**Grade 7 Rationalized Creative Arts and sports Schemes of work**

**Term 2**

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| **Week** | **Lesson** | **Strand** | **Substrand** | **Specific Learning Outcomes** | **Key inquiry Questions** | **Learning Experiences** | **Learning Resources** | **Assessment** | **Remarks** |
| **1** |  | **Opening of Schools and Cleanliness** | | | | | | | |
| **2** | **1-4** | **Creating and performing in Creative Arts and sports** | **Composing melody**  Melodies in G major (Creating and performing) | By the end of the substrand the learner should be able to:   1. Compose four bar melodies in C major 2. Perform simple piece of music in C major 3. Appreciate the use of melody in Creative Arts and sports for expression | How do musical visual arts and physical fitness skills contribute to composing music? | Learners are guided to:  Compose and notate 2- bar question and 2- bar answer phrases of a melody  Create and notate 4- bar melodies in C major and in ²4 time using the treble clef  Sight read 4 bar melodies in C major using voice/ descant recorder/ any other western instrument. | Pictures, digital devices, descant recorder,charts, resource person, learners experiences, learners course books | Oral questions, Observation, listening keenly |  |
|  | **5** |  | **Composing melody**  Creating card design | By the end of the substrand the learner should be able to:   1. Explain how to create a card design in music 2. Name the materials needed in Creating a card design 3. Create a card design inspired by the composed melody | How do musical visual arts and physical fitness skills contribute to composing music? | Learners are guided to:  Design a decorated one fold window seasonal card inspired by the melody composed.   * Cut out a window on the front page of the card * Create illustrations inspired by the melody inside the window * Embellish the window with found objects ( paper,buttons,beads,straws) and music notation signs * Include the melody | Pictures, digital devices, video clips, papers,beads,straws, learners experiences, learners course books | Oral questions, Observation, listening keenly |  |
| **3** | **1-2** |  | **Composing melody**  Creating card design | By the end of the substrand the learner should be able to:   1. Explain how to create a card design in music 2. Name the materials needed in Creating a card design 3. Create a card design inspired by the composed melody | How do musical visual arts and physical fitness skills contribute to composing music? | Learners are guided to:    Sign the card using calligraphy, perform simple pieces of music in C major using voice/ descant recorder/ any other western instrument  Perform melodies with curwen hand signs and other gestures or body movements ( clapping, tapping, marching to Rhythm, swaying and swinging)to create a warm up routine.  Give feedback on melodies composed and cards designed by self and others. | Pictures, digital devices, video clips, papers, beads, straws, designed cards, learners experiences, learners course books | Oral questions, Observation, listening keenly |  |
|  | **3-5** |  | **Handball**  Weaving a Handball net | By the end of the substrand the learner should be able to:   1. Describe the steps of making a larks, head knot. 2. Weave a handball goal net using larks head macrame knots 3. Appreciate each other’s effort in weaving | How does playing handball enhance health? | Learners are guided to:  Observe and discuss virtual or actual demonstrations of steps of making lark’s head macrame knots  Observe virtual or actual samples of four basic macrame knots used for weaving,( the larks head, half hitch, square, spiral/ half knots) | Pictures, digital devices, video clips,, learners experiences, learners course books | Oral questions, Observation, listening keenly |  |
| **4** | **1** |  | **Handball**  Weaving a Handball net | By the end of the substrand the learner should be able to:   1. Describe the steps of making lark’s head knot 2. Weave a handball goal net using larks head macrame knots 3. Appreciate each other’s effort in weaving | How does playing handball enhance health? | Learners are guided to:  Collaboratively practice tying the knots  Collaboratively, weave a handball goal net while observing the knots,size of the net and finishing | Pictures, digital devices, video clips,net, learners experiences, learners course books | Oral questions, Observation, listening keenly |  |
|  | **2-3** |  | **Handball**  Passes | By the end of the substrand the learner should be able to:   1. Demonstrate the passing skill 2. Perform passing skill in handball game 3. Appreciate each other’s effort in passing in handball game | How does playing handball enhance health? | Learners are guided to:  Watch a virtual or observe a demonstration of passes(side pass,jump pass and flick pass)  Perform passing skill in handball | Pictures, digital devices, video clips, learners experiences, learners course books | Oral questions, Observation, listening keenly |  |
|  | **4-5** |  | **Handball**  Dribbling | By the end of the substrand the learner should be able to:   1. Demonstrate dribbling in handball 2. Execute dribbling in handball for skill acquisition 3. Appreciate each other’s effort in dribbling the ball for skill acquisition | How does playing handball enhance health? | Learners are guided to  Demonstrate the skill of dribbling in handball.  Practice dribbling skill(high and low ) in handball game | Demonstrations, pictures, ball, learners experiences, learners course books | Oral questions, Observation, listening keenly |  |
| **5** | **1-2** |  | **Handball**  Jump Shot | By the end of the substrand the learner should be able to:   1. Demonstrate jump shot in handball 2. Execute jump shot in handball 3. Appreciate each other’s effort in shooting in handball | How does playing handball enhance health? | Learners are guided to:.  Practice jump shot using drills.  Apply passing, dribbling and shooting skills Ina mini game while observing safety and without gender bias  Value each other’s effort in weaving, passing, shooting and dribbling in handball | Demonstrations, pictures, ball, learners experiences, learners course books | Oral questions, Observation, listening keenly |  |
|  | **3-5** |  | **Western solo instruments**  Techniques of playing a descant recorder | By the end of the substrand the learner should be able to:   1. Explain the techniques of playing a descant recorder or any other western instrument 2. Observe demonstrations of playing a descant recorder 3. Appreciate playing music on the descant recorder or any other western solo instrument. | How are the various instrumental techniques applied in playing western solo instruments? | Learners are guided to:  Observe an actual or virtual demonstrations of techniques ( appropriate playing posture, blowing, fingering,, tonguing,, strumming, picking, clarity of tone quality and embouchure to playing the descant recorder or any other western instrument. | Pictures, digital devices, video clips, descant recorder, learners experiences, learners course books | Oral questions, Observation, listening keenly |  |
| **6** | **1** |  | **Western solo instruments**  Techniques of playing descant recorder | By the end of the substrand the learner should be able to:   1. Explain the techniques of playing a descant recorder or any other western instrument. 2. Observe demonstrations of playing a descant recorder 3. Appreciate playing music on the descant recorder or any other western solo instrument | How are the various instrumental techniques applied in playing western solo instruments? | Learners are guided to:  Observe an actual or virtual demonstrations of techniques ( appropriate playing posture,, blowing fingering, tonguing, strumming, picking, clarity of tone quality and embouchure to playing the descant recorder or any other western instrument | Pictures, digital devices, video clips, descant recorder, learners experiences, learners course books | Oral questions, Observation, listening keenly |  |
|  | **2-3** |  | **Western solo instruments**  Stencil motif of a descant recorder | By the end of the substrand the learner should be able to:   1. Describe steps followed when creating a stencil motif of a descant recorder 2. Create a stencil of a descant recorder or any other western instrument for printing | How are the various instrumental techniques applied in playing western solo instruments? | Learners are guided to:  Create a stencil motif of a descant recorder or solo western instrument by:-   * Sketching on strong paper, * Marking non image and image * Cut out non image parts   Print the motif using the repeat pattern by on paper/ fabric | Pictures, digital devices, video clips, descant recorder, learners experiences, learners course books | Oral questions, Observation |  |
|  | **4-5** |  | **Western solo instrument**  Tuning | By the end of the substrand the learner should be able to:   1. Observe tutorials on tuning of the descant recorder 2. Tune a western instrument for a perfomance 3. Appreciate playing music on the descant recorder or any other western instrument | How are the various instrumental techniques applied in playing western solo instruments? | Learners are guided to  Observe an actual or virtual tutorials on tuning of a recorder or any other western instrument and tune it properly  Interpret fingering charts play the notes C,D,E,F,G,A,B, and C | Pictures, digital devices, video clips,charts, descant recorder, learners experiences, learners course books | Oral questions, Observation, listening keenly |  |
| **7** | **1-2** |  | **Western solo instruments**  Performing | By the end of the substrand the learner should be able to:   1. Practice playing technical exercises on a descant recorder 2. Perform a solo instrumental piece in C major 3. Appreciate playing music on the descant recorder or any other western instrument | How are the various instrumental techniques applied in playing western solo instruments? | Learners are guided to:  Practice playing the technical exercises (ascending and descending scale of c major, Toni arpeggio, sight reading exercises in c major and simple time) enhance recorder or any other western instrument playing technique.  Observe performance directions for repeat ( repeat marks,1st and 2nd repeat articulation ( legato and staccato) dynamics(loud and soft) tempo (fast and slow)  Perform a Solo piece in C major in 2-4 times | Pictures, digital devices, video clips, descant recorder, learners experiences, learners course books | Oral questions, Observation, listening keenly |  |
|  | **3-5** |  | **Football**  Pictorial Composition | By the end of the substrand the learner should be able to:   1. Paint an imaginary composition of a football field with players in action 2. Display painted football fields 3. Value team effort in a Usefootball game | How can colours be used to show distance? | Learners are guided to:  Paint an imaginative pictorial Composition of football match to show:   * The field ( atmospheric perspective with emphasis on; * Warm colours( progression) * Cool colours ((recession) * Players in action   Display and give each other’s feedback on painted football fields | Pictures, digital devices, video clips,paints,charts, learners experiences, learners course books | Oral questions, Observation |  |
| **8** |  |  | **Half term Assessment and Half term break** | | | |  |  |  |
| **9** | **1** |  | **Football**  Pictorial Composition | By the end of the substrand the learner should be able to   1. Paint an imaginary composition of a football field with players in action 2. Display painted football fields 3. Value team effort in a football game | How can colours be used to show distance? | Learners are guided to:  Paint an imaginative pictorial Composition of football match to show:   * The field ( atmospheric perspective with emphasis on * Warm colours (progression) * Cool colours (recession) * Players in action   Display and give each other feedback on painted football fields | Pictures, digital devices, video clips ,paints charts, learners experiences, learners course books | Oral questions, Observation |  |
|  | **2-5** |  | **Football**  Trapping | By the end of the substrand the learner should be able to:   1. Discuss and demonstrate the skill of trapping 2. Execute the skill of trapping in football 3. Value team effort in football team | Why is ball control important in football match? | Learners are guided to:  Watch a virtual or live football demonstration to discuss trapping skill( foot,thigh and chest)  Demonstrate the skill of trapping  In groups practice the skill of trapping.  Use the skill of trapping in a conditioned game while observing safety | Pictures, digital devices, video clips, demonstrations,ball, learners experiences, learners course books | Oral questions, Observation |  |
| **10** | **1-4** |  | **Football**  Dribbling | By the end of the substrand the learner should be able to:   1. Demonstrate dribbling skill in football 2. Perform dribbling skill in football 3. Value team effort in football game | Why is ball control important in football match | Learners are guided to:  Watch a virtual or live football demonstration to discuss the dribbling skill (inside and outside of the foot)  Demonstrate the skill of dribbling  In groups, practice dribbling skill for ball control  Use the skill of dribbling in a conditioned game while observing safety  Give each other feedback on the execution of skills in football | Pictures, digital devices, video clips, demonstrations, ball, learners experiences, learners course books | Oral questions, Observation |  |
|  | **5** |  | **Story telling**  Story telling techniques | By the end of the substrand the learner should be able to:   1. Describe techniques used in story telling 2. Narrate short stories they know 3. Realize story telling as a means of communication | How can story telling be made interesting? | Learners are guided to:  Watch live recorded narration clips to discuss story telling techniques (use of voice,use of body,use of songs, audience involvement,props and costumes)  Narrate short stories they know,to discuss techniques displayed in their stories | Pictures, digital devices, video clips, tape recorders, learners experiences, learners course books | Oral questions, Observation, listening keenly |  |
| **11** | **1-3** |  | **Story telling**  Story telling techniques | By the end of the substrand the learner should be able to   1. Describe techniques used in story telling 2. Narrate short stories they know 3. Realize story telling as a means of communication | How can story telling be made interesting? | Learners are guided to;  Live recorded narration clips to discuss story telling techniques ( use of voice,use of body,use of songs, audience involvement, props and costumes)  Narrate short stories they know, to discuss techniques displayed in their stories | Pictures, digital devices, video clips, tape recorders, learners experiences, learners course books | Oral questions, Observation |  |
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|  | **4-5** |  | **Story telling**  Composing a story | By the end of the substrand the learner should be able to:   1. Identify a pertinent and contemporary issue in the society that they can talk about. 2. Compose a 3to 5 minute story addressing an issue in the society 3. Realize story telling as a means of communication | How can story telling be made interesting? | Learners are guided to  Explore to identify a pertinent and contemporary issue in society for story telling  Develop, in groups,a character/ character’s for stories  Arrange milestone in a sequential order ( beginning, middle, end) to create a short story | Pictures, digital devices, video clips, learners experiences, learners course books | Oral questions, Observation, listening keenly |  |
| **12** | **1-2** |  | **Story telling**  Composing a story | By the end of the substrand the learner should be able to:   1. Identify pertinent and contemporary issue in the society that they can talk about 2. Compose a 3 to 5 minute story addressing an issue in the society 3. Realize story telling as a means of communication | How can story telling be made interesting? | Learners are guided to:  Explore to identify pertinent and contemporary issue in the society for story telling  Develop in groups, characters/characters for stories  Arrange milestone in a sequential order ( beginning, middle,end) to create a short story | Pictures, digital devices, video clips, learners experiences, learners course books | Oral questions, Observation, listening keenly |  |
|  | **3-5** |  | **Story telling**  Flip animation | By the end of the substrand the learner should be able to:   1. Create a flip animation for story telling 2. Present the flip book created. 3. Realize story telling as a means of communication | How can flip book animation be used in story telling? | Learners are guided to  Draw sequence of moving characters to create a flip book animation focusing on:   * Sequence of objects/ images * Position of objects on subsequent pages * Creativity( storyline)   Finish and present the flip book with focus on;   * Craftsmanship in use of materials and tools * Collating the papers * Binding of papers( (using strings/ stapling) | Pictures, digital devices, video clips, demonstrations, learners experiences, learners course books | Oral questions, Observation, listening keenly |  |
| **13&14** |  | **End term exams and closing of schools** | | | | | |  |  |
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