

## GRADE 8 CREATIVE ARTS & SPORTS SCHEMES 2024 TERM 2

Week	Lesson	Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions	Learning Resources	Ref
1	1	2.0 Creating and Performing in Creative Arts and Sports	2.5 Descant recorder or any other Western instrument	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) explain techniques of playing a descant recorder or any other solo instrument,</p> <p>b) create a poster on Western solo instrumental playing technique,</p> <p>c) interpret performance directions on given pieces of music,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> <li>● read, and interpret <i>fingering charts</i> to play the notes G, A, B, C, D, E, F#, and G<sup>1</sup> on a descant recorder or any other Western solo instruments to master the fingering technique,</li> <li>● watch actual or virtual instrumental tutorials to demonstrate and explain techniques (<i>fingering, pinching, slurring, embouchure, tonguing, strumming, picking, bowing, blowing, tone quality, blend and balance</i>) of playing a descant recorder or any other solo Western instrument,</li> <li>● take photos of each others' portraits while playing the notes G, A, B, C, D, E, F#, and G<sup>1</sup> on descant recorder or</li> </ul>	<p>1. What is the importance of applying technique when playing instruments ?</p>	<p>old newspapers/  <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> <li>● cutting tools,</li> <li>● digital equipment</li> </ul> </p>	

					any other Western instrument with emphasis on posture, fingering and movement.			
	2	<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<b>2.5 Descant recorder or any other Western instrument</b>  ●Playing a descant recorder or any other solo instrument	By the end of the Sub Strand, the learner should be able to: a) explain techniques of playing a descant recorder or any other solo instrument, b) create a poster on Western solo instrumental playing technique, c) interpret performance directions on given pieces of music,	Learner is guided to: ●read, and interpret <i>fingering charts</i> to play the notes G, A, B, C, D, E. F#, and G <sup>1</sup> on a descant recorder or any other Western solo instruments to master the fingering technique, ● watch actual or virtual instrumental tutorials to demonstrate and explain techniques ( <i>fingering, pinching, slurring, embouchure, tonguing, strumming, picking, bowing, blowing, tone quality, blend and balance</i> ) of playing a descant recorder or any other solo Western instrument, ● take photos of each others' portraits while playing the notes G, A, B, C, D, E. F#, and G <sup>1</sup> on descant recorder or any other Western instrument with emphasis on posture, fingering and movement.	1. What is the importance of applying technique when playing instruments ?	old newspapers/ ● magazines, ● glue, ● mounting surfaces, ● cutting tools, ● digital equipment	

3	2.0 Crea ting and Perf ormi ng in Cre ative Arts and Sports	2.5 Descant recorder or any other Western instrument	<ul style="list-style-type: none"> <li>●Playing a descant recorder or any other solo instrument</li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) explain techniques of playing a descant recorder or any other solo instrument,</p> <p>b) create a poster on Western solo instrumental playing technique,</p> <p>c) interpret performance directions on given pieces of music,</p>	<p>Learner is guided to:</p> <ul style="list-style-type: none"> <li>●read, and interpret <i>fingering charts</i> to play the notes G, A, B, C, D, E. F#, and G<sup>1</sup> on a descant recorder or any other Western solo instruments to master the fingering technique,</li> <li>● watch actual or virtual instrumental tutorials to demonstrate and explain techniques (<i>fingering, pinching, slurring, embouchure, tonguing, strumming, picking, bowing, blowing, tone quality, blend and balance</i>) of playing a descant recorder or any other solo Western instrument,</li> <li>● take photos of each others' portraits while playing the notes G, A, B, C, D, E. F#, and G<sup>1</sup> on descant recorder or any other Western instrument with emphasis on posture, fingering and movement.</li> </ul>	1. What is the importance of applying technique when playing instruments ?	old newspapers/ <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>	
4	2.0 Crea ting	2.5 Descant recorder or any		By the end of the Sub Strand, the learner should be	<p>Learner is guided to:</p> <ul style="list-style-type: none"> <li>●read, and interpret <i>fingering charts</i> to play the notes G, A,</li> </ul>	1. What is the importance of	old newspapers/	

		<b>and Performing in Creative Arts and Sports</b>	<b>other Western instrument</b>  ●Playing a descant recorder or any other solo instrument	able to: a) explain techniques of playing a descant recorder or any other solo instrument, b) create a poster on Western solo instrumental playing technique, c) interpret performance directions on given pieces of music,	B, C, D, E, F#, and G <sup>1</sup> on a descant recorder or any other Western solo instruments to master the fingering technique, ● watch actual or virtual instrumental tutorials to demonstrate and explain techniques ( <i>fingering, pinching, slurring, embouchure, tonguing, strumming, picking, bowing, blowing, tone quality, blend and balance</i> ) of playing a descant recorder or any other solo Western instrument, ● take photos of each others' portraits while playing the notes G, A, B, C, D, E, F#, and G <sup>1</sup> on descant recorder or any other Western instrument with emphasis on posture, fingering and movement.	applying technique when playing instruments ?	● magazines, ● glue, ● mounting surfaces, ● cutting tools, ● digital equipment	
	5	<b>2.0 Creating and Performing</b>	<b>2.5 Descant recorder or any other Western instrument</b>	By the end of the Sub Strand, the learner should be able to: c) interpret performance	Learner is guided to: ● take photos of each others' portraits while playing the notes G, A, B, C, D, E, F#, and G <sup>1</sup> on descant recorder or any other Western instrument	2. How do artistic illustrations enhance interpretation	old newspapers/ ● magazines, ● glue,	

		<b>ng in Cre ative Arts and Sports</b>	instrume nt ●Techniqu e poster ●Solo piece in G Major	directions on given pieces of music, d) perform a solo piece in G Major, e) value playing music on the descant recorder or any other Western solo instrument.	with emphasis on posture, fingering and movement, ●arrange the photos to form pitches of simple melodies and play them, ●use digital tools to crop, resize and	n of music?	● mounting surfaces, ● cutting tools, ● digital equipment	
2	1	<b>2.0 Crea ting and Perf ormi ng in Cre ative Arts and Sports</b>	<b>2.5 Descant recorder or any other Western instrument</b> instrume nt ●Techniqu e poster ●Solo piece in G Major	By the end of the Sub Strand, the learner should be able to: c) interpret performance directions on given pieces of music, d) perform a solo piece in G Major, e) value playing music on the descant	Learner is guided to: ● take photos of each others' portraits while playing the notes G, A, B, C, D, E, F#, and G <sup>1</sup> on descant recorder or any other Western instrument with emphasis on posture, fingering and movement, ●arrange the photos to form pitches of simple melodies and play them, ●use digital tools to crop, resize and	2. How do artistic illustrations enhance interpretatio n of music?	old newspapers/ ● magazines, ● glue, ● mounting surfaces, ● cutting tools, ● digital equipment	

				recorder or any other Western solo instrument.				
2	<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<b>2.5 Descant recorder or any other Western instrument</b> <ul style="list-style-type: none"> <li>● Technique poster</li> <li>● Solo piece in G Major</li> </ul>	By the end of the Sub Strand, the learner should be able to: c) interpret performance directions on given pieces of music, d) perform a solo piece in G Major, e) value playing music on the descant recorder or any other Western solo instrument.	Learner is guided to: <ul style="list-style-type: none"> <li>● take photos of each others' portraits while playing the notes G, A, B, C, D, E, F#, and G<sup>1</sup> on descant recorder or any other Western instrument with emphasis on posture, fingering and movement,</li> <li>● arrange the photos to form pitches of simple melodies and play them,</li> <li>● use digital tools to crop, resize and</li> </ul>	2. How do artistic illustrations enhance interpretation of music?	old newspapers/ <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>		
3	<b>2.0 Creating and Performing</b>	<b>2.5 Descant recorder or any other Western</b>	By the end of the Sub Strand, the learner should be able to: c) interpret	Learner is guided to: <ul style="list-style-type: none"> <li>● take photos of each others' portraits while playing the notes G, A, B, C, D, E, F#, and G<sup>1</sup> on descant recorder or</li> </ul>	2. How do artistic illustrations enhance	old newspapers/ <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> </ul>		

		<b>Performing in Creative Arts and Sports</b>	<b>instrument</b> instrument ●Technique poster ●Solo piece in G Major	performance directions on given pieces of music, d) perform a solo piece in G Major, e) value playing music on the descant recorder or any other Western solo instrument.	any other Western instrument with emphasis on posture, fingering and movement, ●arrange the photos to form pitches of simple melodies and play them, ●use digital tools to crop, resize and	interpretation of music?	● mounting surfaces, ● cutting tools, ● digital equipment	
	4	<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<b>2.5 Descant recorder or any other Western instrument</b> instrument ●Technique poster ●Solo piece in G Major	By the end of the Sub Strand, the learner should be able to: c) interpret performance directions on given pieces of music, d) perform a solo piece in G Major, e) value playing music on the	Learner is guided to: ● take photos of each others' portraits while playing the notes G, A, B, C, D, E, F#, and G <sup>1</sup> on descant recorder or any other Western instrument with emphasis on posture, fingering and movement, ●arrange the photos to form pitches of simple melodies and play them, ●use digital tools to crop, resize and	2. How do artistic illustrations enhance interpretation of music?	old newspapers/ ● magazines, ● glue, ● mounting surfaces, ● cutting tools, ● digital equipment	

				descant recorder or any other Western solo instrument.				
	5	<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<b>2.5 Descant recorder or any other Western instrument</b> <ul style="list-style-type: none"> <li>•Technique poster</li> <li>•Solo piece in G Major</li> </ul>	By the end of the Sub Strand, the learner should be able to: c) interpret performance directions on given pieces of music, d) perform a solo piece in G Major, e) value playing music on the descant recorder or any other Western solo instrument.	Learner is guided to: <ul style="list-style-type: none"> <li>• take photos of each others' portraits while playing the notes G, A, B, C, D, E, F#, and G<sup>1</sup> on descant recorder or any other Western instrument with emphasis on posture, fingering and movement,</li> <li>•arrange the photos to form pitches of simple melodies and play them,</li> <li>•use digital tools to crop, resize and</li> </ul>	2. How do artistic illustrations enhance interpretation of music?	old newspapers/ <ul style="list-style-type: none"> <li>• magazines,</li> <li>• glue,</li> <li>• mounting surfaces,</li> <li>• cutting tools,</li> <li>• digital equipment</li> </ul>	
3	1	<b>2.0 Creating and</b>	<b>2.5 Descant recorder or any other</b>	By the end of the Sub Strand, the learner should be able to:	Learner is guided to: <ul style="list-style-type: none"> <li>• take photos of each others' portraits while playing the notes G, A, B, C, D, E, F#,</li> </ul>	2. How do artistic illustrations	old newspapers/ <ul style="list-style-type: none"> <li>• magazines,</li> </ul>	



		<b>Performing in Creative Arts and Sports</b>	<b>Western instrument</b> instrument ●Technique poster ●Solo piece in G Major	c) interpret performance directions on given pieces of music, d) perform a solo piece in G Major, e) value playing music on the descant recorder or any other Western solo instrument.	and G <sup>1</sup> on descant recorder or any other Western instrument with emphasis on posture, fingering and movement, ●arrange the photos to form pitches of simple melodies and play them, ●use digital tools to crop, resize and	enhance interpretation of music?	● glue, ● mounting surfaces, ● cutting tools, ● digital equipment	
2	<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<b>2.5 Descant recorder or any other Western instrument</b> instrument ●Technique poster ●Solo piece in G Major	By the end of the Sub Strand, the learner should be able to: c) interpret performance directions on given pieces of music, d) perform a solo piece in G Major, e) value playing	Learner is guided to: ● take photos of each others' portraits while playing the notes G, A, B, C, D, E, F#, and G <sup>1</sup> on descant recorder or any other Western instrument with emphasis on posture, fingering and movement, ●arrange the photos to form pitches of simple melodies and play them, ●use digital tools to crop, resize and	2. How do artistic illustrations enhance interpretation of music?	old newspapers/ ● magazines, ● glue, ● mounting surfaces, ● cutting tools, ● digital equipment		

				music on the descant recorder or any other Western solo instrument.				
3	<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<b>2.5 Descant recorder or any other Western instrument</b> <ul style="list-style-type: none"> <li>●Technique poster</li> <li>●Solo piece in G Major</li> </ul>	By the end of the Sub Strand, the learner should be able to: c) interpret performance directions on given pieces of music, d) perform a solo piece in G Major, e) value playing music on the descant recorder or any other Western solo instrument.	Learner is guided to: <ul style="list-style-type: none"> <li>● take photos of each others' portraits while playing the notes G, A, B, C, D, E, F#, and G<sup>1</sup> on descant recorder or any other Western instrument with emphasis on posture, fingering and movement,</li> <li>●arrange the photos to form pitches of simple melodies and play them,</li> <li>●use digital tools to crop, resize and</li> </ul>	2. How do artistic illustrations enhance interpretation of music?	old newspapers/ <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>		
4	<b>2.0 Creating</b>	<b>2.5 Descant recorder or any</b>	By the end of the Sub Strand, the learner should be	Learner is guided to: <ul style="list-style-type: none"> <li>● take photos of each others' portraits while playing the</li> </ul>	2. How do artistic	old newspapers/		

		<b>and Performing in Creative Arts and Sports</b>	<b>other Western instrument</b> instrument ●Technique poster ●Solo piece in G Major	able to: c) interpret performance directions on given pieces of music, d) perform a solo piece in G Major, e) value playing music on the descant recorder or any other Western solo instrument.	notes G, A, B, C, D, E, F#, and G <sup>1</sup> on descant recorder or any other Western instrument with emphasis on posture, fingering and movement, ●arrange the photos to form pitches of simple melodies and play them, ●use digital tools to crop, resize and	illustrations enhance interpretation of music?	● magazines, ● glue, ● mounting surfaces, ● cutting tools, ● digital equipment	
5	<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<b>2.6 Volleyball</b>  ●Service (overarm volleying) ● Volley ●drawing human	By the end of the Sub Strand, the learner should be able to: a) differentiate between the overarm and jump service in Volleyball, b) draw human figures of players serving or	The learner is guided to: ● observe virtual or actual performances of a volleyball game and identify skills of serving the ball, ● draw human figures of volleyball players with emphasis on actions of (serving or volleying), ● shade the drawing using a pointillism technique, ● finish the drawing creatively, ● exhibit and	What are the ways of shading human figure drawings?	old newspapers/ ● magazines, ● glue, ● mounting surfaces, ● cutting tools, ● digital equipment		

			<b>figure</b>	<p>volleying a ball,</p> <p>c) serve the ball using the jump serve over a net,</p> <p>d) perform the volley for skill acquisition,</p> <p>e) appraise others' efforts when applying serving and volleying skills in Volleyball.</p>	<p>critique the human figure drawings,</p> <ul style="list-style-type: none"> <li>● demonstrate the skills of serving the ball (<i>overarm and jump serves</i>) in volleyball,</li> <li>● use drills to practise overarm and jump serves techniques in Volleyball,</li> <li>● demonstrate volleying skill in Volleyball,</li> </ul>			
4	1	<b>2.0 Creativity and Performing in Creative Arts and</b>	<p><b>2.6 Volleyball</b></p> <p><b>II</b></p> <ul style="list-style-type: none"> <li>● <b>Service</b> (<i>overarm volleying</i>)</li> <li>● <b>Volley</b></li> <li>● <b>drawing</b></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to: a) differentiate between the overarm and jump service in Volleyball,</p> <p>b) draw human figures of players serving</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● observe virtual or actual performances of a volleyball game and identify skills of serving the ball,</li> <li>● draw human figures of volleyball players with emphasis on actions of (<i>serving or volleying</i>),</li> <li>● shade the drawing using a pointillism technique,</li> </ul>	<p>What are the ways of shading human figure drawings?</p>	<p>old newspapers/  <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> <li>● cutting tools,</li> <li>● digital equipment</li> </ul> </p>	

		<b>Sports</b>	<b>human figure</b>	<p>or volleying a ball,</p> <p>c) serve the ball using the jump serve over a net,</p> <p>d) perform the volley for skill acquisition,</p> <p>e) appraise others' efforts when applying serving and volleying skills in Volleyball.</p>	<ul style="list-style-type: none"> <li>● finish the drawing creatively,</li> <li>● exhibit and critique the human figure drawings,</li> <li>● demonstrate the skills of serving the ball (<i>overarm and jump serves</i>) in volleyball,</li> <li>● use drills to practise overarm and jump serves techniques in Volleyball,</li> <li>● demonstrate volleying skill in Volleyball,</li> </ul>			
	2	<b>2.0 Creating and Performing in Creative Arts</b>	<b>2.6 Volleyball</b>	<p>By the end of the Sub Strand, the learner should be able to: a) differentiate between the overarm and jump service in Volleyball,</p> <p>b) draw human figures of</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● observe virtual or actual performances of a volleyball game and identify skills of serving the ball,</li> <li>● draw human figures of volleyball players with emphasis on actions of (<i>serving or volleying</i>),</li> <li>● shade the drawing using a</li> </ul>	<p>What are the ways of shading human figure drawings?</p>	<p>old newspapers/ ● magazines, ● glue, ● mounting surfaces, ● cutting tools,</p>	

		<b>and Sports</b>	<ul style="list-style-type: none"> <li>● <b>drawing human figure</b></li> </ul>	<p>players serving or volleying a ball,</p> <p>c) serve the ball using the jump serve over a net,</p> <p>d) perform the volley for skill acquisition,</p> <p>e) appraise others' efforts when applying serving and volleying skills in Volleyball.</p>	<p>pointillism technique,</p> <ul style="list-style-type: none"> <li>● finish the drawing creatively,</li> <li>● exhibit and critique the human figure drawings,</li> <li>● demonstrate the skills of serving the ball (<i>overarm and jump serves</i>) in volleyball,</li> <li>● use drills to practise overarm and jump serves techniques in Volleyball,</li> <li>● demonstrate volleying skill in Volleyball,</li> </ul>		<ul style="list-style-type: none"> <li>● digital equipment</li> </ul>	
	3	<b>2.0 Creating and Performing in Creative</b>	<b>2.6 Volleyball</b> <ul style="list-style-type: none"> <li>● <b>Service</b> (<i>overarm volleying</i>)</li> </ul>	<p>By the end of the Sub Strand, the learner should be able to: a) differentiate between the overarm and jump service in Volleyball, b) draw human</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● observe virtual or actual performances of a volleyball game and identify skills of serving the ball,</li> <li>● draw human figures of volleyball players with emphasis on actions of (<i>serving or volleying</i>),</li> <li>● shade the drawing using a</li> </ul>	<p>What are the ways of shading human figure drawings?</p>	<p>old newspapers/</p> <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> <li>● cutting tools,</li> </ul>	

		<b>Arts and Sports</b>	<ul style="list-style-type: none"> <li>● <b>Volley</b></li> <li>● <b>drawing human figure</b></li> </ul>	<p>figures of players serving or volleying a ball,</p> <p>c) serve the ball using the jump serve over a net,</p> <p>d) perform the volley for skill acquisition,</p> <p>e) appraise others' efforts when applying serving and volleying skills in Volleyball.</p>	<p>pointillism technique,</p> <ul style="list-style-type: none"> <li>● finish the drawing creatively,</li> <li>● exhibit and critique the human figure drawings,</li> <li>● demonstrate the skills of serving the ball (<i>overarm and jump serves</i>) in volleyball,</li> <li>● use drills to practise overarm and jump serves techniques in Volleyball,</li> <li>● demonstrate volleying skill in Volleyball,</li> </ul>		<ul style="list-style-type: none"> <li>● digital equipment</li> </ul>	
	<b>4</b>	<b>2.0 Creating and Performing in Creativity</b>	<b>2.6 Volleyball</b> <ul style="list-style-type: none"> <li>● <b>Service</b> (<i>overarm</i>)</li> </ul>	<p>By the end of the Sub Strand, the learner should be able to: a) differentiate between the overarm and jump service in Volleyball,</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● observe virtual or actual performances of a volleyball game and identify skills of serving the ball,</li> <li>● draw human figures of volleyball players with emphasis on actions of (<i>serving or volleying</i>),</li> </ul>	<p>What are the ways of shading human figure drawings?</p>	<p>old newspapers/</p> <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> </ul>	

		ve Arts and Sports	volleying) ● <b>Volley</b> ● <b>drawing</b> <b>human</b> <b>figure</b>	b) draw human figures of players serving or volleying a ball, c) serve the ball using the jump serve over a net, d) perform the volley for skill acquisition, e) appraise others' efforts when applying serving and volleying skills in Volleyball.	<ul style="list-style-type: none"> <li>● shade the drawing using a pointillism technique,</li> <li>● finish the drawing creatively,</li> <li>● exhibit and critique the human figure drawings, <ul style="list-style-type: none"> <li>● demonstrate the skills of serving the ball (<i>overarm and jump serves</i>) in volleyball,</li> <li>● use drills to practise overarm and jump serves techniques in Volleyball,</li> <li>● demonstrate volleying skill in Volleyball,</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>	
5	2.0 Cre atin g and Perfor ming in	2.6 <b>Volleyba</b> <b>ll</b>  ● <b>Service</b> ( <i>overarm</i> )	By the end of the Sub Strand, the learner should be able to: c) serve the ball using the jump serve over a net,	The learner is guided to: <ul style="list-style-type: none"> <li>● finish the drawing creatively,</li> <li>● exhibit and critique the human figure drawings, <ul style="list-style-type: none"> <li>● demonstrate the skills of serving the ball (<i>overarm and jump</i>)</li> </ul> </li> </ul>	What are the ways of shading human figure drawings?	old newspapers/ <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> </ul>		



		<b>Creative Arts and Sports</b>	<i>volleying</i> ) <ul style="list-style-type: none"> <li>● <b>Volley</b></li> <li>● <b>drawing human figure</b></li> </ul>	d) perform the volley for skill acquisition, e) appraise others' efforts when applying serving and volleying skills in Volleyball.	<i>serves</i> ) in volleyball, <ul style="list-style-type: none"> <li>● use drills to practise overarm and jump serves techniques in Volleyball,</li> <li>● demonstrate volleying skill in Volleyball,</li> </ul>		<ul style="list-style-type: none"> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>	
5	1	<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<b>2.6 Volleyball</b>  <b>II</b>  <ul style="list-style-type: none"> <li>● <b>Service</b> (<i>overarm volleying</i>)</li> <li>● <b>Volley</b></li> <li>● <b>drawing human figure</b></li> </ul>	By the end of the Sub Strand, the learner should be able to: c) serve the ball using the jump serve over a net, d) perform the volley for skill acquisition, e) appraise others' efforts when applying serving and volleying skills	The learner is guided to: <ul style="list-style-type: none"> <li>● finish the drawing creatively,</li> <li>● exhibit and critique the human figure drawings,  <ul style="list-style-type: none"> <li>● demonstrate the skills of serving the ball (<i>overarm and jump serves</i>) in volleyball,</li> </ul> </li> <li>● use drills to practise overarm and jump serves techniques in Volleyball,</li> <li>● demonstrate volleying skill in Volleyball,</li> </ul>	What are the ways of shading human figure drawings?	old newspapers/ <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>	

				in Volleyball.				
	2	<b>2.0 Creativity and Performing in Creative Arts and Sports</b>	<b>2.6 Volleyball II</b>  ● <b>Service</b> ( <i>overarm volleying</i> ) ● <b>Volley</b> ● <b>drawing human figure</b>	By the end of the Sub Strand, the learner should be able to: c) serve the ball using the jump serve over a net, d) perform the volley for skill acquisition, e) appraise others' efforts when applying serving and volleying skills in Volleyball.	The learner is guided to: ● finish the drawing creatively, ● exhibit and critique the human figure drawings, ● demonstrate the skills of serving the ball ( <i>overarm and jump serves</i> ) in volleyball, ● use drills to practise overarm and jump serves techniques in Volleyball, ● demonstrate volleying skill in Volleyball,	What are the ways of shading human figure drawings?	old newspapers/ ● magazines, ● glue, ● mounting surfaces, ● cutting tools, ● digital equipment	
	3	<b>2.0 Creativity and Performing</b>	<b>2.6 Volleyball II</b>	By the end of the Sub Strand, the learner should be able to: c) serve the ball using the jump	The learner is guided to: ● finish the drawing creatively, ● exhibit and critique the human figure drawings, ● demonstrate the skills of	What are the ways of shading human figure drawings?	old newspapers/ ● magazines, ● glue,	

		<b>ming in Creati ve Arts and Sports</b>	<ul style="list-style-type: none"> <li>● <b>Service</b> (<i>overarm volleying</i>)</li> <li>● <b>Volley</b></li> <li>● <b>drawing human figure</b></li> </ul>	<p>serve over a net, d) perform the volley for skill acquisition, e) appraise others' efforts when applying serving and volleying skills in Volleyball.</p>	<p>serving the ball (<i>overarm and jump serves</i>) in volleyball,</p> <ul style="list-style-type: none"> <li>● use drills to practise overarm and jump serves techniques in Volleyball,</li> <li>● demonstrate volleying skill in Volleyball,</li> </ul>		<ul style="list-style-type: none"> <li>● mounting surfaces,</li> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>	
	<b>4</b>	<b>2.0 Cre atin g and Perfor ming in Creati ve Arts and Sports</b>	<p><b>2.6</b></p> <p><b>Volleyba ll</b></p> <ul style="list-style-type: none"> <li>● <b>Service</b> (<i>overarm volleying</i>)</li> <li>● <b>Volley</b></li> <li>● <b>drawing human figure</b></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>c) serve the ball using the jump serve over a net, d) perform the volley for skill acquisition, e) appraise others' efforts when applying</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● finish the drawing creatively,</li> <li>● exhibit and critique the human figure drawings,</li> <li>● demonstrate the skills of serving the ball (<i>overarm and jump serves</i>) in volleyball,</li> <li>● use drills to practise overarm and jump serves techniques in Volleyball,</li> <li>● demonstrate volleying skill in Volleyball,</li> </ul>	<p>What are the ways of shading human figure drawings?</p>	<p>old newspapers/ ● magazines,</p> <ul style="list-style-type: none"> <li>● glue,</li> <li>● mounting surfaces,</li> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>	

				<p>serving and volleying skills in Volleyball.</p>				
	5	<p><b>2.0 Creating and Performing in Creative Arts and Sports</b></p>	<p><b>2.6 Volleyball</b></p> <ul style="list-style-type: none"> <li>● <b>Service</b> (<i>overarm volleying</i>)</li> <li>● <b>Volley</b></li> <li>● <b>drawing human figure</b></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>c) serve the ball using the jump serve over a net,</p> <p>d) perform the volley for skill acquisition,</p> <p>e) appraise others' efforts when applying serving and volleying skills in Volleyball.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● finish the drawing creatively,</li> <li>● exhibit and critique the human figure drawings,</li> <li>● demonstrate the skills of serving the ball (<i>overarm and jump serves</i>) in volleyball,</li> <li>● use drills to practise overarm and jump serves techniques in Volleyball,</li> <li>● demonstrate volleying skill in Volleyball,</li> </ul>	<p>What are the ways of shading human figure drawings?</p>	<p>old newspapers/</p> <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>	

6	1	2.0 <b>Creating and Performing in Creative Arts and Sports</b>	<b>2.7 Play</b> <ul style="list-style-type: none"> <li>● Writing a play</li> <li>● Collage technique</li> <li>● Performing a play</li> </ul>	By the end of the Sub Strand, the learner should be able to: a) describe the format of a play script, b) create a one act play addressing a societal issue, c) act a role in a play performance,	The learner is guided to: <ul style="list-style-type: none"> <li>● read a sample play to identify the format of a script (<i>title, playwright, characters, acts, scenes, setting, stage directions and dialogue</i>),</li> <li>● brainstorm, in groups, an idea for a short play,</li> <li>● create a short play script using the play elements (theme, characters, plot, setting, conflict, language)</li> </ul>	1. How can a play performance be made believable to an audience?	old newspapers/ <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>	
	2	2.0 <b>Creating and Performing in Creative Arts and Sports</b>	<b>2.7 Play</b> <ul style="list-style-type: none"> <li>● Writing a play</li> <li>● Collage technique</li> <li>● Performing a play</li> </ul>	By the end of the Sub Strand, the learner should be able to: a) describe the format of a play script, b) create a one act play addressing a societal issue, c) act a role in a play performance,	The learner is guided to: <ul style="list-style-type: none"> <li>● read a sample play to identify the format of a script (<i>title, playwright, characters, acts, scenes, setting, stage directions and dialogue</i>),</li> <li>● brainstorm, in groups, an idea for a short play,</li> <li>● create a short play script using the play elements (theme, characters, plot, setting, conflict, language)</li> </ul>	1. How can a play performance be made believable to an audience?	old newspapers/ <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>	

	3	<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<b>2.7 Play</b> <ul style="list-style-type: none"> <li>● Writing a play</li> <li>● Collage technique</li> <li>● Performing a play</li> </ul>	By the end of the Sub Strand, the learner should be able to: a) describe the format of a play script, b) create a one act play addressing a societal issue, c) act a role in a play performance,	The learner is guided to: <ul style="list-style-type: none"> <li>● read a sample play to identify the format of a script (<i>title, playwright, characters, acts, scenes, setting, stage directions and dialogue</i>),</li> <li>● brainstorm, in groups, an idea for a short play,</li> <li>● create a short play script using the play elements (theme, characters, plot, setting, conflict, language)</li> </ul>	1. How can a play performance be made believable to an audience?	old newspapers/ <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>	
	4	<b>2.0 Creating and Performing in Creative Arts</b>	<b>2.7 Play</b> <ul style="list-style-type: none"> <li>● Writing a play</li> <li>● Collage technique</li> <li>● Performing a play</li> </ul>	By the end of the Sub Strand, the learner should be able to: a) describe the format of a play script, b) create a one act play addressing a societal issue, c) act a role in a	The learner is guided to: <ul style="list-style-type: none"> <li>● read a sample play to identify the format of a script (<i>title, playwright, characters, acts, scenes, setting, stage directions and dialogue</i>),</li> <li>● brainstorm, in groups, an idea for a short play,</li> <li>● create a short play script using the play elements (theme, characters, plot, setting,</li> </ul>	1. How can a play performance be made believable to an audience?	old newspapers/ <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> <li>● cutting tools,</li> </ul>	

		<b>and Sports</b>		play performance,	conflict, language)		● digital equipment	
	<b>5</b>	<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<b>2.7 Play</b> <ul style="list-style-type: none"> <li>● Writing a play</li> <li>● Collage technique</li> <li>● Performing a play</li> </ul>	By the end of the Sub Strand, the learner should be able to: a) describe the format of a play script, b) create a one act play addressing a societal issue, c) act a role in a play performance,	The learner is guided to: <ul style="list-style-type: none"> <li>● read a sample play to identify the format of a script (<i>title, playwright, characters, acts, scenes, setting, stage directions and dialogue</i>),</li> <li>● brainstorm, in groups, an idea for a short play,</li> <li>● create a short play script using the play elements (theme, characters, plot, setting, conflict, language)</li> </ul>	1. How can a play performance be made believable to an audience?	old newspapers/ ● magazines, ● glue, ● mounting surfaces, ● cutting tools, ● digital equipment	
<b>7</b>	<b>1</b>	<b>2.0 Creating and Performing in Creative</b>	<b>2.7 Play</b> <ul style="list-style-type: none"> <li>● Writing a play</li> <li>● Collage technique</li> <li>● Performing a</li> </ul>	By the end of the Sub Strand, the learner should be able to: a) describe the format of a play script, b) create a one act play addressing a societal	The learner is guided to: <ul style="list-style-type: none"> <li>● read a sample play to identify the format of a script (<i>title, playwright, characters, acts, scenes, setting, stage directions and dialogue</i>),</li> <li>● brainstorm, in groups, an idea for a short play,</li> <li>● create a short play script using</li> </ul>	1. How can a play performance be made believable to an audience?	old newspapers/ ● magazines, ● glue, ● mounting surfaces, ● cutting tools,	

		<b>Arts and Sports</b>	play	issue, c) act a role in a play performance,	the play elements (theme, characters, plot, setting, conflict, language)		● digital equipment	
2	<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<b>2.7 Play</b>	<ul style="list-style-type: none"> <li>● Writing a play</li> <li>● Collage technique</li> <li>● Performing a play</li> </ul>	By the end of the Sub Strand, the learner should be able to: a) describe the format of a play script, b) create a one act play addressing a societal issue, c) act a role in a play performance,	The learner is guided to: <ul style="list-style-type: none"> <li>● read a sample play to identify the format of a script (<i>title, playwright, characters, acts, scenes, setting, stage directions and dialogue</i>),</li> <li>● brainstorm, in groups, an idea for a short play,</li> <li>● create a short play script using the play elements (theme, characters, plot, setting, conflict, language)</li> </ul>	1. How can a play performance be made believable to an audience?	old newspapers/ ● magazines, ● glue, ● mounting surfaces, ● cutting tools, ● digital equipment	
3	<b>2.0 Creating and Performing in</b>	<b>2.7 Play</b>	<ul style="list-style-type: none"> <li>● Writing a play</li> <li>● Collage technique</li> <li>●</li> </ul>	By the end of the Sub Strand, the learner should be able to:  a) act a role in a play	The learner is guided to: <ul style="list-style-type: none"> <li>● select relevant prop(s), costumes and music for the play performance,</li> <li>● collect found materials for collage technique to create a prop for the play with</li> </ul>	1. Why is it important to decorate props to be used for performance	old newspapers/ ● magazines, ● glue, ● mounting surfaces,	



		<b>Cre ative Arts and Sports</b>	Perfor ming a play	<p>performance,</p> <p>b) decorate a stage prop using the collage technique,</p> <p>c) recognise play performance as a channel of addressing societal issues.</p>	<p>emphasis on the theme,</p> <ul style="list-style-type: none"> <li>● create the prop with focus on <i>pasting, different materials, combined with painting, and</i></li> </ul>	?	<ul style="list-style-type: none"> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>	
	<b>4</b>	<b>2.0 Crea ting and Perf ormi ng in Cre ative Arts and Sports</b>	<p><b>2.7 Play</b></p> <ul style="list-style-type: none"> <li>● Writing a play</li> <li>● Collage technique</li> <li>● Performing a play</li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) act a role in a play performance,</p> <p>b) decorate a stage prop using the collage technique,</p> <p>c) recognise play performance as a channel of addressing</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● select relevant prop(s), costumes and music for the play performance,</li> <li>● collect found materials for collage technique to create a prop for the play with emphasis on the theme,</li> <li>● create the prop with focus on <i>pasting, different materials, combined with painting, and</i></li> </ul>	<p>1. Why is it important to decorate props to be used for performance ?</p>	<p>old newspapers/ ● magazines, ● glue, ● mounting surfaces, ● cutting tools, ● digital equipment</p>	

				societal issues.				
	5	<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<b>2.7 Play</b> <ul style="list-style-type: none"> <li>● Writing a play</li> <li>● Collage technique</li> <li>● Performing a play</li> </ul>	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none"> <li>a) act a role in a play performance,</li> <li>b) decorate a stage prop using the collage technique,</li> <li>c) recognise play performance as a channel of addressing societal issues.</li> </ul>	The learner is guided to: <ul style="list-style-type: none"> <li>● select relevant prop(s), costumes and music for the play performance,</li> <li>● collect found materials for collage technique to create a prop for the play with emphasis on the theme,</li> <li>● create the prop with focus on <i>pasting, different materials, combined with painting, and</i></li> </ul>	1. Why is it important to decorate props to be used for performance?	old newspapers/ <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>	
8	1	<b>2.0 Creating and Performing</b>	<b>2.7 Play</b> <ul style="list-style-type: none"> <li>● Writing a play</li> <li>● Collage technique</li> </ul>	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none"> <li>a) act a role in a</li> </ul>	The learner is guided to: <ul style="list-style-type: none"> <li>● select relevant prop(s), costumes and music for the play performance,</li> <li>● collect found materials for collage technique to create</li> </ul>	1. Why is it important to decorate props to be used	old newspapers/ <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> </ul>	

		<b>ng in Cre ative Arts and Sports</b>	<ul style="list-style-type: none"> <li>● Performing a play</li> </ul>	<p>play performance,</p> <p>b) decorate a stage prop using the collage technique,</p> <p>c) recognise play performance as a channel of addressing societal issues.</p>	<p>a prop for the play with emphasis on the theme,</p> <ul style="list-style-type: none"> <li>● create the prop with focus on <i>pasting, different materials, combined with painting, and</i></li> </ul>	<p>for performance ?</p>	<ul style="list-style-type: none"> <li>● mounting surfaces,</li> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>	
2	<b>2.0 Crea ting and Perf ormi ng in Cre ative Arts and Sports</b>	<b>2.7 Play</b>	<ul style="list-style-type: none"> <li>● Writing a play</li> <li>● Collage technique</li> <li>● Performing a play</li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) act a role in a play performance,</p> <p>b) decorate a stage prop using the collage technique,</p> <p>c) recognise play performance as a channel</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● select relevant prop(s), costumes and music for the play performance,</li> <li>● collect found materials for collage technique to create a prop for the play with emphasis on the theme,</li> <li>● create the prop with focus on <i>pasting, different materials, combined with painting, and</i></li> </ul>	<p>1. Why is it important to decorate props to be used for performance ?</p>	<p>old newspapers/ ● magazines, ● glue, ● mounting surfaces, ● cutting tools, ● digital equipment</p>	

				of addressing societal issues.				
3	<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<b>2.7 Play</b> <ul style="list-style-type: none"> <li>● Writing a play</li> <li>● Collage technique</li> <li>● Performing a play</li> </ul>	By the end of the Sub Strand, the learner should be able to:  a) act a role in a play performance, b) decorate a stage prop using the collage technique, c) recognise play performance as a channel of addressing societal issues.	The learner is guided to: <ul style="list-style-type: none"> <li>● select relevant prop(s), costumes and music for the play performance,</li> <li>● collect found materials for collage technique to create a prop for the play with emphasis on the theme,</li> <li>● create the prop with focus on <i>pasting, different materials, combined with painting, and</i></li> </ul>	1. Why is it important to decorate props to be used for performance ?	old newspapers/ <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>		
4	<b>2.0 Creating and Perf</b>	<b>2.7 Play</b> <ul style="list-style-type: none"> <li>● Writing a play</li> <li>● Collage</li> </ul>	By the end of the Sub Strand, the learner should be able to:	The learner is guided to: <ul style="list-style-type: none"> <li>● select relevant prop(s), costumes and music for the play performance,</li> <li>● collect found materials for</li> </ul>	1. Why is it important to decorate props to	old newspapers/ <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> </ul>		

		<b>orming in Creative Arts and Sports</b>	<ul style="list-style-type: none"> <li>technique</li> <li>Performing a play</li> </ul>	<p>a) act a role in a play performance,</p> <p>b) decorate a stage prop using the collage technique,</p> <p>c) recognise play performance as a channel of addressing societal issues.</p>	<p>collage technique to create a prop for the play with emphasis on the theme,</p> <ul style="list-style-type: none"> <li>create the prop with focus on <i>pasting, different materials, combined with painting, and</i></li> </ul>	<p>be used for performance ?</p>	<ul style="list-style-type: none"> <li>mounting surfaces,</li> <li>cutting tools,</li> <li>digital equipment</li> </ul>	
5	<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<b>2.7 Play</b>	<ul style="list-style-type: none"> <li>Writing a play</li> <li>Collage technique</li> <li>Performing a play</li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) act a role in a play performance,</p> <p>b) decorate a stage prop using the collage technique,</p> <p>c) recognise play performance</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>select relevant prop(s), costumes and music for the play performance,</li> <li>collect found materials for collage technique to create a prop for the play with emphasis on the theme,</li> <li>create the prop with focus on <i>pasting, different materials, combined with painting, and</i></li> </ul>	<p>1. Why is it important to decorate props to be used for performance ?</p>	<p>old newspapers/</p> <ul style="list-style-type: none"> <li>magazines,</li> <li>glue,</li> <li>mounting surfaces,</li> <li>cutting tools,</li> <li>digital equipment</li> </ul>	

				as a channel of addressing societal issues.				
9	1	<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<b>2.7 Play</b> <ul style="list-style-type: none"> <li>● Writing a play</li> <li>● Collage technique</li> <li>● Performing a play</li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) act a role in a play performance,</p> <p>b) decorate a stage prop using the collage technique,</p> <p>c) recognise play performance as a channel of addressing societal issues.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● select relevant prop(s), costumes and music for the play performance,</li> <li>● collect found materials for collage technique to create a prop for the play with emphasis on the theme,</li> <li>● create the prop with focus on <i>pasting, different materials, combined with painting, and</i></li> </ul>	<p>1. Why is it important to decorate props to be used for performance ?</p>	<p>old newspapers/  <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> <li>● cutting tools,</li> <li>● digital equipment</li> </ul> </p>	
	2	<b>2.0 Creating and</b>	<b>2.7 Play</b> <ul style="list-style-type: none"> <li>● Writing a play</li> <li>●</li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● select relevant prop(s), costumes and music for the play performance,</li> </ul>	<p>1. Why is it important to decorate</p>	<p>old newspapers/  <ul style="list-style-type: none"> <li>● magazines,</li> </ul> </p>	

		<b>Performing in Creative Arts and Sports</b>	<p>Collage technique</p> <ul style="list-style-type: none"> <li>Performing a play</li> </ul>	<p>a) act a role in a play performance,</p> <p>b) decorate a stage prop using the collage technique,</p> <p>c) recognise play performance as a channel of addressing societal issues.</p>	<ul style="list-style-type: none"> <li>collect found materials for collage technique to create a prop for the play with emphasis on the theme,</li> <li>create the prop with focus on <i>pasting, different materials, combined with painting, and</i></li> </ul>	<p>props to be used for performance?</p>	<ul style="list-style-type: none"> <li>glue,</li> <li>mounting surfaces,</li> <li>cutting tools,</li> <li>digital equipment</li> </ul>	
	3	<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<p><b>2.7 Play</b></p> <ul style="list-style-type: none"> <li>Writing a play</li> <li>Collage technique</li> <li>Performing a play</li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) act a role in a play performance,</p> <p>b) decorate a stage prop using the collage technique,</p> <p>c) recognise play</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>select relevant prop(s), costumes and music for the play performance,</li> <li>collect found materials for collage technique to create a prop for the play with emphasis on the theme,</li> <li>create the prop with focus on <i>pasting, different materials, combined with painting, and</i></li> </ul>	<p>1. Why is it important to decorate props to be used for performance?</p>	<p>old newspapers/</p> <ul style="list-style-type: none"> <li>magazines,</li> <li>glue,</li> <li>mounting surfaces,</li> <li>cutting tools,</li> <li>digital equipment</li> </ul>	

				performance as a channel of addressing societal issues.				
4	<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<b>2.7 Play</b> <ul style="list-style-type: none"> <li>● Writing a play</li> <li>● Collage technique</li> <li>● Performing a play</li> </ul>	By the end of the Sub Strand, the learner should be able to:  a) act a role in a play performance, b) decorate a stage prop using the collage technique, c) recognise play performance as a channel of addressing societal issues.	The learner is guided to: <ul style="list-style-type: none"> <li>● select relevant prop(s), costumes and music for the play performance,</li> <li>● collect found materials for collage technique to create a prop for the play with emphasis on the theme,</li> <li>● create the prop with focus on <i>pasting, different materials, combined with painting, and</i></li> </ul>	1. Why is it important to decorate props to be used for performance ?	old newspapers/ <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>		
5	<b>2.0 Creating</b>	<b>2.7 Play</b> <ul style="list-style-type: none"> <li>● Writing a</li> </ul>	By the end of the Sub Strand, the learner should be	The learner is guided to: <ul style="list-style-type: none"> <li>● select relevant prop(s), costumes and music for</li> </ul>	1. Why is it important to	old newspapers/		



		<b>and Performing in Creative Arts and Sports</b>	<ul style="list-style-type: none"> <li>• Collage technique</li> <li>• Performing a play</li> </ul>	<p>able to:</p> <ol style="list-style-type: none"> <li>a) act a role in a play performance,</li> <li>b) decorate a stage prop using the collage technique,</li> <li>c) recognise play performance as a channel of addressing societal issues.</li> </ol>	<p>the play performance,</p> <ul style="list-style-type: none"> <li>• collect found materials for collage technique to create a prop for the play with emphasis on the theme,</li> <li>• create the prop with focus on <i>pasting, different materials, combined with painting, and</i></li> </ul>	<p>decorate props to be used for performance?</p>	<ul style="list-style-type: none"> <li>• magazines,</li> <li>• glue,</li> <li>• mounting surfaces,</li> <li>• cutting tools,</li> <li>• digital equipment</li> </ul>	
<b>10</b>	<b>1</b>	<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<p><b>2.8 Swimming</b></p> <ul style="list-style-type: none"> <li>• Breaststroke</li> <li>• Water treading</li> </ul>	<p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) describe the body position in breaststroke,</li> <li>b) describe</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• using virtual or actual performance, observe breast stroke and water treading in order to describe them,</li> <li>• demonstrate water treading • demonstrate breaststroke • use drills to practise treading and breaststroke skills while observing safety,</li> <li>• observe others as they apply the skills of water treading and breast stroke and give</li> </ul>	<p>Why are swimming skills considered as survival skills?</p>	<p>old newspapers/</p> <ul style="list-style-type: none"> <li>• magazines,</li> <li>• glue,</li> <li>• mounting surfaces,</li> <li>• cutting tools,</li> <li>• digital equipment</li> </ul>	

				<p>the body position in water treading,</p> <p>c) perform breaststroke in swimming for skill acquisition,</p>	<p>feedback,</p>			
	2	<p><b>2.0 Creating and Performing in Creative Arts and Sports</b></p>	<p><b>2.8 Swimming</b></p> <ul style="list-style-type: none"> <li>● Breaststroke</li> <li>● Water treading</li> </ul>	<p>By the end of the Sub strand the learner should be able to:</p> <p>a) describe the body position in breaststroke,</p> <p>b) describe the body position in water treading,</p> <p>c) perform breaststroke in swimming</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● using virtual or actual performance, observe breast stroke and water treading in order to describe them,</li> <li>● demonstrate water treading ● demonstrate breaststroke ● use drills to practise treading and breaststroke skills while observing safety,</li> <li>● observe others as they apply the skills of water treading and breast stroke and give feedback,</li> </ul>	<p>Why are swimming skills considered as survival skills?</p>	<p>old newspapers/</p> <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>	

				for skill acquisition,				
	3	<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<b>2.8 Swimming</b>  ●Breaststroke ●Water treading	By the end of the Sub strand the learner should be able to: a) describe the body position in breaststroke, b) describe the body position in water treading, c) perform breaststroke in swimming for skill acquisition,	The learner is guided to: ● using virtual or actual performance, observe breast stroke and water treading in order to describe them, ● demonstrate water treading ● demonstrate breaststroke ● use drills to practise treading and breaststroke skills while observing safety, ● observe others as they apply the skills of water treading and breast stroke and give feedback,	Why are swimming skills considered as survival skills?	old newspapers/ ● magazines, ● glue, ● mounting surfaces, ● cutting tools, ● digital equipment	
	4	<b>2.0 Creating</b>	<b>2.8 Swimming</b>	By the end of the Sub strand the	The learner is guided to: ● using virtual or actual performance, observe breast	Why are swimming skills	old newspapers/	

		<b>and Performing in Creative Arts and Sports</b>	<ul style="list-style-type: none"> <li>● Breaststroke</li> <li>● Water treading</li> </ul>	<p>learner should be able to:</p> <p>a) describe the body position in breaststroke,</p> <p>b) describe the body position in water treading,</p> <p>c) perform breaststroke in swimming for skill acquisition,</p>	<p>stroke and water treading in order to describe them,</p> <ul style="list-style-type: none"> <li>● demonstrate water treading</li> <li>● demonstrate breaststroke</li> <li>● use drills to practise treading and breaststroke skills while observing safety,</li> <li>● observe others as they apply the skills of water treading and breast stroke and give feedback,</li> </ul>	<p>considered as survival skills?</p>	<ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>	
5	<b>2.0 Creating and Performing in Creative</b>	<b>2.8 Swimming</b>	<ul style="list-style-type: none"> <li>● Breaststroke</li> <li>● Water</li> </ul>	<p>By the end of the Sub strand the learner should be able to:</p> <p>a) describe the body position in</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● using virtual or actual performance, observe breast stroke and water treading in order to describe them,</li> <li>● demonstrate water treading</li> <li>● demonstrate breaststroke</li> <li>● use drills to practise treading and breaststroke skills while observing safety,</li> </ul>	<p>Why are swimming skills considered as survival skills?</p>	<p>old newspapers/</p> <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> <li>● cutting tools,</li> </ul>	

		<b>Arts and Sports</b>	treading	breaststroke, b) describe the body position in water treading, c) perform breaststroke in swimming for skill acquisition,	<ul style="list-style-type: none"> <li>● observe others as they apply the skills of water treading and breast stroke and give feedback,</li> </ul>		<ul style="list-style-type: none"> <li>● digital equipment</li> </ul>	
<b>11</b>	<b>1</b>	<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<b>2.8 Swimming</b>  <ul style="list-style-type: none"> <li>● Breaststroke</li> <li>● Water treading</li> </ul>	By the end of the Sub strand the learner should be able to: a) describe the body position in breaststroke, b) describe the body position in water treading,	The learner is guided to: <ul style="list-style-type: none"> <li>● using virtual or actual performance, observe breast stroke and water treading in order to describe them,</li> <li>● demonstrate water treading ● demonstrate breaststroke ● use drills to practise treading and breaststroke skills while observing safety,</li> <li>● observe others as they apply the skills of water treading and breast stroke and give feedback,</li> </ul>	Why are swimming skills considered as survival skills?	old newspapers/ <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>	

				c) perform breaststroke in swimming for skill acquisition,				
	2	<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<b>2.8 Swimming</b>  ●Breaststroke ●Water treading	By the end of the Sub strand the learner should be able to: a) describe the body position in breaststroke, b) describe the body position in water treading, c) perform breaststroke in swimming for skill acquisition,	The learner is guided to: ● using virtual or actual performance, observe breast stroke and water treading in order to describe them, ● demonstrate water treading ● demonstrate breaststroke ● use drills to practise treading and breaststroke skills while observing safety, ● observe others as they apply the skills of water treading and breast stroke and give feedback,	Why are swimming skills considered as survival skills?	old newspapers/ ● magazines, ● glue, ● mounting surfaces, ● cutting tools, ● digital equipment	

	3	2.0 Crea ting and Perf ormi ng in Cre ative Arts and Sports	2.8 Swimming  ●Breaststr oke ●Water treading	By the end of the Sub strand the learner should be able to: a) describe the body position in breaststroke, b) describe the body position in water treading, c) perform breaststroke in swimming for skill acquisition,	The learner is guided to: ● using virtual or actual performance, observe breast stroke and water treading in order to describe them, ● demonstrate water treading ● demonstrate breaststroke ● use drills to practise treading and breaststroke skills while observing safety, ● observe others as they apply the skills of water treading and breast stroke and give feedback,	Why are swimming skills considered as survival skills?	old newspapers/ ● magazines, ● glue, ● mounting surfaces, ● cutting tools, ● digital equipment	
	4	2.0 Crea ting and Perf ormi ng	2.8 Swimming	By the end of the Sub strand the learner should be able to: a) describe	The learner is guided to: ● using virtual or actual performance, observe breast stroke and water treading in order to describe them, ● demonstrate water treading ● demonstrate breaststroke ● use	Why are swimming skills considered as survival skills?	old newspapers/ ● magazines, ● glue, ● mounting surfaces,	

		<b>in Creative Arts and Sports</b>	<ul style="list-style-type: none"> <li>●Breaststroke</li> <li>●Water treading</li> </ul>	<p>the body position in breaststroke,</p> <p>b) describe the body position in water treading,</p> <p>c) perform breaststroke in swimming for skill acquisition,</p>	<p>drills to practise treading and breaststroke skills while observing safety,</p> <ul style="list-style-type: none"> <li>● observe others as they apply the skills of water treading and breast stroke and give feedback,</li> </ul>		<ul style="list-style-type: none"> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>	
5	<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<b>2.8 Swimming</b>	<ul style="list-style-type: none"> <li>●Breaststroke</li> <li>●Water treading</li> </ul>	<p>By the end of the Sub strand the learner should be able to:</p> <p>c) perform breaststroke in swimming for skill acquisition, perform water treading</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● using virtual or actual performance, observe breast stroke and water treading in order to describe them,</li> <li>● demonstrate water treading ● demonstrate breaststroke ● use drills to practise treading and breaststroke skills while observing safety,</li> <li>● observe others as they apply the skills of water treading and breast stroke and give feedback,</li> </ul>	<p>Why are swimming skills considered as survival skills?</p>	<p>old newspapers/</p> <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>	



				skill in swimming, e) acknowledge own and others' efforts while performing water treading and breast stroke skills in swimming.				
12	1	<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<b>2.8 Swimming</b>  ●Breaststroke ●Water treading	By the end of the Sub strand the learner should be able to:  c) perform breaststroke in swimming for skill acquisition, perform water treading skill in swimming, e) acknowledge own and others' efforts while	The learner is guided to: ● using virtual or actual performance, observe breast stroke and water treading in order to describe them, ● demonstrate water treading ● demonstrate breaststroke ● use drills to practise treading and breaststroke skills while observing safety, ● observe others as they apply the skills of water treading and breast stroke and give feedback,	Why are swimming skills considered as survival skills?	old newspapers/ ● magazines, ● glue, ● mounting surfaces, ● cutting tools, ● digital equipment	

				performing water treading and breast stroke skills in swimming.				
	2	<b>2.0 Creating and Performing in Creative Arts and Sports</b>	<b>2.8 Swimming</b>  <ul style="list-style-type: none"> <li>● Breaststroke</li> <li>● Water treading</li> </ul>	By the end of the Sub strand the learner should be able to:  c) perform breaststroke in swimming for skill acquisition, perform water treading skill in swimming, e) acknowledge own and others' efforts while performing water treading and breast stroke skills in swimming.	The learner is guided to: <ul style="list-style-type: none"> <li>● using virtual or actual performance, observe breast stroke and water treading in order to describe them,</li> <li>● demonstrate water treading ● demonstrate breaststroke ● use drills to practise treading and breaststroke skills while observing safety,</li> <li>● observe others as they apply the skills of water treading and breast stroke and give feedback,</li> </ul>	Why are swimming skills considered as survival skills?	old newspapers/ <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>	

	3	<b>2.0 Crea ting and Perf ormi ng in Crea tive Arts and Sports</b>	<b>2.8 Swimming</b>  ●Breaststr oke ●Water treading	By the end of the Sub strand the learner should be able to:  c) perform breaststroke in swimming for skill acquisition, perform water treading skill in swimming, e) acknowledge own and others' efforts while performing water treading and breast stroke skills in swimming.	The learner is guided to: ● using virtual or actual performance, observe breast stroke and water treading in order to describe them, ● demonstrate water treading ● demonstrate breaststroke ● use drills to practise treading and breaststroke skills while observing safety, ● observe others as they apply the skills of water treading and breast stroke and give feedback,	Why are swimming skills considered as survival skills?	old newspapers/ ● magazines, ● glue, ● mounting surfaces, ● cutting tools, ● digital equipment	
	4	<b>2.0 Crea</b>	<b>2.8 Swimming</b>	By the end of the Sub	The learner is guided to: ● using virtual or actual	Why are swimming	old newspapers/	

		<b>ting and Performing in Creative Arts and Sports</b>	<ul style="list-style-type: none"> <li>●Breaststroke</li> <li>●Water treading</li> </ul>	<p>strand the learner should be able to:</p> <p>c) perform breaststroke in swimming for skill acquisition, perform water treading skill in swimming,</p> <p>e) acknowledge own and others' efforts while performing water treading and breast stroke skills in swimming.</p>	<p>performance, observe breast stroke and water treading in order to describe them,</p> <ul style="list-style-type: none"> <li>● demonstrate water treading</li> <li>● demonstrate breaststroke</li> <li>● use drills to practise treading and breaststroke skills while observing safety,</li> <li>● observe others as they apply the skills of water treading and breast stroke and give feedback,</li> </ul>	<p>skills considered as survival skills?</p>	<ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>	
5	<b>2.0 Creating and Performing</b>	<b>2.8 Swimming</b>	<p>By the end of the Sub strand the learner should be able to:</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● using virtual or actual performance, observe breast stroke and water treading in order to describe them,</li> <li>● demonstrate water treading</li> <li>● demonstrate breaststroke</li> <li>● use</li> </ul>	<p>Why are swimming skills considered as survival skills?</p>	<p>old newspapers/</p> <ul style="list-style-type: none"> <li>● magazines,</li> <li>● glue,</li> <li>● mounting surfaces,</li> </ul>		

		<b>in Cre ative Arts and Sports</b>	<ul style="list-style-type: none"> <li>●Breaststroke</li> <li>●Water treading</li> </ul>	<p>c) perform breaststroke in swimming for skill acquisition, perform water treading skill in swimming,</p> <p>e) acknowledge own and others' efforts while performing water treading and breast stroke skills in swimming.</p>	<p>drills to practise treading and breaststroke skills while observing safety,</p> <ul style="list-style-type: none"> <li>● observe others as they apply the skills of water treading and breast stroke and give feedback,</li> </ul>		<ul style="list-style-type: none"> <li>● cutting tools,</li> <li>● digital equipment</li> </ul>	
<b>13,14</b>	<b>END TERM EXAMS AND CLOSING</b>							