

GRADE 7 CREATIVE ARTS & SPORTS TERM 2 SCHEMES

Week	Lesson	Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions	Learning Resources	Assessment Methods	Refl
1	1	2.0 Creating and Performing in Creative Arts and Sports	2.4 Handball • Weaving a handball net	By the end of the Sub Strand the learner should be able to: a) describe the steps of making a larks' head knot, b) weave a hand ball goal net using lark's head macrame knots, c) demonstrate the passing skills in handball,	Learner is guided to: <ul style="list-style-type: none"> observe and discuss virtual or actual demonstrations of steps of making lark's head macramé knots, observe virtual or actual samples of 4 basic macramé knots used for weaving, (<i>the larks head, half hitch, square, spiral / half knots</i>), collaboratively practise tying the knots 	How does playing handball enhance health?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	
	2	2.0 Creating and	2.4 Handball	By the end of the Sub Strand the learner should be able to: a) describe the steps of	Learner is guided to: <ul style="list-style-type: none"> observe and discuss virtual or actual demonstrations 	How does playing handball enhance health?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests.	

		Performing in Creative Arts and Sports	<ul style="list-style-type: none"> Weaving a handball net 	<p>making a larks' head knot,</p> <p>d) weave a hand ball goal net using lark's head macrame knots,</p> <p>e) demonstrate the passing skills in handball,</p>	<p>of steps of making lark's head macramé knots,</p> <ul style="list-style-type: none"> observe virtual or actual samples of 4 basic macramé knots used for weaving, (<i>the larks head, half hitch, square, spiral/half knots</i>), collaboratively practise tying the knots 			Observation.	
3	2.0 Creating and Performing in Creative Arts and Sports	2.4 Handball	<ul style="list-style-type: none"> Weaving a handball net 	<p>By the end of the Sub Strand the learner should be able to: a) describe the steps of making a larks' head knot,</p> <p>f) weave a hand ball goal net using lark's head macrame knots,</p> <p>g) demonstrate the passing skills in handball,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> observe and discuss virtual or actual demonstrations of steps of making lark's head macramé knots, observe virtual or actual samples of 4 basic macramé knots used for weaving, (<i>the larks head, half hitch, square, spiral/half knots</i>), 	How does playing handball enhance health?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	

					<ul style="list-style-type: none"> collaboratively practise tying the knots 				
4	2.0 Creat ing and Perfo rming in Creat ive Arts and Sport s	2.4 Handball Passes	By the end of the Sub Strand the learner should be able to: a) describe the steps of making a larks' head knot, h) weave a hand ball goal net using lark's head macrame knots, i) demonstrate the passing skills in handball,	Learner is guided to: <ul style="list-style-type: none"> observe and discuss virtual or actual demonstrations of steps of making lark's head macramé knots, observe virtual or actual samples of 4 basic macramé knots used for weaving, (<i>the larks head, half hitch, square, spiral/half knots</i>), collaboratively practise tying the knots 	How does playing handball enhance health?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.		
5	2.0 Creat ing and Perfo rming in Creat	2.4 Handball Passes	By the end of the Sub Strand the learner should be able to: a) describe the steps of making a larks' head knot, j) weave a hand ball goal net using lark's head macrame knots,	Learner is guided to: <ul style="list-style-type: none"> observe and discuss virtual or actual demonstrations of steps of making lark's head macramé knots, 	How does playing handball enhance health?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.		

		ive Arts and Sports		<p>k) demonstrate the passing skills in handball,</p> <ul style="list-style-type: none"> ● observe virtual or actual samples of 4 basic macramé knots used for weaving, (<i>the larks head, half hitch, square, spiral / half knots</i>), ● collaboratively practise tying the knots 				
2	1	2.0 Creating and Performing in Creative Arts and Sports	2.4 Handball Dribbling	<p>By the end of the Sub Strand the learner should be able to:</p> <p>l) execute dribbling in handball for skill acquisition,</p> <p>m) execute jump shot in handball,</p> <p>n) appreciate each other's effort in weaving, passing, shooting and dribbling in handball.</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● collaboratively, weave a handball goal net while observing <i>the knots, size of the net and finishing</i>, ● fix the net onto goal posts and use in practising shooting in a handball game, ● watch a virtual or observe a demonstration of passes (<i>side pass, jump pass and flick pass</i>), shooting (<i>jump shot</i>) and 	How does playing handball enhance health?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.

2	2.0 Creat ing and Perfo rming in Creat ive Arts and Sport s	2.4 Handball Dribblin g	By the end of the Sub Strand the learner should be able to: o) execute dribbling in handball for skill acquisition, p) execute jump shot in handball, q) appreciate each other's effort in weaving, passing, shooting and dribbling in handball.	Learner is guided to: ● collaboratively, weave a handball goal net while observing <i>the knots, size of the net and finishing</i> , ● fix the net onto goal posts and use in practising shooting in a handball game, ● watch a virtual or observe a demonstration of passes (<i>side pass, jump pass and flick pass</i>), shooting (<i>jump shot</i>) and	How does playing handball enhance health?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	
3	2.0 Creat ing and Perfo rming in Creat ive Arts and	2.4 Handball Jump Shot	By the end of the Sub Strand the learner should be able to: r) execute dribbling in handball for skill acquisition, s) execute jump shot in handball, t) appreciate each other's effort in weaving, passing, shooting and	Learner is guided to: ● collaboratively, weave a handball goal net while observing <i>the knots, size of the net and finishing</i> , ● fix the net onto goal posts and use in practising shooting in a handball game,	How does playing handball enhance health?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	

		Sports		dribbling in handball.	<ul style="list-style-type: none"> ● watch a virtual or observe a demonstration of passes (<i>side pass, jump pass and flick pass</i>), shooting (<i>jump shot</i>) and 				
4	2.0 Creating and Performing in Creative Arts and Sports	2.4 Handball Jump shot	By the end of the Sub Strand the learner should be able to: u) execute dribbling in handball for skill acquisition, v) execute jump shot in handball, w) appreciate each other's effort in weaving, passing, shooting and dribbling in handball.	Learner is guided to: <ul style="list-style-type: none"> ● collaboratively, weave a handball goal net while observing <i>the knots, size of the net and finishing,</i> ● fix the net onto goal posts and use in practising shooting in a handball game, ● watch a virtual or observe a demonstration of passes (<i>side pass, jump pass and flick pass</i>), shooting (<i>jump shot</i>) and 	How does playing handball enhance health?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.		
5	2.0 Creating and Perfo	2.4 Handball Jump shot	By the end of the Sub Strand the learner should be able to: x) execute dribbling in handball for skill acquisition,	Learner is guided to: <ul style="list-style-type: none"> ● collaboratively, weave a handball goal net while observing <i>the</i> 	How does playing handball enhance health?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.		

		forming in Creative Arts and Sports		<p>y) execute jump shot in handball,</p> <p>z) appreciate each other's effort in weaving, passing, shooting and dribbling in handball.</p>	<p><i>knots, size of the net and finishing,</i></p> <ul style="list-style-type: none"> ● fix the net onto goal posts and use in practising shooting in a handball game, ● watch a virtual or observe a demonstration of passes (<i>side pass, jump pass and flick pass</i>), shooting (<i>jump shot</i>) and 				
3	1	2.0 Creating and Performing in Creative Arts and Sports	<p>2.5. Western Solo Instrument</p> <p>Techniques of playing a descant recorder</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) explain the techniques of playing a descant recorder or any other Western instrument</p> <p>b) create a stencil of a descant recorder or any other Western instrument for printing,</p> <p>c) tune a Western instrument for a performance.</p>	<p>The learner guided to:</p> <ul style="list-style-type: none"> ● observe an actual or virtual demonstrations of techniques (<i>appropriate playing posture, blowing, fingering, tonguing, strumming, picking, clarity of tone quality and embouchure</i>) to playing the descant recorder or any other Western instrument, 	1. How are the various instrumental techniques applied in playing Western solo instruments?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	

					<ul style="list-style-type: none"> ● observe an actual or virtual tutorials on tuning of a recorder or any other Western instrument and tune it appropriately, ● create a stencil motif of a descant recorder or a solo Western instrument by; -sketching on strong paper, -marking non image and 				
2	2.0 Creating and Performing in Creative Arts and	2.5. Western Solo Instrument Techniques of playing a descant recorder	By the end of the Sub Strand, the learner should be able to: d) explain the techniques of playing a descant recorder or any other Western instrument e) create a stencil of a descant recorder or any other Western	The learner guided to: ● observe an actual or virtual demonstrations of techniques (<i>appropriate playing posture, blowing, fingering, tonguing, strumming, picking, clarity of tone quality and</i>	2. How are the various instrumental techniques applied in playing Western solo instruments?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.		

		Sports		<p>f) instrument for printing, tune a Western instrument for a performance.</p>	<p><i>embouchure</i>) to playing the descant recorder or any other Western instrument,</p> <ul style="list-style-type: none"> ● observe an actual or virtual tutorials on tuning of a recorder or any other Western instrument and tune it appropriately, ● create a stencil motif of a descant recorder or a solo Western instrument by; -<i>sketching on strong paper,</i> -<i>marking non image and</i> 				
3	2.0 Creating and Performing in	2.5. Western Solo Instrument	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>g) explain the techniques of playing a</p>	<p>The learner guided to:</p> <ul style="list-style-type: none"> ● observe an actual or virtual demonstrations of techniques 	3. How are the various instrumental techniques applied in playing	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.		

		Creative Arts and Sports	Techniques of playing a descant recorder	<p>descant recorder or any other Western instrument</p> <p>h) create a stencil of a descant recorder or any other Western instrument for printing,</p> <p>i) tune a Western instrument for a performance.</p>	<p><i>(appropriate playing posture, blowing, fingering, tonguing, strumming, picking, clarity of tone quality and embouchure)</i> to playing the descant recorder or any other Western instrument,</p> <ul style="list-style-type: none"> ● observe an actual or virtual tutorials on tuning of a recorder or any other Western instrument and tune it appropriately, ● create a stencil motif of a descant recorder or a solo Western instrument by; <ul style="list-style-type: none"> -sketching on strong paper, -marking non image and 	Western solo instruments?			
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4	2.0 Creating and Performing in Creative Arts and Sports	2.5. Western Solo Instrument • Stencil motif of a descant recorder	By the end of the Sub Strand, the learner should be able to: j) tune a Western instrument for a performance, k) perform a solo instrumental piece in C Major, l) appreciate playing music on the descant recorder or any other Western solo instrument. m)	practise playing the technical exercises (<i>ascending and descending scale of C major, tonic arpeggio, sight reading exercises in C Major and simple time</i>) enhance recorder or any other Western instrument playing technique,	4. What is the value of sight reading music?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	
5	2.0 Creating and Performing in Creative Arts and Sports	2.5. Western Solo Instrument • Stencil motif of a descant recorder	By the end of the Sub Strand, the learner should be able to: n) tune a Western instrument for a performance, o) perform a solo instrumental piece in C Major, p) appreciate playing music on the descant recorder or any	practise playing the technical exercises (<i>ascending and descending scale of C major, tonic arpeggio, sight reading exercises in C Major and simple time</i>) enhance recorder or any other Western instrument playing technique,	5. What is the value of sight reading music?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	

				other Western solo instrument. q)					
4	1	2.0 Creating and Performing in Creative Arts and Sports	2.5. Western Solo Instrument • Stencil motif of a descant recorder	By the end of the Sub Strand, the learner should be able to: r) tune a Western instrument for a performance, s) perform a solo instrumental piece in C Major, t) appreciate playing music on the descant recorder or any other Western solo instrument. u)	practise playing the technical exercises (<i>ascending and descending scale of C major, tonic arpeggio, sight reading exercises in C Major and simple time</i>) enhance recorder or any other Western instrument playing technique,	6. What is the value of sight reading music?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	
	2	2.0 Creating and Performing in Creative Arts and	2.5. Western Solo Instrument • Stencil motif of a descant recorder	By the end of the Sub Strand, the learner should be able to: v) tune a Western instrument for a performance, w) perform a solo instrumental piece in C Major, x) appreciate playing music	practise playing the technical exercises (<i>ascending and descending scale of C major, tonic arpeggio, sight reading exercises in C Major and simple time</i>) enhance recorder or any other Western instrument playing technique,	7. What is the value of sight reading music?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	

		Sports		on the descant recorder or any other Western solo instrument. y)					
3	2.0 Creating and Performing in Creative Arts and Sports	2.5. Western Solo Instrument • Tuning	By the end of the Sub Strand, the learner should be able to: z) tune a Western instrument for a performance, aa) perform a solo instrumental piece in C Major, bb) appreciate playing music on the descant recorder or any other Western solo instrument. cc)	practise playing the technical exercises (<i>ascending and descending scale of C major, tonic arpeggio, sight reading exercises in C Major and simple time</i>) enhance recorder or any other Western instrument playing technique,	8. What is the value of sight reading music?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.		
4	2.0 Creating and Performing in Creative	2.5. Western Solo Instrument • Tuning	By the end of the Sub Strand, the learner should be able to: dd) tune a Western instrument for a performance, ee) perform a solo instrumental piece in C Major,	practise playing the technical exercises (<i>ascending and descending scale of C major, tonic arpeggio, sight reading exercises in C Major and simple time</i>) enhance recorder or any other	9. What is the value of sight reading music?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.		

		Arts and Sports		ff) appreciate playing music on the descant recorder or any other Western solo instrument. gg)	Western instrument playing technique,				
5		2.0 Creating and Performing in Creative Arts and Sports	2.5. Western Solo Instrument • Tuning	By the end of the Sub Strand, the learner should be able to: hh) tune a Western instrument for a performance, ii) perform a solo instrumental piece in C Major, jj) appreciate playing music on the descant recorder or any other Western solo instrument. kk)	practise playing the technical exercises (<i>ascending and descending scale of C major, tonic arpeggio, sight reading exercises in C Major and simple time</i>) enhance recorder or any other Western instrument playing technique,	10. What is the value of sight reading music?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	
5	1	2.0 Creating and Performing in Creati	2.6 Football • Pictorial composition	By the end of the Sub Strand the learner should be able to: a) paint an imaginary composition of a football field with players in action,	Learner is guided to: • paint an imaginative pictorial composition of a football match to show:	1.How can colours be used to show distance?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	

		ve Arts and Sports		<p>b) execute trapping skill in football</p> <p>c) perform dribbling skill in football,</p>	<p>-the field (<i>atmospheric perspective</i>) with emphasis on;</p> <p>-warm colours (<i>progression</i>)</p> <p>-cool colours (<i>recession</i>)</p> <p>- players in action,</p> <ul style="list-style-type: none"> ● display and give feedback on each other's painted football fields. 				
2	2.0	Creating and Performing in Creative Arts and Sports	<p>2.6 Football</p> <ul style="list-style-type: none"> • Pictorial composition 	<p>By the end of the Sub Strand the learner should be able to: a) paint an imaginary composition of a football field with players in action,</p> <p>d) execute trapping skill in football</p> <p>e) perform dribbling skill in football,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> ● paint an imaginative pictorial composition of a football match to show: <ul style="list-style-type: none"> -the field (<i>atmospheric perspective</i>) with emphasis on; -warm colours (<i>progression</i>) -cool colours (<i>recession</i>) - players in action, 	2.How can colours be used to show distance?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	

					<ul style="list-style-type: none"> display and give feedback on each other's painted football fields. 				
3	2.0 Creating and Performing in Creative Arts and Sports	2.6 Football <ul style="list-style-type: none"> Pictorial composition 	By the end of the Sub Strand the learner should be able to: a) paint an imaginary composition of a football field with players in action, f) execute trapping skill in football g) perform dribbling skill in football,	Learner is guided to: <ul style="list-style-type: none"> paint an imaginative pictorial composition of a football match to show: <ul style="list-style-type: none"> -the field (<i>atmospheric perspective</i>) with emphasis on; -warm colours (<i>progression</i>) -cool colours (<i>recession</i>) - players in action, display and give feedback on each other's painted football fields. 	3.How can colours be used to show distance?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.		
4	2.0 Creating and Performing	2.6 Football <ul style="list-style-type: none"> Trapping 	By the end of the Sub Strand the learner should be able to: h) execute trapping skill in football	Learner is guided to: <ul style="list-style-type: none"> demonstrate the skills of trapping demonstrate dribbling skills 	4. Why is ball control important in a football match?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.		

		in Creative Arts and Sports		i) perform dribbling skill in football, value team effort in a football game	<ul style="list-style-type: none"> ● Practise, in groups, trapping and dribbling for ball control 				
	5	2.0 Creating and Performing in Creative Arts and Sports	2.6 Football <ul style="list-style-type: none"> • Trapping 	By the end of the Sub Strand the learner should be able to: j) execute trapping skill in football k) perform dribbling skill in football, value team effort in a football game	Learner is guided to: <ul style="list-style-type: none"> ● demonstrate the skills of trapping ● demonstrate dribbling skills ● Practise, in groups, trapping and dribbling for ball control 	5. Why is ball control important in a football match?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	
6	1	2.0 Creating and Performing in Creative Arts and Sports	2.6 Football <ul style="list-style-type: none"> • Trapping 	By the end of the Sub Strand the learner should be able to: l) execute trapping skill in football m)perform dribbling skill in football, value team effort in a football game	Learner is guided to: <ul style="list-style-type: none"> ● demonstrate the skills of trapping ● demonstrate dribbling skills ● Practise, in groups, trapping and dribbling for ball control 	6. Why is ball control important in a football match?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	

2	2.0 Creati ng and Perfor ming in Creati ve Arts and Sports	2.6 Football • Trapping	By the end of the Sub Strand the learner should be able to: n) execute trapping skill in football o) perform dribbling skill in football, value team effort in a football game	Learner is guided to: ● demonstrate the skills of trapping ● demonstrate dribbling skills ● Practise, in groups, trapping and dribbling for ball control	7. Why is ball control important in a football match?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.		
3	2.0 Creati ng and Perfor ming in Creati ve Arts and Sports	2.6 Football • Trapping	By the end of the Sub Strand the learner should be able to: p) execute trapping skill in football q) perform dribbling skill in football, value team effort in a football game	Learner is guided to: ● demonstrate the skills of trapping ● demonstrate dribbling skills ● Practise, in groups, trapping and dribbling for ball control	8. Why is ball control important in a football match?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.		
4	2.0 Creati ng and Perfor ming in	2.6 Football • Dribbling	By the end of the Sub Strand the learner should be able to: r) execute trapping skill in football s) perform dribbling skill in football,	Learner is guided to: ● Practise, in groups, trapping and dribbling for ball control ● Use the skills of trapping and	9. Why is ball control important in a football match?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.		

		Creative Arts and Sports		value team effort in a football game					
5		2.0 Creating and Performing in Creative Arts and Sports	2.6 Football • Dribbling	By the end of the Sub Strand the learner should be able to: t) execute trapping skill in football u) perform dribbling skill in football, value team effort in a football game	Learner is guided to: ● Practise, in groups, trapping and dribbling for ball control ● Use the skills of trapping and	10. Why is ball control important in a football match?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	
7	1	2.0 Creating and Performing in Creative Arts and Sports	2.6 Football • Dribbling	By the end of the Sub Strand the learner should be able to: v) execute trapping skill in football w) perform dribbling skill in football, value team effort in a football game	Learner is guided to: ● Practise, in groups, trapping and dribbling for ball control ● Use the skills of trapping and	11. Why is ball control important in a football match?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	

2	2.0 Creati ng and Perfor ming in Creati ve Arts and Sports	2.6 Football • Dribbling	By the end of the Sub Strand the learner should be able to: x) execute trapping skill in football y) perform dribbling skill in football, value team effort in a football game	Learner is guided to: ● Practise, in groups, trapping and dribbling for ball control ● Use the skills of trapping and	12. Why is ball control important in a football match?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	
3	2.0 Creati ng and Perfo rming in Creat ive Arts and Sport s	2.7 Storytellin g • Storytelli ng techniqu es	By the end of the Sub Strand, the learner should be able to: a) describe techniques used in storytelling, b) compose a 3 to 5-minute story addressing an issue in society, c) create a flipbook animation for storytelling,	The learner is guided to: ● watch live/recorded narration clips to discuss storytelling techniques (<i>use of voice, use of body, use of songs, audience involvement, props and costumes</i>), ● explore to identify a pertinent and contemporary issue in society for storytelling,	1. How can storytelling be made interesting?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	

					<ul style="list-style-type: none"> develop, in groups, a character/characters for a story, 				
4	2.0 Creating and Performing in Creative Arts and Sports	2.7 Storytelling	<ul style="list-style-type: none"> Storytelling techniques 	By the end of the Sub Strand, the learner should be able to: a) describe techniques used in storytelling, d) compose a 3 to 5-minute story addressing an issue in society, e) create a flipbook animation for storytelling,	<p>The learner is guided to:</p> <ul style="list-style-type: none"> watch live/recorded narration clips to discuss storytelling techniques (<i>use of voice, use of body, use of songs, audience involvement, props and costumes</i>), explore to identify a pertinent and contemporary issue in society for storytelling, develop, in groups, a character/characters for a story, 	2. How can storytelling be made interesting?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	
5	2.0 Creating and	2.7 Storytelling		By the end of the Sub Strand, the learner should be able to: a) describe techniques used in storytelling,	<p>The learner is guided to:</p> <ul style="list-style-type: none"> watch live/recorded narration clips to discuss 	3. How can storytelling be made interesting?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	

		Performing in Creative Arts and Sports	<ul style="list-style-type: none"> • Storytelling techniques 	<p>f) compose a 3 to 5-minute story addressing an issue in society,</p> <p>g) create a flipbook animation for storytelling,</p>	<p>storytelling techniques (<i>use of voice, use of body, use of songs, audience involvement, props and costumes</i>),</p> <ul style="list-style-type: none"> • explore to identify a pertinent and contemporary issue in society for storytelling, • develop, in groups, a character/characters for a story, 				
8	1	2.0 Creating and Performing in Creative Arts and Sports	<p>2.7 Storytelling</p> <ul style="list-style-type: none"> • Storytelling techniques 	<p>By the end of the Sub Strand, the learner should be able to: a) describe techniques used in storytelling, h) compose a 3 to 5-minute story addressing an issue in society, i) create a flipbook animation for storytelling,</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • watch live/recorded narration clips to discuss storytelling techniques (<i>use of voice, use of body, use of songs, audience involvement, props and costumes</i>), • explore to identify a pertinent and 	4. How can storytelling be made interesting?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	

					contemporary issue in society for storytelling, <ul style="list-style-type: none"> develop, in groups, a character/characters for a story, 				
	2	2.0 Creating and Performing in Creative Arts and Sports	2.7 Storytelling <ul style="list-style-type: none"> Composing a story 	By the end of the Sub Strand, the learner should be able to: a) describe techniques used in storytelling, j) compose a 3 to 5-minute story addressing an issue in society, k) create a flipbook animation for storytelling,	<ul style="list-style-type: none"> The learner is guided to: arrange milestones in a sequential order (<i>beginning, middle and end</i>) to create a short story, draw a sequence of a moving character to create a Flip Book Animation focussing on; <ul style="list-style-type: none"> -sequencing of objects/image(s) -positioning of objects on subsequent pages) -creativity (storyline), finish and present the flip book with focus on: - 	How can flip book animation be used in storytelling?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	

					<i>craftsmanship in use of materials and tools, -collating the papers, -binding of papers (using string/stapling).</i>				
	3	2.0 Creating and Performing in Creative Arts and Sports	2.7 Storytelling <ul style="list-style-type: none"> Composing a story 	By the end of the Sub Strand, the learner should be able to: a) describe techniques used in storytelling, l) compose a 3 to 5-minute story addressing an issue in society, m) create a flipbook animation for storytelling,	<ul style="list-style-type: none"> The learner is guided to: arrange milestones in a sequential order (<i>beginning, middle and end</i>) to create a short story, draw a sequence of a moving character to create a Flip Book Animation focussing on; -sequencing of objects/image(s) -positioning of objects on subsequent pages) -creativity (storyline), 	How can flip book animation be used in storytelling?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	

					finish and present the flip book with focus on: - <i>craftsmanship in use of materials and tools,</i> - <i>collating the papers,</i> - <i>binding of papers (using string/stapling).</i>				
4	2.0 Creating and Performing in Creative Arts and Sports	2.7 Storytelling • Composing a story	By the end of the Sub Strand, the learner should be able to: a) describe techniques used in storytelling, n) compose a 3 to 5-minute story addressing an issue in society, o) create a flipbook animation for storytelling,	<ul style="list-style-type: none"> ● The learner is guided to: arrange milestones in a sequential order (<i>beginning, middle and end</i>) to create a short story, ● draw a sequence of a moving character to create a Flip Book Animation focussing on; -sequencing of objects/ image(s) -positioning of objects on subsequent pages) 	How can flip book animation be used in storytelling?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.		

					<p>-creativity (storyline), finish and present the flip book with focus on: - <i>craftsmanship in use of materials and tools,</i> -<i>collating the papers,</i> -<i>binding of papers (using string/stapling).</i></p>				
	5	2.0 Creating and Performing in Creative Arts and Sports	<p>2.7 Storytelling</p> <ul style="list-style-type: none"> • Composing a story 	<p>By the end of the Sub Strand, the learner should be able to: a) describe techniques used in storytelling, p) compose a 3 to 5-minute story addressing an issue in society, q) create a flipbook animation for storytelling,</p>	<ul style="list-style-type: none"> ● The learner is guided to: arrange milestones in a sequential order (<i>beginning, middle and end</i>) to create a short story, ● draw a sequence of a moving character to create a Flip Book Animation focussing on; -sequencing of objects/image(s) -positioning of objects on 	How can flip book animation be used in storytelling?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	

					<p>subsequent pages) -creativity (storyline), finish and present the flip book with focus on: - <i>craftsmanship in use of materials and tools,</i> <i>-collating the papers,</i> <i>-binding of papers (using string/stapling).</i></p>				
9	1	2.0 Creating and Performing in Creative Arts and Sports	2.7 Storytelling • Composing a story	By the end of the Sub Strand, the learner should be able to: a) describe techniques used in storytelling, r) compose a 3 to 5-minute story addressing an issue in society, s) create a flipbook animation for storytelling,	<ul style="list-style-type: none"> • The learner is guided to: arrange milestones in a sequential order (<i>beginning, middle and end</i>) to create a short story, • draw a sequence of a moving character to create a Flip Book Animation focussing on; -sequencing of objects/image(s) 	How can flip book animation be used in storytelling?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	

					<p>-positioning of objects on subsequent pages)</p> <p>-creativity (storyline), finish and present the flip book with focus on: - <i>craftsmanship in use of materials and tools,</i></p> <p>-<i>collating the papers,</i></p> <p>-<i>binding of papers (using string/stapling).</i></p>				
	2	2.0 Creating and Performing in Creative Arts and Sports	<p>2.7 Storytelling</p> <ul style="list-style-type: none"> • Composing a story 	<p>By the end of the Sub Strand, the learner should be able to: a) describe techniques used in storytelling, t) compose a 3 to 5-minute story addressing an issue in society, u) create a flipbook animation for storytelling,</p>	<ul style="list-style-type: none"> ● The learner is guided to: arrange milestones in a sequential order (<i>beginning, middle and end</i>) to create a short story, ● draw a sequence of a moving character to create a Flip Book Animation focussing on; 	How can flip book animation be used in storytelling?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	

					<ul style="list-style-type: none"> -sequencing of objects/image(s) -positioning of objects on subsequent pages) -creativity (storyline), finish and present the flip book with focus on: - <i>craftsmanship in use of materials and tools,</i> -<i>collating the papers,</i> -<i>binding of papers (using string/stapling).</i> 				
	3	2.0 Creating and Performing in Creative Arts and	2.7 Storytelling <ul style="list-style-type: none"> • Composing a story 	By the end of the Sub Strand, the learner should be able to: a) describe techniques used in storytelling, v) compose a 3 to 5-minute story addressing an issue in society, w) create a flipbook animation for storytelling,	<ul style="list-style-type: none"> ● The learner is guided to: arrange milestones in a sequential order (<i>beginning, middle and end</i>) to create a short story, ● draw a sequence of a moving character to create a Flip 	How can flip book animation be used in storytelling?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	

		Sports			<p>Book Animation focussing on;</p> <ul style="list-style-type: none"> -sequencing of objects/image(s) -positioning of objects on subsequent pages) -creativity (storyline), <p>finish and present the flip book with focus on: -</p> <ul style="list-style-type: none"> <i>craftsmanship in use of materials and tools,</i> <i>collating the papers,</i> <i>binding of papers (using string/stapling).</i> 				
4	2.0 Creating and Performing in Creative Arts	2.7 Storytelling	<ul style="list-style-type: none"> • Composing a story 	<p>By the end of the Sub Strand, the learner should be able to: a) describe techniques used in storytelling, x) compose a 3 to 5-minute story addressing an issue in society,</p>	<ul style="list-style-type: none"> ● The learner is guided to: arrange milestones in a sequential order (<i>beginning, middle and end</i>) to create a short story, ● draw a sequence of a moving 	<p>How can flip book animation be used in storytelling?</p>	<p>Digital devices. Internet. Top Scholar visual Arts Teachers notes.</p>	<p>Oral questions. Oral discussions. Written tests. Observation.</p>	

		and Sports		y) create a flipbook animation for storytelling,	character to create a Flip Book Animation focussing on; -sequencing of objects/image(s) -positioning of objects on subsequent pages) -creativity (storyline), finish and present the flip book with focus on: - <i>craftsmanship in use of materials and tools,</i> <i>-collating the papers,</i> <i>-binding of papers (using string/stapling).</i>				
5	2.0 Creating and Performing in Creat	2.7 Storytelling • Flipbook animation	By the end of the Sub Strand, the learner should be able to: a) describe techniques used in storytelling, z) compose a 3 to 5-minute story addressing an issue in society,	<ul style="list-style-type: none"> The learner is guided to: manipulate the flip book by emphasising on; - frequency of image(s) -speed of flick per second to 	How can flip book animation be used in storytelling?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.		

		ive Arts and Sports		aa) create a flipbook animation for storytelling,	<p>animate the story,</p> <ul style="list-style-type: none"> ● explore vocal and physical warm up exercises in in readiness for storytelling, ● rehearse the short story for performance, ● present a short story to an audience, ● record the narration and avail it on a digital platform. 				
10	1	2.0 Creating and Performing in Creative Arts and Sports	2.7 Storytelling <ul style="list-style-type: none"> • Flipbook animation 	<p>By the end of the Sub Strand, the learner should be able to: a) describe techniques used in storytelling,</p> <p>bb) compose a 3 to 5-minute story addressing an issue in society,</p> <p>cc) create a flipbook animation for storytelling,</p>	<ul style="list-style-type: none"> ● The learner is guided to: manipulate the flip book by emphasising on; - frequency of image(s) -speed of flick per second to animate the story, ● explore vocal and physical warm up exercises in in readiness for storytelling, 	How can flip book animation be used in storytelling?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	

					<ul style="list-style-type: none"> ● rehearse the short story for performance, ● present a short story to an audience, ● record the narration and avail it on a digital platform. 				
	2	2.0 Creat ing and Perfo rming in Creat ive Arts and Sport s	2.7 Storytellin g <ul style="list-style-type: none"> • Flipbook animation 	By the end of the Sub Strand, the learner should be able to: a) describe techniques used in storytelling, dd) compose a 3 to 5-minute story addressing an issue in society, ee) create a flipbook animation for storytelling,	<ul style="list-style-type: none"> ● The learner is guided to: manipulate the flip book by emphasising on; - frequency of image(s) -speed of flick per second to animate the story, ● explore vocal and physical warm up exercises in in readiness for storytelling, ● rehearse the short story for performance, ● present a short story to an audience, 	How can flip book animation be used in storytelling?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	

					<ul style="list-style-type: none"> record the narration and avail it on a digital platform. 				
3	2.0 Creating and Performing in Creative Arts and Sports	2.7 Storytelling <ul style="list-style-type: none"> Flipbook animation 	By the end of the Sub Strand, the learner should be able to: a) describe techniques used in storytelling, ff) compose a 3 to 5-minute story addressing an issue in society, gg) create a flipbook animation for storytelling,	<ul style="list-style-type: none"> The learner is guided to: manipulate the flip book by emphasising on; - frequency of image(s) -speed of flick per second to animate the story, explore vocal and physical warm up exercises in in readiness for storytelling, rehearse the short story for performance, present a short story to an audience, record the narration and avail it on a digital platform. 	How can flip book animation be used in storytelling?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.		
4	2.0 Creat	2.7	By the end of the Sub Strand, the learner	<ul style="list-style-type: none"> The learner is guided to: 	How can flip book	Digital devices. Internet.	Oral questions.		

		ing and Performing in Creative Arts and Sports	Storytelling • Flipbook animation	should be able to: a) describe techniques used in storytelling, hh) compose a 3 to 5-minute story addressing an issue in society, ii) create a flipbook animation for storytelling,	manipulate the flip book by emphasising on; - frequency of image(s) -speed of flick per second to animate the story, • explore vocal and physical warm up exercises in in readiness for storytelling, • rehearse the short story for performance, • present a short story to an audience, • record the narration and avail it on a digital platform.	animation be used in storytelling?	Top Scholar visual Arts Teachers notes.	Oral discussions. Written tests. Observation.	
5	2.0 Creating and Performing in Creat	2.7 Storytelling • Flipbook animation	By the end of the Sub Strand, the learner should be able to: a) describe techniques used in storytelling, jj) compose a 3 to 5-minute story addressing an issue in society,	• The learner is guided to: manipulate the flip book by emphasising on; - frequency of image(s) -speed of flick per second to	How can flip book animation be used in storytelling?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.		

		ive Arts and Sports		kk) create a flipbook animation for storytelling,	animate the story, <ul style="list-style-type: none"> ● explore vocal and physical warm up exercises in readiness for storytelling, ● rehearse the short story for performance, ● present a short story to an audience, ● record the narration and avail it on a digital platform. 				
11	1	2.0 Creating and Performing in Creative Arts and Sports	2.8 Swimming <ul style="list-style-type: none"> • Painting a human form 	By the end of the Sub Strand the learner should be able to: a) paint a human form in a backstroke position, b) execute a water entry skill in swimming using a pencil dive, c) perform backstroke skill in swimming for skill development,	Learner is guided to: <ul style="list-style-type: none"> ● paint a composition of a swimmer in water with emphasis on (<i>body position and balance</i>) using wash and brush stroke techniques, ● display and give feedback on own and others' paintings. 	1. How can drawing be used to enhance water safety awareness? 2. Why are water safety skills important?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	

					<ul style="list-style-type: none"> • watch a virtual or live demonstration of backstroke and water entry skill (<i>pencil dive</i>), 				
2	2.0 Creati ng and Perfor ming in Creati ve Arts and Sports	2.8 Swimming	<ul style="list-style-type: none"> • Painting a human form <p>By the end of the Sub Strand the learner should be able to:</p> <p>d) paint a human form in a backstroke position,</p> <p>e) execute a water entry skill in swimming using a pencil dive,</p> <p>f) perform backstroke skill in swimming for skill development,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • paint a composition of a swimmer in water with emphasis on (<i>body position and balance</i>) using wash and brush stroke techniques, • display and give feedback on own and others' paintings. • watch a virtual or live demonstration of backstroke and water entry skill (<i>pencil dive</i>), 	<p>3. How can drawing be used to enhance water safety awareness?</p> <p>4. Why are water safety skills important?</p>	Digital devices. Internet. Top Schholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.		
3	2.0 Creati ng and	2.8 Swimming	<p>By the end of the Sub Strand the learner should be able to:</p> <p>g) paint a human form in a</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • paint a composition of a swimmer in water with 	<p>5. How can drawing be used to enhance water</p>	Digital devices. Internet. Top Schholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.		

		Performing in Creative Arts and Sports	<ul style="list-style-type: none"> Painting a human form 	<p>backstroke position,</p> <p>h) execute a water entry skill in swimming using a pencil dive,</p> <p>i) perform backstroke skill in swimming for skill development,</p>	<p>emphasis on (<i>body position and balance</i>) using wash and brush stroke techniques,</p> <ul style="list-style-type: none"> display and give feedback on own and others' paintings. watch a virtual or live demonstration of backstroke and water entry skill (<i>pencil dive</i>), 	<p>safety awareness?</p> <p>6. Why are water safety skills important?</p>			
4	2.0 Creating and Performing in Creative Arts and Sports	2.8 Swimming	<ul style="list-style-type: none"> Painting a human form 	<p>By the end of the Sub Strand the learner should be able to:</p> <p>j) paint a human form in a backstroke position,</p> <p>k) execute a water entry skill in swimming using a pencil dive,</p> <p>l) perform backstroke skill in swimming for skill development,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> paint a composition of a swimmer in water with emphasis on (<i>body position and balance</i>) using wash and brush stroke techniques, display and give feedback on own and others' paintings. watch a virtual or live 	<p>7. How can drawing be used to enhance water safety awareness?</p> <p>8. Why are water safety skills important?</p>	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	<p>Oral questions.</p> <p>Oral discussions.</p> <p>Written tests.</p> <p>Observation.</p>	

					demonstration of backstroke and water entry skill (<i>pencil dive</i>),				
5	2.0 Creati ng and Perfor ming in Creati ve Arts and Sports	2.8 Swimming	<ul style="list-style-type: none"> • Pencil dive <p>By the end of the Sub Strand the learner should be able to:</p> <p>m) paint a human form in a backstroke position,</p> <p>n) execute a water entry skill in swimming using a pencil dive,</p> <p>o) perform backstroke skill in swimming for skill development,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • demonstrate a pencil dive (<i>feet first</i>), • demonstrate flutter kicks, arm action and breathing while in supine position, • practise drills for backstroke focusing on coordination, • engage in water games for enjoyment and to enhance skill development, Observe others and give feedback on the execution of the backstroke skill. 	<p>9. How can drawing be used to enhance water safety awareness?</p> <p>10. Why are water safety skills important?</p>	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.		
12	1	2.0 Creati ng and	2.8 Swimming	<p>By the end of the Sub Strand the learner should be able to:</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • demonstrate a pencil dive (<i>feet first</i>), 	11. How can drawing be used to	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests.	

		Performing in Creative Arts and Sports	<ul style="list-style-type: none"> • Pencil dive 	<p>p) paint a human form in a backstroke position,</p> <p>q) execute a water entry skill in swimming using a pencil dive,</p> <p>r) perform backstroke skill in swimming for skill development,</p>	<ul style="list-style-type: none"> • demonstrate flutter kicks, arm action and breathing while in supine position, • practise drills for backstroke focusing on coordination, • engage in water games for enjoyment and to enhance skill development, Observe others and give feedback on the execution of the backstroke skill. 	<p>enhance water safety awareness?</p> <p>12. Why are water safety skills important?</p>		Observation.	
	2	2.0 Creating and Performing in Creative Arts	<p>2.8 Swimming</p> <ul style="list-style-type: none"> • Pencil dive 	<p>By the end of the Sub Strand the learner should be able to:</p> <p>s) paint a human form in a backstroke position,</p> <p>t) execute a water entry skill in swimming using a pencil dive,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> • demonstrate a pencil dive (<i>feet first</i>), • demonstrate flutter kicks, arm action and breathing while in supine position, • practise drills for backstroke 	<p>13. How can drawing be used to enhance water safety awareness?</p> <p>14. Why are water safety skills important?</p>	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	

		and Sports		u) perform backstroke skill in swimming for skill development,	focusing on coordination, <ul style="list-style-type: none"> ● engage in water games for enjoyment and to enhance skill development, Observe others and give feedback on the execution of the backstroke skill. 				
3	2.0 Creating and Performing in Creative Arts and Sports	2.8 Swimming <ul style="list-style-type: none"> • Pencil dive 	By the end of the Sub Strand the learner should be able to: v) paint a human form in a backstroke position, w) execute a water entry skill in swimming using a pencil dive, x) perform backstroke skill in swimming for skill development,	Learner is guided to: <ul style="list-style-type: none"> ● demonstrate a pencil dive (<i>feet first</i>), ● demonstrate flutter kicks, arm action and breathing while in supine position, ● practise drills for backstroke focusing on coordination, ● engage in water games for enjoyment and to enhance skill development, 	15. How can drawing be used to enhance water safety awareness? 16. Why are water safety skills important?	Digital devices. Internet. Top Scholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.		

					Observe others and give feedback on the execution of the backstroke skill.				
4	2.0 Creati ng and Perfor ming in Creati ve Arts and Sports	2.8 Swimming • Pencil dive	By the end of the Sub Strand the learner should be able to: y) paint a human form in a backstroke position, z) execute a water entry skill in swimming using a pencil dive, aa) perform backstroke skill in swimming for skill development,	Learner is guided to: <ul style="list-style-type: none"> ● demonstrate a pencil dive (<i>feet first</i>), ● demonstrate flutter kicks, arm action and breathing while in supine position, ● practise drills for backstroke focusing on coordination, ● engage in water games for enjoyment and to enhance skill development, Observe others and give feedback on the execution of the backstroke skill. 	17. How can drawing be used to enhance water safety awareness? 18. Why are water safety skills important?	Digital devices. Internet. Top Schholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.		

	5	2.0 Creati ng and Perfor ming in Creati ve Arts and Sports	2.8 Swimming • Pencil dive	By the end of the Sub Strand the learner should be able to: bb) paint a human form in a backstroke position, cc) execute a water entry skill in swimming using a pencil dive, dd) perform backstroke skill in swimming for skill development,	Learner is guided to: ● demonstrate a pencil dive (<i>feet first</i>), ● demonstrate flutter kicks, arm action and breathing while in supine position, ● practise drills for backstroke focusing on coordination, ● engage in water games for enjoyment and to enhance skill development, Observe others and give feedback on the execution of the backstroke skill.	19. How can drawing be used to enhance water safety awareness? 20. Why are water safety skills important?	Digital devices. Internet. Top Schholar visual Arts Teachers notes.	Oral questions. Oral discussions. Written tests. Observation.	
13,14	END TERM EXAMS AND CLOSING								

