**GRADE 8 CREATIVE ARTS AND SPORTS SCHEMES OF WORK**

**TERM 1**

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| **WEEK**  | **LESSON**  | **STRAND** | **SUB-STRAND**  | **SPECIFIC LEARNING OUTCOMES**  | **KEY INQUIRY QUESTIONS**  | **LEARNING EXPERIENCES**  | **LEARNING RESOURCES**  | **ASSESSMENT**  | **REFLECTION**  |
| **1** |  | **School Opening and cleaning up**  |
| **2** | **1-2** | **Foundations of Creative Arts**  | **Introduction to Creative Arts and Sports**Roles of Creative Arts and Sports  | By the end of the substrand the learner should be able to:1. Describe the roles of Creative Arts and Sports in society
 | What is the importance of Creative Arts and Sports in society**?** | The learner is guided to:Brainstorm and outline the social cohesion, identity, culture, preservation health, citizenship, patriotism, entertainment and economic (eradicating poverty, creating employment )roles of Creative Arts and Sports in society  | Digital devices, pictures, learners textbooks  | Oral questions, Observation  |  |
|  | **3-4** |  | **Creating a storyboard**  | By the end of the substrand the learner should be able to:1. Make a storyboard highlighting the roles of Creative Arts and Sports in society
 | What is the role of creative Arts and Sports in society? | Learners are guided to:Collect and cut the pictures of Creative Arts and Sports activities creatively | Digital devices, pictures, scissors, razors, newspapers, learners textbooks  | Oral questions,Observation  |  |
| **3**  | **1-3** |  | **Creating a storyboard**  | By the end of the substrand the learner should be able to:1. Make a storyboard highlighting the roles of Creative Arts and Sports in society.
 | What is the importance of Creative Arts and Sports in society? | Learners are guided to:Prepare the surface by painting (splattering, wash).Use the pictures collected to make a photographic storyboard by posting them on the painted surface. | Pictures,paints, picture cutouts, brushes and learners textbooks  | Oral questionsObservation  |  |
|  | **4** |  | **Creating a storyboard**  | By the end of the substrand the learner should be able to:1. Appreciate the role played by Creative Arts and Sports in society
 | What is the importance of Creative Arts and Sports in society? | Learners are guided to:Decorate the storyboard with found beads or any other creative materialsDisplay the the storyboard in the classroom, make observation and give each other feedback  | Pictures, paints, picture cutouts,beads, leave textbooks  |  |  |
| **4** | **1** | **Foundations of Creative Arts and Sports**  | **Components of Creative Arts and Sports**Principles of Visual art | By the end of the substrand the learner should be able to:Describe the principles of Visual arts | What are the components of Creative Arts? | Learners are guided to:Watch actual or virtual displays of 2- dimensional artworks and describe the principles of( dominance and proportion)Sketch illustrations to demonstrate dominance and proportion  | Pictures, learners textbooks, digital devices  | Oral questionsObservation  |  |
| **4** | **2** |  | **Elements of play** | By the end of the substrand the learner should be able to:Describe the elements of play  | What are the components of Creative Arts and Sports? | Learners are guided to:Watch a play performance and explore reference materials to discuss basic elements of play; theme, character, plot, language and setting.Make a class presentation demonstrating theme, character, plot, language and setting in a play  | Digital devices, pictures, learners textbooks  | Oral questionsObservation  |  |
| **4** | **3-4** |  | **Endurance and agility components of fitness**  | By the end of the substrand the learner should be able to:Perform activities that enhance endurance and agility components of fitness  | What are the components of Creative Arts and Sports? | Learners are guided to:Watch actual or virtual fitness session to perform activities showing endurance and agility.Demonstrate fitness activities that enhance endurance and agility. |  |  |  |
| **5** | **1-3** |  | **Elements of music**  | By the end of the substrand the learner should be able to:Excute basic elements of music  | What are the components of Creative Arts and Sports? | Learners are guided to:Represent pitch on staff notation.by drawing the bass staff., identifying notes G,A,B,C,D,E,F,G and A on the basss staff, ledger line- middle C and the keyboard, constructing the scale of C and G, intervals upto a perfect 4th Represent rhythm using staff notation by drawing signs for the note values( Semibreve,minim,crotchet, quaver and semi quaver)Study a music except to define dynamics,timbre and form(ABA,strophic and through composed) in music. | Digital devices, drawing materials, pictures, learners experiences, learners textbooks  | Oral questionsObservationListening  |  |
| **5** | **4** |  | **Elements of dance** | By the end of the substrand the learner should be able to:1. Describe elements of dance
2. Appreciate the basic elements of Creative Arts and Sports
 | What are the components of Creative Arts and Sports? | Learners are guided to:Repeatedly play/ sing technical exercises ( singing or playing scales C,and G and arpeggios and singing back simple melodies in C, and G major) for aural recognition of basic elements in music.Watch virtual or actual presentations of a folk dance to describe elements of dance and play ( body,action, space and time)Give feedback on experiences on foundational elements of Creative Arts and Sports in society. | Digital devices, playing recorders, pictures, learners experiences, learners textbooks  | Oral questionsObservation  |  |
| **6** | **1-4** | **Creating and performing in Creative Arts and Sports**  | **Composing Rhythm**Composing four- bar | By the end of the substrand the learner should be able to:1. Describe 3-4 time in music
2. Compose a four bar
 | How does one acquire the skill of composing rhythm in music?What is the role of music in day to day life? | Learners are guided to:Listen to,sing or play familiar tunes ni 3-4 time to describe these time patternListen to rhythm patterns in 3-4 time and identify the main beat,Explore rhythm games to recognize rhythms in 3-4 time | Music recorders, digital devices, learners experiences, learners textbooks  | Oral questions ObservationListening  |  |
| **7** |  | **Exams and Half term break**  |  |  |  |
| **8** | **1-4** |  | **Rhythm patterns in 3-4 time** | By the end of the substrand the learner should be able to:1. Identify rhythmic patterns in 3-4 time
2. Write rhythmic patterns in 3-4 time
 | How does one acquire the skill of composing rhythm in music?What is the role of music in day to day life? | Learners are guided to:Group notes equivalent to three crochet beats using different colors to rhythmic patterns in 3-4 time.Write rhythmic patterns on monotone from dictation.Compose and write rhythmic patterns on monotone using (the staff, single line and free space),inserting bar lines. | Digital devices, pictures,colours, pencils keyboard, learners textbooks. | Oral questionsObservationListening  |  |
| **9** | **1-2** |  | **Rhythm patterns in 3-4** | By the end of the substrand the learner should be able to:a) | How does one acquire the skill of composing rhythm in music?What is the role of music in day to day life? | Learners are guided to:Tap or clap four – bar rhythm patterns in 3-4 as they recite the corresponding french rhythm notes,Improvise rhythmic patterns in 3-4 time to accompany movements (clapping,tapping, marching to rhythm, swaying and singing)in a warm up routine for long distance races.Perform the warm up routine while reciting French rhythm names(Taa aa aa aa ,Taa aa, Taa, Ta- the, tafa- te and Ta-tefe)of the accompanying rhythm patterns in 3-4 timeAppreciate rhythm as means of coordination of movement  | Music recorders, keyboard, pictures, learners experiences, learners textbooks. | Oral questionsObservationListening  |  |
| **9** | **3-4** |  | **Athletics**Middle distance races | By the end of the substrand the learner should be able to:Describe the characteristics of photomontage technique  | What are the uses of photomontage? | Learners are guided to:Explore actual or virtual samples of photomontage to take note of the characteristics (use of pictures, superimposition, emphasis on shape) | Pictures, digital devices, cardboards,glue, adhesives, learners textbooks  | Oral questionsObservation  |  |
| **10** | **1-4** |  | **Photomontage**  | By the end of the substrand the learner should be able to:Create a photomontage of athletes running  | What are the uses of photomontage? | Learners are guided to:Observe actual or virtual images of middle distance running focusing on curved or staggered start,stride, length,pacing and recoveryCollect an assortment of photosCreate a photomontage of a runner with focus on the subject, posture and centre of interest,by creatively trimming the photos, -preparing the support/ surface-pasting the photos on the support- finishing and presenting creatively  |  |  |  |
| **11** | **1-4** |  | **Photomontage**  | By the end of the substrand the learner should be able to:Perform middle distance skills for mastery | How do running technique affect performance in middle distance running? | Learners are guided to:Demonstrate start and running skills in middle distance races.Use drills to safely practice the skill of middle distance races  | Digital devices, pictures, learners experiences, learners textbooks  | Oral questionsObservation  |  |
| **12-13** |  |  | **End term exams and closing of schools**  |  |