

2024 CREATIVE ARTS GRADE 8 RECORDS OF WORK – TERM 1



SCHOOL:

LEARNING AREA: CREATIVE ARTS AND SPORTS

NAME OF THE TEACHER:

GRADE: 8

TERM: 1

WEEK	STRAND	WORK COVERED	REFLECTION	SIGN
1	Foundations of Creative arts	Introduction of Creative Arts and Sports. a) Brainstorm the meaning of cohesion, citizenship, patriotism and poverty. b) Outline the social roles of Creative arts and sports in society. c) Appreciate the roles of creative arts and sports.		
	Foundations of Creative arts	Introduction of Creative Arts and Sports a) Describe the roles of Creative Arts and Sports in society. b) Make a storyboard highlighting the roles of creative arts and sports in society. c) Appreciate the roles played by Creative Arts and Sports in society.		
	Painting	Imaginative Seascape Composition a) Explain the meaning of colour temperature. b) Discuss the effects created when warm colours are used for painting. c) Draw a colour wheel and identify warm colours. d) Appreciate warm colours in our lives.		

	Painting	<p>Cool colours</p> <p>a) Explain the meaning of cool colours.</p> <p>b) Draw a colour wheel that shows cool colours.</p> <p>c) Discuss the effects created when cool colours are used in a painting.</p> <p>d) Appreciate cool colours in our lives.</p>		
	Painting	<p>Paintings created using warm colours.</p> <p>a) Explain the meaning of projection and recession.</p> <p>b) Discuss the effects created by warm and cool colours in the artwork.</p> <p>c) Draw the painting in learner's book 8 page 27</p> <p>d) Have fun and enjoy drawing the paintings.</p>		
2	Painting	<p>Painting an Imaginative Composition.</p> <p>a) Outline the steps to painting an Imaginative Composition using warm colours.</p> <p>b) Paint an Imaginative Composition of a Seascape using Warm Colours.</p> <p>c) Appreciate warm colours in a painting.</p>		
	Painting	<p>Painting an Imaginative Composition</p> <p>a) Outline the steps to painting an Imaginative Composition using cool colours.</p> <p>b) Paint an Imaginative Composition of a Seascape using cool Colours.</p> <p>c) Appreciate cool colours in a painting.</p>		
	Painting	<p>Imaginative Seascape Paintings</p> <p>a) Display their Imaginative Seascape paintings in an area visible to all.</p> <p>b) Talk about their own and others' Seascape paintings.</p> <p>c) Appreciate each other's feedback.</p>		
	Painting	<p>Symbolic Meanings of colours</p>		

		<ul style="list-style-type: none"> a) Identify colour and their meanings. b) Investigate the Symbolic Meanings of colours. c) Appreciate the symbolic Meanings of colours. 		
	Painting	<p>Mosaic</p> <ul style="list-style-type: none"> a) Explain the meaning of Mosaic. b) Identify the materials used to make Mosaic artwork. c) Draw the Mosaic pictures in learner's book 8 page 34 d) Have a desire to learn more about Mosaic artworks. 		
3	Painting	<p>Samples of Mosaic</p> <ul style="list-style-type: none"> a) Identify surfaces used to decorate Mosaic. b) Discuss factors to consider when choosing the material for tesserae. c) Appreciate the surfaces used to decorate Mosaic. 		
	Painting	<p>Making a paper Mosaic Landscape Pictorial Composition.</p> <ul style="list-style-type: none"> a) Making a paper Mosaic Landscape Pictorial Composition. b) Outline the steps to make a Mosaic landscape pictorial Composition using paper. c) Make a paper Mosaic landscape pictorial Composition. d) Have fun and enjoy making the paper Mosaic landscape pictorial Composition. 		
	Painting	<p>Making and Egg Shell Mosaic Composition of a flower.</p> <ul style="list-style-type: none"> a) Outline the steps to make a Mosaic Composition of a flower using egg shells of different colours and their tones. b) Make an egg shell Mosaic Composition of a flower. 		

		c) Have fun and enjoy making the egg shell Mosaic Composition.		
	Picture making	Two-point Linear Perspective a) Explain the meaning of two-point linear perspective. b) Discuss the components of perspective in objects drawn in two-point perspective. c) Draw the pictures in learner's book 8 page 14. d) Appreciate the components of perspective in objects.		
	Picture making	Draw cuboid in two-point perspective from different views: Worms Eye View a) Outline the procedure to draw cuboid from different views. b) Draw cuboid in two-point perspective from different views. c) Have fun and enjoy drawing.		
4	Picture making	Normal Eye View a) Outline the procedure to draw cuboid from different views. b) Draw a cuboid of normal eye view. c) Have fun and enjoy drawing cuboid of normal eye view.		
	Picture making	Birds Eye View. a) Outline the procedure to draw cuboid from Birds eye view. b) Draw a cuboid showing birds eye view. c) Have fun and enjoy drawing cuboid showing birds eye view.		
	Picture making	Drawing buildings in two-point perspective and shading using cross hatching technique a) Outline the procedure to draw two buildings in two-point perspective. b) Draw buildings in two-point perspective and shading using cross hatching technique.		

		c) Have fun and enjoy drawing.		
	Short play	<p>Elements of a short play</p> <p>a) Explain the meaning of a short play.</p> <p>b) Discuss the elements of a short play.</p> <p>c) Read the short play in learner's book 8 page 144.</p> <p>d) Appreciate the elements of a short play.</p>		
	Short play	<p>Developing a scenario with a clear storyline for a short play.</p> <p>a) Define the term, "scenario"</p> <p>b) Discuss the sources of different scenarios.</p> <p>c) Appreciate the sources of scenarios.</p>		
5	Short play	<p>Researching important social issues to address in a short play.</p> <p>a) Research important issues or problems that exist in different Kenyan communities.</p> <p>b) Discuss the important issues or problems that exist in different Kenyan communities.</p> <p>c) Discuss the aspects of Consumer education.</p> <p>d) Appreciate the ways to save this issues.</p>		
	Short play	<p>Developing a scenario for a short play.</p> <p>a) Illustrate each of the issues that they have researched on using specific stories as examples.</p> <p>b) Develop a scenario for a short play.</p> <p>c) Have a desire to write a short play script.</p>		
	Short play	<p>Writing a short play script.</p> <p>a) Explain the meaning of conflict.</p> <p>b) Discuss how characters in a scenario contribute to the development of conflict.</p> <p>c) Examine how conflict develops a plot.</p> <p>d) Appreciate the use of conflict to develop a plot.</p>		

	Short play	<p>Describing setting</p> <p>a) Explain the meaning of setting</p> <p>b) Examine how setting develops a plot.</p> <p>c) Appreciate the importance of setting in a plot.</p>		
	Short play	<p>Describing characters</p> <p>a) Explain the meaning of characters.</p> <p>b) Examine how characters develops a plot.</p> <p>c) Appreciate the importance of characters in a plot.</p>		
6	Short play	<p>Developing characters in a short play</p> <p>a) Explain the meaning of character development.</p> <p>b) Draw a table and describe characters in their short play.</p> <p>c) Appreciate the characters in a short play.</p>		
	Short play	<p>Outline the short play story and develop action.</p> <p>a) Give their short play an interesting title and expand the scenarios to outline a proper plot structure that includes the beginning, the middles and the ending.</p> <p>b) Break down the scenes with details of action, character and setting.</p> <p>c) Appreciate the short play story.</p>		
	Short play	<p>Developing dialogue and action for characters in a short play.</p> <p>a) Explain the meaning of dialogue.</p> <p>b) Develop a dialogue and actions for characters in a short play.</p> <p>c) Appreciate the importance of dialogue.</p>		
	Short play	<p>Writing a short play script</p> <p>a) Study a published short play script such as 'Kupotoka'</p>		

		<p>b) Write a 2-5-minute short play script in the correct format.</p> <p>c) Appreciate a short play script.</p>		
	Physical Fitness and Health	<p>Exercises that promote cardiorespiratory endurance, speed and reaction time</p> <p>a) Research from the internet or any other resource material in the library on the exercises that promote cardiorespiratory endurance, speed and reaction time.</p> <p>b) Demonstrate how these exercises are performed.</p> <p>c) Enjoy the exercises.</p>		
7	Physical Fitness and Health	<p>Nutritional demands and exercises for health promotion</p> <p>a) Explain the meaning of nutrition.</p> <p>b) Identify the types of nutrients required when performing exercises.</p> <p>c) Examine how nutrition can impact the performance of a certain activity.</p> <p>d) Appreciate the importance of nutrition.</p>		
	Physical Fitness and Health	<p>Exercises that promote cardiorespiratory endurance, speed and reaction time</p> <p>a) State the safety measures to observe when performing exercises.</p> <p>b) Identify exercises that promote cardiorespiratory endurance.</p> <p>c) Perform the exercises.</p> <p>d) Appreciate cardiorespiratory exercises.</p>		
	Physical Fitness and Health	<p>Fitness exercises that promote speed</p> <p>a) Identify exercises that promote speed.</p> <p>b) Practice exercises that promote speed, example, lunges.</p> <p>c) Have fun and enjoy the exercises</p>		

	Physical Fitness and Health	<p>Fitness exercises that promote reaction time</p> <ol style="list-style-type: none"> Identify exercises that promote reaction time. Practice exercises that promote reaction time, example, drop and catch Have fun and enjoy the exercises. 		
	Physical Fitness and Health	<p>The role of exercise in the prevention of lifestyle diseases.</p> <ol style="list-style-type: none"> Discuss some of the benefits of engaging in regular exercises. Examine lifestyle disease that can be prevented through regular exercises. Appreciate the benefits of engaging in regular exercises. 		
8		HALF TERM BREAK		
9	Physical Fitness and Health	<p>Post-Assessment for Fitness</p> <ol style="list-style-type: none"> Explain the meaning of post-assessment tests. Prepare tools used in post assessment of fitness. Perform post-exercise assessment for cardiorespiratory endurance, speed and reaction time. Appreciate post-assessment for fitness. 		
	Physical Fitness and Health	<p>Journal on post-test records</p> <ol style="list-style-type: none"> Create a journal Fill in the journal or creatively come up with a different way of filling the journal. Appreciate the importance of Journals. 		
	Pitch	<p>Reading music notes on the bass staff</p> <ol style="list-style-type: none"> Define the term, 'staff' Singing melodies in treble and bass register. Have fun and enjoy singing melodies. 		

	Pitch	<p>Drawing the bass staff</p> <ol style="list-style-type: none"> Identify the components of bass staff. Draw the bass staff. Read music notes on the bass staff. Appreciate the bass staff. 		
	Pitch	<p>Writing music notes on the bass staff.</p> <ol style="list-style-type: none"> State the relationship between the treble and the bass staff. Relate the staff to the keyboard Write notes on the bass staff in relation to the keyboard. Appreciate music notes on the bass staff. 		
10	Pitch	<p>Writing notes with accidentals on the bass staff</p> <ol style="list-style-type: none"> Define the term 'accidentals' used in music Write notes with accidentals on the bass staff. Appreciate the importance of accidentals in music. 		
	Pitch	<p>Constructing the diatonic major scales</p> <ol style="list-style-type: none"> Explain the meaning of diatonic major scales. Construct major scales with flats on treble and bass staff. Construct the scale of F major. Appreciate diatonic major scales. 		
	Pitch	<ol style="list-style-type: none"> Write the scale of E flat major with the correct order of tones and semitones. Construct the scale of B, E and A flat major. <p>Enjoy constructing diatonic major scales.</p>	Construct the scale of E flat major.	

	Pitch	<p>a) Explain the term, 'key signature' used in music.</p> <p>b) Write major scales with key signatures.</p> <p>c) Visually recognise the key signatures of C, F, B flat, E flat and A flat on sheet music.</p> <p>Appreciate the use of key signatures.</p>	Writing major scales with key signatures	
	Pitch	<p>a) State ways of Interpreting melodies on the staff.</p> <p>b) Interpret and perform simple melodies based on major scales.</p> <p>c) Sing familiar melodies and describe the intervals in the melodies.</p> <p>Appreciate different kind of melodies.</p>	Performing melodies in diatonic major scale in simple time	
11	Pitch	<p>a) Define the term interval.</p> <p>b) Describe intervals, the perfect 4th interval and 5th interval.</p> <p>Appreciate the importance of intervals.</p>	Describing melodic intervals in a simple melody	
	Pitch	<p>a) Explain the perfect octave.</p> <p>b) Describe melodic intervals in melodies.</p> <p>Appreciate the perfect octave.</p>	Describing the perfect octave	
	Pitch	<p>a) Write intervals on the staff.</p> <p>b) Aurally recognise melodic intervals.</p> <p>Appreciate the importance of melodic intervals.</p>	Aurally recognise melodic intervals	
	Rhythm	<p>a) Explain a rhythmic pattern.</p> <p>b) Clap the dotted minim taa-aa-aa</p> <p>Appreciate a rhythmic pattern.</p>	Performing rhythmic patterns involving tied and dotted notes and their corresponding rests	

	Rhythm	<p>a) Listen to the melody in learner's book 8 page 11 and sing the melody.</p> <p>b) Extend the minim by use of a tie.</p> <p>Have fun and enjoy the dotted minim rest.</p>	Listening to music involving the dotted minim	
12-13		END OF TERM ONE EXAMINATION		

