise |  |
|  | **7** | PERFORMING AND DISPLAY | Skipping | By the end of the lesson, the learner should be able to:   1. Identify different ways of skipping in different pathways for space and body awareness through practice 2. Skip in different pathways (zigzag) for creativity. 3. Appreciate the virtue of peace by avoiding hurting others and observing rules skipping | In groups, pairs or individually learners are guided to:  Identify different ways of skipping in different pathways for space and body awareness through practice  Skip in different pathways (zigzag) for creativity. | How is skipping in patterns done? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Reference books  Open space | Oral questions Oral Report Observation  Written exercise |  |
| **6** | **1** | PERFORMING AND DISPLAY | Skipping | By the end of the lesson, the learner should be able to:   1. Sing simple songs when playing games that involve skipping in different directions for fitness 2. Skip while making patterns formation using lines and geometric shapes. 3. Develop creativity and imagination: as they make pattern formations using lines and basic geometric shapes. | In groups, pairs or individually learners are guided to:  Sing simple songs when playing games that involve skipping in different directions for fitness  Skip while making patterns formation using lines and geometric shapes. | How is skipping in patterns done? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Reference books  Open space | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | PERFORMING AND DISPLAY | Skipping | By the end of the lesson, the learner should be able to:   1. Sing simple songs when playing games that involve skipping in different directions for fitness 2. Skip while making patterns formation using lines and geometric shapes. 3. Develop creativity and imagination: as they make pattern formations using lines and basic geometric shapes. | In groups, pairs or individually learners are guided to:  Sing simple songs when playing games that involve skipping in different directions for fitness  Skip while making patterns formation using lines and geometric shapes. | How is skipping in patterns done? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Reference books  Open space | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | PERFORMING AND DISPLAY | Skipping | By the end of the lesson, the learner should be able to:   1. Identify games involving skipping using digital devices. 2. Observe rules and safety while playing games involving skipping. 3. Sing action songs while skipping in different ways for enjoyment. | In groups, pairs or individually learners are guided to:  Identify games involving skipping using digital devices.  Observe rules and safety while playing games involving skipping.  Sing action songs while skipping in different ways | How is skipping in patterns done? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Reference books  Open space | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | PERFORMING AND DISPLAY | Skipping | By the end of the lesson, the learner should be able to:   1. Identify games involving skipping using digital devices. 2. Observe rules and safety while playing games involving skipping. 3. Sing action songs while skipping in different ways for enjoyment. | In groups, pairs or individually learners are guided to:  Identify games involving skipping using digital devices.  Observe rules and safety while playing games involving skipping.  Sing action songs while skipping in different ways | How is skipping in patterns done? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Reference books  Open space | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | PERFORMING AND DISPLAY | Dribbling | By the end of the lesson, the learner should be able to:   1. Identify different dribbling directions for space awareness through practice. 2. Discuss how dribbling a ball is done in various directions. 3. Appreciate dribbling in different directions. | In groups, pairs or individually learners are guided to:  Identify different dribbling directions for space awareness through practice.  Discuss how dribbling a ball is done in various directions. | How is dribbling a ball done in various directions? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Open space | Oral questions Oral Report Observation  Written exercise |  |
|  | **6** | PERFORMING AND DISPLAY | Dribbling | By the end of the lesson, the learner should be able to:   1. Collect locally available reusable materials (carrier bags, papers, dry leaves, old cloth, old sock, polythene bags) 2. Improvise a ball using knotting technique for use in dribbling 3. Develop the skills of critical thinking and problem solving when using locally available materials to improvise balls | In groups, pairs or individually learners are guided to:  Collect locally available reusable materials (carrier bags, papers, dry leaves, old cloth, old sock, polythene bags)  Improvise a ball using knotting technique for use in dribbling | How is dribbling a ball done in various directions? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Reference books  Open space | Oral questions Oral Report Observation  Written exercise |  |
|  | **7** | PERFORMING AND DISPLAY | Dribbling | By the end of the lesson, the learner should be able to:   1. Collect locally available reusable materials (carrier bags, papers, dry leaves, old cloth, old sock, polythene bags) 2. Improvise a ball using knotting technique for use in dribbling 3. Develop the skills of critical thinking and problem solving when using locally available materials to improvise balls | In groups, pairs or individually learners are guided to:  Collect locally available reusable materials (carrier bags, papers, dry leaves, old cloth, old sock, polythene bags)  Improvise a ball using knotting technique for use in dribbling | How is dribbling a ball done in various directions? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Reference books  Open space | Oral questions Oral Report Observation  Written exercise |  |
| **7** | **1** | PERFORMING AND DISPLAY | Dribbling | By the end of the lesson, the learner should be able to:   1. Identify different dribbling directions for space awareness through practice 2. Dribble an improvised ball in different directions (forward). 3. Enjoy dribbling in different directions. | In groups, pairs or individually learners are guided to:  Identify different dribbling directions for space awareness through practice  Dribble an improvised ball in different directions (forward). | How is dribbling a ball done in various directions? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Open space | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | PERFORMING AND DISPLAY | Dribbling | By the end of the lesson, the learner should be able to:   1. Identify different dribbling directions for space awareness through practice 2. Dribble an improvised ball in different directions (forward). 3. Enjoy dribbling in different directions. | In groups, pairs or individually learners are guided to:  Identify different dribbling directions for space awareness through practice  Dribble an improvised ball in different directions (forward). | How is dribbling a ball done in various directions? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Open space | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | PERFORMING AND DISPLAY | Dribbling | By the end of the lesson, the learner should be able to:   1. Identify different dribbling directions for space awareness through practice 2. Dribble an improvised ball in different directions (forward). 3. Enjoy dribbling in different directions. | In groups, pairs or individually learners are guided to:  Identify different dribbling directions for space awareness through practice  Dribble an improvised ball in different directions (forward). | How is dribbling a ball done in various directions? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Open space | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | PERFORMING AND DISPLAY | Dribbling | By the end of the lesson, the learner should be able to:   1. Identify different dribbling directions for space awareness through practice 2. Dribble an improvised ball in different directions (backward). 3. Enjoy dribbling in different directions. | In groups, pairs or individually learners are guided to:  Identify different dribbling directions for space awareness through practice  Dribble an improvised ball in different directions (backward). | How is dribbling a ball done in various directions? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Open space | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | PERFORMING AND DISPLAY | Dribbling | By the end of the lesson, the learner should be able to:   1. Identify different dribbling directions for space awareness through practice 2. Dribble an improvised ball in different directions (backward). 3. Enjoy dribbling in different directions. | In groups, pairs or individually learners are guided to:  Identify different dribbling directions for space awareness through practice  Dribble an improvised ball in different directions (backward). | How is dribbling a ball done in various directions? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Open space | Oral questions Oral Report Observation  Written exercise |  |
|  | **6** | PERFORMING AND DISPLAY | Dribbling | By the end of the lesson, the learner should be able to:   1. Identify different dribbling directions for space awareness through practice 2. Dribble an improvised ball in different directions (backward). 3. Enjoy dribbling in different directions. | In groups, pairs or individually learners are guided to:  Identify different dribbling directions for space awareness through practice  Dribble an improvised ball in different directions (backward). | How is dribbling a ball done in various directions? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Open space | Oral questions Oral Report Observation  Written exercise |  |
|  | **7** | PERFORMING AND DISPLAY | Dribbling | By the end of the lesson, the learner should be able to:   1. Identify different dribbling directions for space awareness through practice 2. Dribble an improvised ball in different directions (to the right). 3. Enjoy dribbling in different directions. | In groups, pairs or individually learners are guided to:  Identify different dribbling directions for space awareness through practice  Dribble an improvised ball in different directions (to the right). | How is dribbling a ball done in various directions? | Creative Arts Curriculum Design Grade 3  Flash cards  Digital devices  Musical instruments  Pictures  Open space | Oral questions Oral Report Observation  Written exercise |  |
| **8** |  |  |  | **MIDTERM BREAK** |  |  |  |  |  |
| **9** | **1** | PERFORMING AND DISPLAY | Dribbling | By the end of the lesson, the learner should be able to:   1. Identify different dribbling directions for space awareness through practice 2. Dribble an improvised ball in different directions (to the right). 3. Enjoy dribbling in different directions. | In groups, pairs or individually learners are guided to:  Identify different dribbling directions for space awareness through practice  Dribble an improvised ball in different directions (to the right). | How is dribbling a ball done in various directions? | Creative Arts Curriculum Design Grade 3  Open space  Field makers  Landing mats  Group makers  Improvised balls | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | PERFORMING AND DISPLAY | Dribbling | By the end of the lesson, the learner should be able to:   1. Identify different dribbling directions for space awareness through practice 2. Dribble an improvised ball in different directions (to the right). 3. Enjoy dribbling in different directions. | In groups, pairs or individually learners are guided to:  Identify different dribbling directions for space awareness through practice  Dribble an improvised ball in different directions (to the right). | How is dribbling a ball done in various directions? | Creative Arts Curriculum Design Grade 3  Open space  Field makers  Landing mats  Group makers  Improvised balls | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | PERFORMING AND DISPLAY | Dribbling | By the end of the lesson, the learner should be able to:   1. Identify different dribbling directions for space awareness through practice 2. Dribble an improvised ball in different directions (to the left). 3. Enjoy dribbling in different directions. | In groups, pairs or individually learners are guided to:  Identify different dribbling directions for space awareness through practice  Dribble an improvised ball in different directions (to the left). | How is dribbling a ball done in various directions? | Creative Arts Curriculum Design Grade 3  Open space  Field makers  Landing mats  Group makers  Improvised balls | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | PERFORMING AND DISPLAY | Dribbling | By the end of the lesson, the learner should be able to:   1. Identify different dribbling directions for space awareness through practice 2. Dribble an improvised ball in different directions (to the left). 3. Enjoy dribbling in different directions. | In groups, pairs or individually learners are guided to:  Identify different dribbling directions for space awareness through practice  Dribble an improvised ball in different directions (to the left). | How is dribbling a ball done in various directions? | Creative Arts Curriculum Design Grade 3  Open space  Field makers  Landing mats  Group makers  Improvised balls | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | PERFORMING AND DISPLAY | Dribbling | By the end of the lesson, the learner should be able to:   1. Identify different dribbling directions for space awareness through practice 2. Dribble an improvised ball in different directions (to the left). 3. Enjoy dribbling in different directions. | In groups, pairs or individually learners are guided to:  Identify different dribbling directions for space awareness through practice  Dribble an improvised ball in different directions (to the left). | How is dribbling a ball done in various directions? | Creative Arts Curriculum Design Grade 3  Open space  Field makers  Landing mats  Group makers  Improvised balls | Oral questions Oral Report Observation  Written exercise |  |
|  | **6** | PERFORMING AND DISPLAY | Dribbling | By the end of the lesson, the learner should be able to:   1. Perform dribbling in different directions and give self and other group members feedback. 2. Sing action songs while dribbling the ball to different directions. 3. Have fun doing environmental activities by kicking the ball to different campus points. | In groups, pairs or individually learners are guided to:  Perform dribbling in different directions and give self and other group members feedback.  Sing action songs while dribbling the ball to different directions. | How is dribbling a ball done in various directions? | Creative Arts Curriculum Design Grade 3  Open space  Field makers  Landing mats  Group makers  Improvised balls | Oral questions Oral Report Observation  Written exercise |  |
|  | **7** | PERFORMING AND DISPLAY | Dribbling | By the end of the lesson, the learner should be able to:   1. Perform dribbling in different directions and give self and other group members feedback. 2. Sing action songs while dribbling the ball to different directions. 3. Have fun doing environmental activities by kicking the ball to different campus points. | In groups, pairs or individually learners are guided to:  Perform dribbling in different directions and give self and other group members feedback.  Sing action songs while dribbling the ball to different directions. | How is dribbling a ball done in various directions? | Creative Arts Curriculum Design Grade 3  Open space  Field makers  Landing mats  Group makers  Resource persons  Improvised balls | Oral questions Oral Report Observation  Written exercise |  |
| **10** | **1** | PERFORMING AND DISPLAY | Dribbling | By the end of the lesson, the learner should be able to:   1. Identify simple games that involve dribbling using digital devices. 2. Observe rules and safety while playing simple games that involve dribbling in different directions. 3. Enjoy playing games that involve dribbling in different directions. | In groups, pairs or individually learners are guided to:  Identify simple games that involve dribbling using digital devices.  Observe rules and safety while playing simple games that involve dribbling in different directions. | How is dribbling a ball done in various directions? | Creative Arts Curriculum Design Grade 3  Open space  Field makers  Landing mats  Group makers  Improvised balls | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | PERFORMING AND DISPLAY | Dribbling | By the end of the lesson, the learner should be able to:   1. Identify simple games that involve dribbling using digital devices. 2. Observe rules and safety while playing simple games that involve dribbling in different directions. 3. Enjoy playing games that involve dribbling in different directions. | In groups, pairs or individually learners are guided to:  Identify simple games that involve dribbling using digital devices.  Observe rules and safety while playing simple games that involve dribbling in different directions. | How is dribbling a ball done in various directions? | Creative Arts Curriculum Design Grade 3  Open space  Field makers  Landing mats  Group makers  Improvised balls | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | PERFORMING AND DISPLAY | Playing Musical Instrument (String) | By the end of the lesson, the learner should be able to:   1. Discuss how string instruments are played. 2. Listen to and watch audio- visual recordings and pictures of varied music instruments, ( fiddles, ground bows and mouth bows). 3. Appreciate musical string instrument. | In groups, pairs or individually learners are guided to:  Discuss how string instruments are played.  Listen to and watch audio- visual recordings and pictures of varied music instruments, ( fiddles, ground bows and mouth bows). | How are string instruments played? | Creative Arts Curriculum Design Grade 3  Reusable locally available  Digital devices  Musical instruments | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | PERFORMING AND DISPLAY | Playing Musical Instrument (String) | By the end of the lesson, the learner should be able to:   1. Identify and talk about the string instruments from the recordings and pictures ( fiddles). 2. Imitate playing the string instruments individually (fiddles) 3. Develop communication and collaboration as they visually and aurally identities and talks about the string instruments from the recordings and pictures | In groups, pairs or individually learners are guided to:  Identify and talk about the string instruments from the recordings and pictures,( fiddles).  Imitate playing the string instruments individually (fiddles) | How are string instruments played? | Creative Arts Curriculum Design Grade 3  Open space  Reusable locally available Resource persons  Digital devices  Musical instruments | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | PERFORMING AND DISPLAY | Playing Musical Instrument (String) | By the end of the lesson, the learner should be able to:   1. Identify and talk about the string instruments from the recordings and pictures (ground bows). 2. Imitate playing the string instruments individually (ground bows) 3. Develop communication and collaboration as they visually and aurally identities and talks about the string instruments from the recordings and pictures | In groups, pairs or individually learners are guided to:  Identify and talk about the string instruments from the recordings and pictures (ground bows).  Imitate playing the string instruments individually (ground bows) | How are string instruments played? | Creative Arts Curriculum Design Grade 3  Open space  Reusable locally available Resource persons  Digital devices  Musical instruments | Oral questions Oral Report Observation  Written exercise |  |
|  | **6** | PERFORMING AND DISPLAY | Playing Musical Instrument (String) | By the end of the lesson, the learner should be able to:   1. Identify and talk about the string instruments from the recordings and pictures (mouth bows). 2. Imitate playing the string instruments individually (mouth bows) 3. Develop communication and collaboration as they visually and aurally identities and talks about the string instruments from the recordings and pictures | In groups, pairs or individually learners are guided to:  Identify and talk about the string instruments from the recordings and pictures (mouth bows).  Imitate playing the string instruments individually (mouth bows) | How are string instruments played? | Creative Arts Curriculum Design Grade 3  Open space  Reusable locally available Resource persons  Digital devices  Musical instruments | Oral questions Oral Report Observation  Written exercise |  |
|  | **7** | PERFORMING AND DISPLAY | Playing Musical Instrument (String) | By the end of the lesson, the learner should be able to:   1. Play the improvised string instrument (apply the skills of striking). 2. Sing and make different body movements while playing the improvised string instrument. 3. Enjoy singing games while playing an improvised wind instrument | In groups, pairs or individually learners are guided to:  Play the improvised string instrument (apply the skills of striking).  Sing and make different body movements while playing the improvised string instrument. | How are string instruments played? | Creative Arts Curriculum Design Grade 3  Open space  Reusable locally available  Digital devices  Musical instruments | Oral questions Oral Report Observation  Written exercise |  |
| **11** | **1** | PERFORMING AND DISPLAY | Playing Musical Instrument (String) | By the end of the lesson, the learner should be able to:   1. Play the improvised string instrument (apply the skills of striking). 2. Sing and make different body movements while playing the improvised string instrument. 3. Enjoy singing games while playing an improvised wind instrument | In groups, pairs or individually learners are guided to:  Play the improvised string instrument (apply the skills of striking).  Sing and make different body movements while playing the improvised string instrument. | How are string instruments played? | Creative Arts Curriculum Design Grade 3  Open space  Reusable locally available  Digital devices  Musical instruments | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | PERFORMING AND DISPLAY | Playing Musical Instrument (String) | By the end of the lesson, the learner should be able to:   1. Play the improvised string instrument (apply the skills of striking). 2. Sing and make different body movements while playing the improvised string instrument. 3. Enjoy singing games while playing an improvised wind instrument | In groups, pairs or individually learners are guided to:  Play the improvised string instrument (apply the skills of striking).  Sing and make different body movements while playing the improvised string instrument. | How are string instruments played? | Creative Arts Curriculum Design Grade 3  Open space  Reusable locally available  Digital devices  Musical instruments | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | PERFORMING AND DISPLAY | Playing Musical Instrument (String) | By the end of the lesson, the learner should be able to:   1. Play the improvised string instrument (apply the skills of plucking) 2. Sing and make different body movements while playing the improvised string instrument. 3. Enjoy singing games while playing an improvised wind instrument | In groups, pairs or individually learners are guided to:  Play the improvised string instrument (apply the skills of plucking)  Sing and make different body movements while playing the improvised string instrument. | How are string instruments played? | Creative Arts Curriculum Design Grade 3  Open space  Reusable locally available Resource persons  Digital devices  Musical instruments | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | PERFORMING AND DISPLAY | Playing Musical Instrument (String) | By the end of the lesson, the learner should be able to:   1. Play the improvised string instrument (apply the skills of plucking) 2. Sing and make different body movements while playing the improvised string instrument. 3. Enjoy singing games while playing an improvised wind instrument | In groups, pairs or individually learners are guided to:  Play the improvised string instrument (apply the skills of plucking)  Sing and make different body movements while playing the improvised string instrument. | How are string instruments played? | Creative Arts Curriculum Design Grade 3  Open space  Reusable locally available Resource persons  Digital devices  Musical instruments | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | PERFORMING AND DISPLAY | Playing Musical Instrument (String) | By the end of the lesson, the learner should be able to:   1. Play the improvised string instrument (apply the skills of plucking) 2. Sing and make different body movements while playing the improvised string instrument. 3. Enjoy singing games while playing an improvised wind instrument | In groups, pairs or individually learners are guided to:  Play the improvised string instrument (apply the skills of plucking)  Sing and make different body movements while playing the improvised string instrument. | How are string instruments played? | Creative Arts Curriculum Design Grade 3  Open space  Reusable locally available  Digital devices  Musical instruments | Oral questions Oral Report Observation  Written exercise |  |
|  | **6** | PERFORMING AND DISPLAY | Playing Musical Instrument (String) | By the end of the lesson, the learner should be able to:   1. Play the improvised string instrument (apply the skills of bowing) 2. Sing and make different body movements while playing the improvised string instrument. 3. Enjoy singing games while playing an improvised wind instrument | In groups, pairs or individually learners are guided to:  Play the improvised string instrument (apply the skills of bowing)  Sing and make different body movements while playing the improvised string instrument. | How are string instruments played? | Creative Arts Curriculum Design Grade 3  Open space  Reusable locally available  Digital devices  Musical instruments | Oral questions Oral Report Observation  Written exercise |  |
|  | **7** | PERFORMING AND DISPLAY | Playing Musical Instrument (String) | By the end of the lesson, the learner should be able to:   1. Play the improvised string instrument (apply the skills of bowing) 2. Sing and make different body movements while playing the improvised string instrument. 3. Enjoy singing games while playing an improvised wind instrument | In groups, pairs or individually learners are guided to:  Play the improvised string instrument (apply the skills of bowing)  Sing and make different body movements while playing the improvised string instrument. | How are string instruments played? | Creative Arts Curriculum Design Grade 3  Open space  Reusable locally available  Digital devices  Musical instruments | Oral questions Oral Report Observation  Written exercise |  |
| **12** | **1** | PERFORMING AND DISPLAY | Playing Musical Instrument (String) | By the end of the lesson, the learner should be able to:   1. Play the improvised string instrument (apply the skills of bowing) 2. Sing and make different body movements while playing the improvised string instrument. 3. Enjoy singing games while playing an improvised wind instrument | In groups, pairs or individually learners are guided to:  Play the improvised string instrument (apply the skills of bowing)  Sing and make different body movements while playing the improvised string instrument. | How are string instruments played? | Creative Arts Curriculum Design Grade 3  Open space  Reusable locally available  Digital devices  Musical instruments | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | PERFORMING AND DISPLAY | Playing Musical Instrument (String) | By the end of the lesson, the learner should be able to:   1. Play the improvised string instrument (apply the skills of strumming) 2. Sing and make different body movements while playing the improvised string instrument. 3. Enjoy singing games while playing an improvised wind instrument | In groups, pairs or individually learners are guided to:  Play the improvised string instrument (apply the skills of strumming)  Sing and make different body movements while playing the improvised string instrument. | How are string instruments played? | Creative Arts Curriculum Design Grade 3  Open space  Reusable locally available  Digital devices  Musical instruments | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | PERFORMING AND DISPLAY | Playing Musical Instrument (String) | By the end of the lesson, the learner should be able to:   1. Play the improvised string instrument (apply the skills of strumming) 2. Sing and make different body movements while playing the improvised string instrument. 3. Enjoy singing games while playing an improvised wind instrument | In groups, pairs or individually learners are guided to:  Play the improvised string instrument (apply the skills of strumming)  Sing and make different body movements while playing the improvised string instrument. | How are string instruments played? | Creative Arts Curriculum Design Grade 3  Open space  Reusable locally available  Digital devices  Musical instruments | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | PERFORMING AND DISPLAY | Playing Musical Instrument (String) | By the end of the lesson, the learner should be able to:   1. Play the improvised string instrument (apply the skills of strumming) 2. Sing and make different body movements while playing the improvised string instrument. 3. Enjoy singing games while playing an improvised wind instrument | In groups, pairs or individually learners are guided to:  Play the improvised string instrument (apply the skills of strumming)  Sing and make different body movements while playing the improvised string instrument. | How are string instruments played? | Creative Arts Curriculum Design Grade 3  Open space  Reusable locally available  Digital devices  Musical instruments | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | PERFORMING AND DISPLAY | Playing Musical Instrument (String) | By the end of the lesson, the learner should be able to:   1. Play the improvised string instrument. 2. Use digital devices to record when playing string instruments 3. Develop responsibility by taking care of digital devices as they record and play string musical instruments for enjoyment. | In groups, pairs or individually learners are guided to:  Play the improvised string instrument.  Use digital devices to record when playing string instruments. | How are string instruments played? | Creative Arts Curriculum Design Grade 3  Open space  Reusable locally available  Digital devices  Musical instruments | Oral questions Oral Report Observation  Written exercise |  |
|  | **6** | PERFORMING AND DISPLAY | Playing Musical Instrument (String) | By the end of the lesson, the learner should be able to:   1. Play the improvised string instrument. 2. Use digital devices to record when playing string instruments 3. Develop responsibility by taking care of digital devices as they record and play string musical instruments for enjoyment. | In groups, pairs or individually learners are guided to:  Play the improvised string instrument.  Use digital devices to record when playing string instruments. | How are string instruments played? | Creative Arts Curriculum Design Grade 3  Open space  Reusable locally available  Digital devices  Musical instruments | Oral questions Oral Report Observation  Written exercise |  |
|  | **7** | PERFORMING AND DISPLAY | Playing Musical Instrument (String) | By the end of the lesson, the learner should be able to:   1. Play the improvised string instrument. 2. Use digital devices to record when playing string instruments 3. Develop responsibility by taking care of digital devices as they record and play string musical instruments for enjoyment. | In groups, pairs or individually learners are guided to:  Play the improvised string instrument.  Use digital devices to record when playing string instruments. | How are string instruments played? | Creative Arts Curriculum Design Grade 3  Open space  Reusable locally available  Digital devices  Musical instruments | Oral questions Oral Report Observation  Written exercise |  |
| **13-14** |  |  |  | **END TERM TWO ASSESSMENT** |  |  |  |  |  |