CREATIVE ARTS SCHEMES OF WORK GRADE 4

NAME OF THE TEACHER:_____

SCHOOL:_____ **TERM: II YEAR:**_____

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
1	1	**CREATING AND EXECUTION**	Composing melody - identifying sol-fa syllables	By the end of the lesson, the learner should be able to: a. identify solfa syllables d, r, and m in a simple melody, b. sing familiar songs based on sol-fa syllables. c. enjoy creating short melodies using solfa syllables.	Learner is guided to: ● individually and in groups sing familiar songs based on solfa syllables d r m, and identify the solfa syllables,	How can one create interesting melodies?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 30-32 Champion Creative Arts Grade 4 P.B. 64-66	Oral Questions observation written tests Practical	
	2		identifying sol-fa syllables	By the end of the lesson, the learner should be able to: a. identify solfa syllables d, r, and m in a simple melody, b. Explore tunes based on solfa syllables d r m. c. enjoy creating short melodies using solfa syllables.	Learner is guided to: ● individually and in groups sing familiar songs based on solfa syllables d r m, and identify the solfa syllables,	How can one create interesting melodies?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 30-32 Champion Creative Arts Grade 4 P.B. 64-66	Oral Questions observation written tests Practical	
	3		identifying sol-fa syllables	By the end of the lesson, the learner should be able to: a. Tell the solfa syllables d, r, and m in a simple melody b. Explore how one can make a melody interesting. c. enjoy creating short melodies using solfa syllables.	Learner is guided to: ● individually and in groups sing familiar songs based on solfa syllables d r m, and identify the solfa syllables,	How can one create interesting melodies?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 30-32 Champion Creative Arts Grade 4 P.B. 64-66	Oral Questions observation written tests Practical	

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	4		Interpreting hand signs	By the end of the lesson, the learner should be able to: a. identify hand signs for the sol-fa syllables. b. Explore the Kodaly hand signs for the solfa syllables. c. enjoy creating short melodies using solfa syllables.	Learner is guided to: ● Observe a demonstration of execution of the Kodaly hand signs for the solfa syllables d, r m and practice performing the hand signs, ● perform the hand signs for solfa syllables (d r m) in familiar songs,	How can one create interesting melodies?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 32-33 Champion Creative Arts Grade 4 P.B. 67-69	Oral Questions observation written tests Practical	
	5-6		Interpreting hand signs - d	By the end of the lesson, the learner should be able to: a. identify hand signs for the sol-fa syllables (d). b. interpret hand signs for the solfa syllables d, for pitch discrimination, c. enjoy creating short melodies using solfa syllables.	Learner is guided to: ● Observe a demonstration of execution of the Kodaly hand signs for the solfa syllables d, r m and practice performing the hand signs, ● perform the hand signs for solfa syllables (d) in familiar songs,	How can one create interesting melodies?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 32-33 Champion Creative Arts Grade 4 P.B. 67-69	Oral Questions observation written tests Practical	
2	1		Interpreting hand signs - r	By the end of the lesson, the learner should be able to: a. identify hand signs for the sol-fa syllables (r). b. interpret hand signs for the solfa syllables r for pitch discrimination, c. enjoy creating short melodies using solfa syllables.	Learner is guided to: ● Observe a demonstration of execution of the Kodaly hand signs for the solfa syllables d, r m and practice performing the hand signs, ● perform the hand signs for solfa syllables (r) in familiar songs,	How can one create interesting melodies?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 32-33 Champion Creative Arts Grade 4 P.B. 67-69	Oral Questions observation written tests Practical	
	2		Interpreting hand signs - m	By the end of the lesson, the learner should be able to: a. identify hand signs for the sol-fa syllables (m). b. interpret hand signs for the solfa syllables m for pitch discrimination, c. enjoy creating short melodies using solfa syllables.	Learner is guided to: ● Observe a demonstration of execution of the Kodaly hand signs for the solfa syllables d, r m and practice performing the hand signs, ● perform the hand signs for solfa syllables (m) in familiar songs,	How can one create interesting melodies?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 32-33 Champion Creative Arts Grade 4 P.B. 67-69	Oral Questions observation written tests Practical	

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	3		Writing sol-fa syllables	By the end of the lesson, the learner should be able to: a. Recognize sofla syllables (d, r ,m). b. Explore the sol-fa syllables through free hand lettering. c. enjoy creating short melodies using solfa syllables.	Learner is guided to: ● recognize solfa syllables (d r m) in familiar songs by ear individually and in groups,	How can one create interesting melodies?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 32-33 Champion Creative Arts Grade 4 P.B. 67-69	Oral Questions observation written tests Practical	
	4		Writing sol-fa syllables	By the end of the lesson, the learner should be able to: a. identify hand signs for the sol-fa syllables. b. Write sol-fa syllables through free hand lettering. c. enjoy creating short melodies using solfa syllables.	Learner is guided to: ● write solfa syllables (d r m) using free hand lettering (ascenders and descenders)	How can one create interesting melodies?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 32-33 Champion Creative Arts Grade 4 P.B. 67-69	Oral Questions observation written tests Practical	
	5-6		Sol-fa pitches	By the end of the lesson, the learner should be able to: a. identify the solfa pitches d r m. b. Sing solfa pitches accompanied by a melodic instrument. c. enjoy creating short melodies using solfa syllables.	Learner is guided to: ● listen and identify solfa pitches (d r m) as sounded on a melodic instrument/voice, ● recognize solfa syllables (d r m) in familiar songs by ear,	How can one create interesting melodies?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 32-33 Champion Creative Arts Grade 4 P.B. 67-69	Oral Questions observation written tests Practical	
3	1		Qualities of a good melody	By the end of the lesson, the learner should be able to: a. describe the qualities of a good melody, b. demonstrate the qualities of a good melody. c. enjoy creating short melodies using solfa syllables.	Learner is guided to: ● brainstorm on and discuss the qualities of a good melody, (use of stepwise motion, variation of the solfa syllables and sound duration, starting and ending on d),	How can one create interesting melodies?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 32-33 Champion Creative Arts Grade 4 P.B. 67-69	Oral Questions observation written tests Practical	

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	2		Creating short melodies	By the end of the lesson, the learner should be able to: a. state the different ways of creating melodies. b. create short melodies using solfa syllables d r and m, c. enjoy creating short melodies using solfa syllables.	Learner is guided to: ● perform vocal warm ups in preparation to perform melodies created by self and others, ● sing melodies (using solfa syllables) created by self and peers and talk in turns respecting each other's opinions. ● in groups apply various techniques to create short melodies using the solfa syllables d, r, m and the French rhythm names taa and ta-te,	How can one create interesting melodies?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 35-36 Champion Creative Arts Grade 4 P.B. 70-71	Oral Questions observation written tests Practical	
	3		Modelling clay slabs of sol-fa syllables	By the end of the lesson, the learner should be able to: a. state the different ways of creating melodies. b. model clay slabs with solfa syllables, c. enjoy creating short melodies using solfa syllables.	Learner is guided to: ● roll clay into slab and cut out three rectangular pieces of three different sizes, ● Attach clay models (coiling technique) of solfa syllables (d, r, m) to the rectangular slabs, allow to dry and paint using primary colours,	How can one create interesting melodies?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 36-38 Champion Creative Arts Grade 4 P.B. 72-76	Oral Questions observation written tests Practical	
	4	**PERFORMANCE AND DISPLAY**	Athletics – skills in sprint start	By the end of the lesson, the learner should be able to: a. explain the performance of the skills of sprint starts and sprinting techniques, b. demonstrate the various sprint skills and techniques c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	Learner is guided to: ● explain/demonstrate a medium and elongated sprint start technique, (onto your marks, set position, stance and body alignment, reaction and take off),	1. Why is appropriate posture important in sprinting?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 39-40 Champion Creative Arts Grade 4 P.B. 77-81	Oral Questions observation written tests Practical	
	5-6		Athletics – skills in sprint start	By the end of the lesson, the learner should be able to: a. explain the performance of the skills of sprint starts and sprinting techniques, b. demonstrate the various sprint skills and techniques c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	Learner is guided to: ● explain/demonstrate a medium and elongated sprint start technique, (onto your marks, set position, stance and body alignment, reaction and take off),	Why is the Kenya National Anthem performed during an athletic event?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 39-40 Champion Creative Arts Grade 4 P.B. 77-81	Oral Questions observation written tests Practical	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
4	1		Athletics – sprinting techniques	By the end of the lesson, the learner should be able to: a. explain the performance of the skills of sprint starts and sprinting techniques, b. demonstrate the various sprint skills and techniques c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	Learner is guided to: ● explain/demonstrate a medium and elongated sprint start technique, (onto your marks, set position, stance and body alignment, reaction and take off),	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 39-40 Champion Creative Arts Grade 4 P.B. 77-81	Oral Questions observation written tests Practical	
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	3		Athletics – sprinting techniques	By the end of the lesson, the learner should be able to: a. explain the performance of the skills of sprint starts and sprinting techniques, b. demonstrate the various sprint skills and techniques c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	Learner is guided to: ● explain/demonstrate a medium and elongated sprint start technique, (onto your marks, set position, stance and body alignment, reaction and take off),	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 39-40 Champion Creative Arts Grade 4 P.B. 77-81	Oral Questions observation written tests Practical	

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	4		Elongated sprints	By the end of the lesson, the learner should be able to: a. differentiate between elongated and medium sprints. b. perform the skill of elongated sprint starts and sprinting techniques for knowledge and skill development, c. perform a sprint in an athletics event, d. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	Learner is guided to: ● in pairs practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, ● practise a sprint in an athletics competition in groups while observing safety, ● record a sprint competition and critique the application of the techniques used (starting and sprinting)	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 40-41 Champion Creative Arts Grade 4 P.B. 82-83	Oral Questions observation written tests Practical	
	5-6		Elongated sprints	By the end of the lesson, the learner should be able to: a. differentiate between elongated and medium sprints. b. perform the skill of elongated sprint starts and sprinting techniques for knowledge and skill development, c. perform a sprint in an athletics event, recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	Learner is guided to: ● in pairs practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, ● practise a sprint in an athletics competition in groups while observing safety, ● record a sprint competition and critique the application of the techniques used (starting and sprinting)	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 40-41 Champion Creative Arts Grade 4 P.B. 82-83	Oral Questions observation written tests Practical	
5	1		Elongated sprints	By the end of the lesson, the learner should be able to: a. differentiate between elongated and medium sprints. b. perform the skill of elongated sprint starts and sprinting techniques for knowledge and skill development, c. perform a sprint in an athletics event, d. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	Learner is guided to: ● in pairs practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, ● practise a sprint in an athletics competition in groups while observing safety, ● record a sprint competition and critique the application of the techniques used (starting and sprinting)	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 40-41 Champion Creative Arts Grade 4 P.B. 82-83	Oral Questions observation written tests Practical	

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	2		Elongated sprints	By the end of the lesson, the learner should be able to: a. differentiate between elongated and medium sprints. b. perform the skill of elongated sprint starts and sprinting techniques for knowledge and skill development, c. perform a sprint in an athletics event, d. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	Learner is guided to: ● in pairs practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, ● practise a sprint in an athletics competition in groups while observing safety, ● record a sprint competition and critique the application of the techniques used (starting and sprinting)	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 40-41 Champion Creative Arts Grade 4 P.B. 82-83	Oral Questions observation written tests Practical	
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	4		Medium sprints sprints	By the end of the lesson, the learner should be able to: a. differentiate between elongated and medium sprints. b. perform the skill of elongated sprint starts and sprinting techniques for knowledge and skill development, c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	Learner is guided to: ● in pairs practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, in groups while observing safety, ● record a sprint competition and critique the application of the techniques used (starting and sprinting)	1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 40-41 Champion Creative Arts Grade 4 P.B. 82-83	Oral Questions observation written tests Practical	

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	5-6		Medium sprints sprints	By the end of the lesson, the learner should be able to: a. differentiate between elongated and medium sprints. b. perform the skill of elongated sprint starts and sprinting techniques for knowledge and skill development, c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	Learner is guided to: ● in pairs practice: - the medium start (on your marks-set-go),- sprinting technique, focus on start, arm and leg action and finish, in groups while observing safety, ● record a sprint competition and critique the application of the techniques used (starting and sprinting)	1. Why is appropriate posture important in sprinting?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 40-41 Champion Creative Arts Grade 4 P.B. 82-83	Oral Questions observation written tests Practical	
6	1		Painting Kenyan flag	By the end of the lesson, the learner should be able to: a. paint the Kenyan flag for athletic event, b. Identify the colours of the Kenyan flag and what they stand for. c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	Learner is guided to: ● sketch and paint the Kenyan Flag on paper using the six colours, ● attach the flag to a suitable handle to be used during an athletics performance, ● practise a sprint in an athletics competition in groups while observing safety,	2. Why is the Kenya National Anthem performed during an athletic event?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 42-43 Champion Creative Arts Grade 4 P.B. 84-87	Oral Questions observation written tests Practical	
	2-3		Painting Kenyan flag	By the end of the lesson, the learner should be able to: a. Discuss how to sketch a Kenyan flag. b. paint the Kenyan flag for athletic event, c. recognize the value of flying the Kenyan flag and singing the Kenya National Anthem during an athletics event.	Learner is guided to: ● sketch and paint the Kenyan Flag on paper using the six colours, ● attach the flag to a suitable handle to be used during an athletics performance, ● practise a sprint in an athletics competition in groups while observing safety,	2. Why is the Kenya National Anthem performed during an athletic event?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 42-43 Champion Creative Arts Grade 4 P.B. 84-87	Oral Questions observation written tests Practical	
	4	**Gymnastics**	Crab balance	By the end of the lesson, the learner should be able to: a. Define crab balance as used in gymnastics. b. Demonstrate or illustrate the crab balance in gymnastics c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	Learner is guided to: ● demonstration/illustration of the crab balance	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 44-45 Champion Creative Arts Grade 4 P.B. 88-90	Oral Questions observation written tests Practical	

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	5		Crab balance	By the end of the lesson, the learner should be able to: a. Discuss the procedure of crab balance. b. perform the crab balance in gymnastics c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	Learner is guided to: ● Explain/demonstrate the crab balance, (start, weight distribution, balancing, leg extension, descent) and backward and side roll (stance, initiation, rolling phase, compilation, spotting) skill progression in gymnastics	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 44-45 Champion Creative Arts Grade 4 P.B. 88-90	Oral Questions observation written tests Practical	
	6		Head balance	By the end of the lesson, the learner should be able to: a. Describe head balance. b. Demonstrate or illustrate the head balance in gymnastics c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	Learner is guided to: ● demonstration/illustration of the head Balance. ● Explain/demonstrate the head balance, (start, weight distribution, balancing, leg extension, descent) and backward and side roll (stance, initiation, rolling phase, compilation, spotting) skill progression in gymnastics	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 44-45 Champion Creative Arts Grade 4 P.B. 88-90	Oral Questions observation written tests Practical	
7	1		Head balance	By the end of the lesson, the learner should be able to: a. Discuss the procedure of performing the head balance. b. perform head balance in gymnastics c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	Learner is guided to: ● demonstration/illustration of the head balance, crab balance ● Explain/demonstrate the crab balance, (start, weight distribution, balancing, leg extension, descent) and backward and side roll (stance, initiation, rolling phase, compilation, spotting) skill progression in gymnastics	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 44-45 Champion Creative Arts Grade 4 P.B. 88-90	Oral Questions observation written tests Practical	

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	2		Performing crab and side roll balance accompanied by a percussion instrument	By the end of the lesson, the learner should be able to: a. identify the various percussion instruments that can be used in performance, b. perform the crab balance and side roll accompanied by a percussion instrument performance, c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	Learner is guided to: ● in groups, sing relevant patriotic songs during general warm up with proper diction, ● In pairs, practise the crab balance and side roll and get feedback from peers, ● play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities, ● in pairs, practise the side roll and crab balance and get feedback from each other while observing safety measures in gymnastics,	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 45-46 Champion Creative Arts Grade 4 P.B. 90-93	Oral Questions observation written tests Practical	
	3		Performing crab and side roll balance accompanied by a percussion instrument	By the end of the lesson, the learner should be able to: a. Explain how music supports performance of gymnastics, b. perform the crab balance and side roll accompanied by a percussion instrument performance, c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	Learner is guided to: ● in groups, sing relevant patriotic songs during general warm up with proper diction, ● In pairs, practise the crab balance and side roll and get feedback from peers, ● play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities, ● in pairs, practise the side roll and crab balance and get feedback from each other while observing safety measures in gymnastics,	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 45-46 Champion Creative Arts Grade 4 P.B. 90-93	Oral Questions observation written tests Practical	
	4		Performing crab and side roll balance accompanied by a percussion instrument	By the end of the lesson, the learner should be able to: a. Identify safety measures to observe in gymnastics, b. perform the crab balance and side roll accompanied by a percussion instrument performance, c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	Learner is guided to: ● in groups, sing relevant patriotic songs during general warm up with proper diction, ● In pairs, practise the crab balance and side roll and get feedback from peers, ● play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities, ● in pairs, practise the side roll and crab balance and get feedback from each other while observing safety measures in gymnastics,	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 45-46 Champion Creative Arts Grade 4 P.B. 90-93	Oral Questions observation written tests Practical	

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	5-6		Performing crab and side roll balance accompanied by a percussion instrument	By the end of the lesson, the learner should be able to: a. sing patriotic songs during warm ups before performance of gymnastics with proper diction, b. perform the crab balance and side roll accompanied by a percussion instrument performance, c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	Learner is guided to: ● in groups, sing relevant patriotic songs during general warm up with proper diction, ● In pairs, practise the crab balance and side roll and get feedback from peers, ● play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities, ● in pairs, practise the side roll and crab balance and get feedback from each other while observing safety measures in gymnastics,	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 45-46 Champion Creative Arts Grade 4 P.B. 90-93	Oral Questions observation written tests Practical	
8	1		Performing crab and side roll balance accompanied by a rhythmic pattern	By the end of the lesson, the learner should be able to: a. Describe how to perform the balances and rolls in gymnastics b. perform a side roll and crab balance to a rhythmic pattern, c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	Learner is guided to: ● In pairs, practise the crab balance and side roll and get feedback from peers, ● play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities, ● take turns to perform the side roll in pairs as they recite French rhythm names of a rhythmic pattern involving taa (stance), and ta-te (progression),	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 45-46 Champion Creative Arts Grade 4 P.B. 90-93	Oral Questions observation written tests Practical	
	2		Performing crab and side roll balance accompanied by a rhythmic pattern	By the end of the lesson, the learner should be able to: a. Identify French rhythmic patterns for use in gymnastics b. perform a side roll and crab balance to a rhythmic pattern, c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	Learner is guided to: ● in groups, sing relevant patriotic songs during general warm up with proper diction, ● In pairs, practise the crab balance and side roll and get feedback from peers, ● play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities, ● take turns to perform the side roll in pairs as they recite French rhythm names of a rhythmic pattern involving taa (stance), and ta-te (progression),	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 45-46 Champion Creative Arts Grade 4 P.B. 90-93	Oral Questions observation written tests Practical	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	3		Performing crab and side roll balance accompanied by a rhythmic pattern	By the end of the lesson, the learner should be able to: a. identify games that can accompany performance of gymanstics b. perform a side roll and crab balance to a rhythmic pattern, c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	Learner is guided to: ● In pairs, practise the crab balance and side roll and get feedback from peers, ● play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities, ● take turns to perform the side roll in pairs as they recite French rhythm names of a rhythmic pattern involving taa (stance), and ta-te (progression),	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 45-46 Champion Creative Arts Grade 4 P.B. 90-93	Oral Questions observation written tests Practical	
	4		Performing crab and side roll balance accompanied by a rhythmic pattern	By the end of the lesson, the learner should be able to: a. Give the importance of rolls and balances in gymnastics. b. Explore how crab and roll balances differ in terms of performance, c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	Learner is guided to: ● in groups, sing relevant patriotic songs during general warm up with proper diction, ● In pairs, practise the crab balance and side roll and get feedback from peers,	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 45-46 Champion Creative Arts Grade 4 P.B. 90-93	Oral Questions observation written tests Practical	
	5-6		Performing crab and side roll balance accompanied by a rhythmic pattern	By the end of the lesson, the learner should be able to: a. Discuss the role of gymnastic skills in daily life. b. Analyze the application areas of crab and roll balances in gymnastics. c. appreciate performing warm and gymnastics skills accompanied with rhythmic patterns and percussion instruments for enjoyment.	Learner is guided to: ● in groups, sing relevant patriotic songs during general warm up with proper diction, ● In pairs, practise the crab balance and side roll and get feedback from peers, ● play rhythmic percussion instruments (shakers, rattles, drum) to accompany gymnastic activities, ● take turns to perform the side roll in pairs as they recite French rhythm names of a rhythmic pattern involving taa (stance), and ta-te (progression),	1. How does performance of rolls and balances enhance gymnastics? 2. How does Music support the performance of gymnastics?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 45-46 Champion Creative Arts Grade 4 P.B. 90-93	Oral Questions observation written tests Practical	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
9					HALF TERM				
10	1	**PERFORMANCE AND DISPLAY**	Types of songs – sacred songs	By the end of the lesson, the learner should be able to: a. Identify the message in sacred songs b. sing sacred songs expressively to convey the mood of the piece, c. Appreciate the messages in the different types of songs.	Learner is guided to: ● listen to different types of songs (sacred) and sing with accuracy in tempo, pitch, rhythm and dynamics, ● discuss the messages of the songs and demonstrate how the mood of the songs can be expressed while singing, ● sing different types of songs with appropriate gestures, facial expressions and diction to convey the message,	What are the different types of songs?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 47-49 Champion Creative Arts Grade 4 P.B. 94-98	Oral Questions observation written tests Practical	
	2		Types of songs – Patriotic songs	By the end of the lesson, the learner should be able to: a. Identify the message in patriotic songs b. sing patriotic songs expressively to convey the mood of the piece, c. Appreciate the messages in the different types of songs.	Learner is guided to: ● listen to different types of songs (patriotic) and sing with accuracy in tempo, pitch, rhythm and dynamics, ● discuss the messages of the songs and demonstrate how the mood of the songs can be expressed while singing, ● sing different types of songs with appropriate gestures, facial expressions and diction to convey the message,	What are the different types of songs?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 47-49 Champion Creative Arts Grade 4 P.B. 94-98	Oral Questions observation written tests Practical	
	3		Types of songs – topical songs	By the end of the lesson, the learner should be able to: a. Identify the message in topical songs b. sing topical songs expressively to convey the mood of the piece, c. Appreciate the messages in the different types of songs.	Learner is guided to: ● listen to different types of songs (topical songs) and sing with accuracy in tempo, pitch, rhythm and dynamics, ● discuss the messages of the songs and demonstrate how the mood of the songs can be expressed while singing, ● sing different types of songs with appropriate gestures, facial expressions and diction to convey the message,	What are the different types of songs?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 49 Champion Creative Arts Grade 4 P.B. 98-99	Oral Questions observation written tests Practical	
	4		The East African community anthem	By the end of the lesson, the learner should be able to: a. identify how to perform the East African anthem. b. Sing the East African Anthem while observing performance techniques and etiquette, c. Appreciate the importance of folk songs in promoting culture.	The learner is guided to: ▪ listen to a live or recorded performance of the East African Community Anthem in unison, with peers, discuss and internalize the words of the anthem, ▪ Practise singing East African Community Anthem in unison observing performance techniques and etiquette,	What are the different types of folk songs?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 50-51 Champion Creative Arts Grade 4 P.B. 100-101	Oral Questions observation written tests Practical	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	5		The East African community anthem	By the end of the lesson, the learner should be able to: a. identify the performance techniques of the East African community anthem. b. Explore the instruments that can be used to accompany the East African Anthem, c. Appreciate the importance of folk songs in promoting culture.	The learner is guided to: ▪ listen to a live or recorded performance of the East African Community Anthem in unison, with peers, discuss and internalize the words of the anthem, ▪ Practise singing East African Community Anthem in unison observing performance techniques and etiquette,	What are the different types of folk songs?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 50-51 Champion Creative Arts Grade 4 P.B. 100-101	Oral Questions observation written tests Practical	
	6		The East African community anthem	By the end of the lesson, the learner should be able to: a. identify the etiquette to observe while performing the East African Anthem, b. Explore the words of the anthem and internalize them, c. Appreciate the importance of folk songs in promoting culture.	The learner is guided to: ▪ listen to a live or recorded performance of the East African Community Anthem in unison, with peers, discuss and internalize the words of the anthem, ▪ Practise singing East African Community Anthem in unison observing performance techniques and etiquette,	What are the different types of folk songs?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 50-51 Champion Creative Arts Grade 4 P.B. 100-101	Oral Questions observation written tests Practical	
11	1		Folk songs - initiation	By the end of the lesson, the learner should be able to: a. identify type of folk songs performed by indigenous Kenyan communities during initiation, b. sing folk songs on initiation expressively to convey the mood of the piece, c. Appreciate the importance of folk songs in promoting culture.	Learner is guided to: ● Observe a variety of live/recorded folk songs from different indigenous Kenyan communities, identify them (name, community) and classify them as initiation	What are the different types of folk songs?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 51-52 Champion Creative Arts Grade 4 P.B. 102-104	Oral Questions observation written tests Practical	
	2		Folk songs-harvesting	By the end of the lesson, the learner should be able to: a. identify type of folk songs performed by indigenous Kenyan communities during harvesting, b. sing folk songs on harvesting expressively to convey the mood of the piece, c. Appreciate the importance of folk songs in promoting culture.	Learner is guided to: ● watch a variety of live/recorded folk songs from different indigenous Kenyan communities, identify them (name, community) and classify them as initiation	What are the different types of folk songs?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 51-52 Champion Creative Arts Grade 4 P.B. 102-104	Oral Questions observation written tests Practical	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	3		Folk songs - planting	By the end of the lesson, the learner should be able to: a. identify type of folk songs performed by indigenous Kenyan communities during planting, b. sing folk songs on planting expressively to convey the mood of the piece, c. Appreciate the importance of folk songs in promoting culture.	Learner is guided to: ● watch a variety of live/recorded folk songs from different indigenous Kenyan communities, identify them (name, community) and classify them as initiation	What are the different types of folk songs?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 51-52 Champion Creative Arts Grade 4 P.B. 102-104	Oral Questions observation written tests Practical	
	4		Folk songs – birth and naming	By the end of the lesson, the learner should be able to: a. identify type of folk songs performed by indigenous Kenyan communities during birth and naming, b. sing folk songs on birth and naming expressively to convey the mood of the piece, c. Appreciate the importance of folk songs in promoting culture.	Learner is guided to: ● watch a variety of live/recorded folk songs from different indigenous Kenyan communities, identify them (name, community) and classify them as initiation	What are the different types of folk songs?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 51-52 Champion Creative Arts Grade 4 P.B. 102-104	Oral Questions observation written tests Practical	
	5		Folk songs - weddings	By the end of the lesson, the learner should be able to: a. identify type of folk songs performed by indigenous Kenyan communities during weddings, b. sing folk songs on weddings expressively to convey the mood of the piece, c. Appreciate the importance of folk songs in promoting culture.	Learner is guided to: ● watch a variety of live/recorded folk songs from different indigenous Kenyan communities, identify them (name, community) and classify them as initiation	What are the different types of folk songs?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 51-52 Champion Creative Arts Grade 4 P.B. 102-104	Oral Questions observation written tests Practical	
	6		Folk songs - planting	By the end of the lesson, the learner should be able to: a. identify type of folk songs performed by indigenous Kenyan communities during planting, b. sing folk songs on burials expressively to convey the mood of the piece, c. Appreciate the importance of folk songs in promoting culture.	Learner is guided to: ● watch a variety of live/recorded folk songs from different indigenous Kenyan communities, identify them (name, community) and classify them as initiation	What are the different types of folk songs?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 51-52 Champion Creative Arts Grade 4 P.B. 102-104	Oral Questions observation written tests Practical	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
12	1		Performing a folk song	By the end of the lesson, the learner should be able to: a. Identify different roles during the performance of folk song. b. Explore factors that contribute towards good performance of folk song, c. value performing Indigenous folk songs from different Kenyan communities.	Learner is guided to: ● in groups, take a role to perform different folk songs with correct diction, appropriate facial expressions and gesture accompanied by a percussion instrument (where applicable),	What contributes towards a good performance ?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 53-55 Champion Creative Arts Grade 4 P.B. 104-106	Oral Questions observation written tests Practical	
	2		Performing a folk song	By the end of the lesson, the learner should be able to: a. Identify safety measures to observe during the performance of a folk song b. Analyze a folk song for use in performanece, c. value performing Indigenous folk songs from different Kenyan communities.	Learner is guided to: ● in groups, take a role to perform different folk songs with correct diction, appropriate facial expressions and gesture accompanied by a percussion instrument (where applicable),	What contributes towards a good performance ?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 53-55 Champion Creative Arts Grade 4 P.B. 104-106	Oral Questions observation written tests Practical	
	3		Performing a folk song	By the end of the lesson, the learner should be able to: a. Identify percussion instruments to be used in performing a folk song. b. perform an indigenous Kenyan folk song in a group, c. value performing Indigenous folk songs from different Kenyan communities.	Learner is guided to: ● practice playing percussion instruments to accompany a folksong using appropriate technique (hitting, shaking, plucking), NB:(Observe safety, care and maintenance practices while handling percussion instruments)	What contributes towards a good performance ?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 53-55 Champion Creative Arts Grade 4 P.B. 104-106	Oral Questions observation written tests Practical	
	4	**Photography**	Photography and Digital Devices	By the end of the lesson, the learner should be able to: a. Define the term photography. b. Observe pictures of different digital photography devices. c. Appreciate the variety of tools available for photography.	The learner is guided to: ▪ observe virtual and actual pictures to recognise devices for taking photographs,	Why is light important in photography?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 56-57 Champion Creative Arts Grade 4 P.B. 107	Oral Questions observation written tests Practical	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	5		Photography and Digital Devices	By the end of the lesson, the learner should be able to: a. Identify digital devices used for photography. b. Analyze the different photography and digital devices. c. Appreciate the variety of tools available for photography.	The learner is guided to: • observe virtual and actual pictures to recognise devices for taking photographs,	Why is light important in photography?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 56-57 Champion Creative Arts Grade 4 P.B. 107	Oral Questions observation written tests Practical	
	6		Elements of photography-Lighting in Photography	By the end of the lesson, the learner should be able to: a. Explain the role of lighting in photography. b. Experiment with light sources to understand their impact on photos. c. Value the importance of lighting to enhance photography quality.	The learner is guided to: • observe sample photographs to discuss lighting and centre of interest,	Why is light important in photography?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 57 Champion Creative Arts Grade 4 P.B. 108-109	Oral Questions observation written tests Practical	
13	1		Elements of photography-Exploring the Centre of Interest	By the end of the lesson, the learner should be able to: a. Describe the concept of "centre of interest" in a photo. b. Analyze sample photographs to identify their focal points. c. Cultivate an eye for detail in creating visually appealing photographs.	The learner is guided to: • observe sample photographs to discuss lighting and centre of interest,	Why is light important in photography?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 57 Champion Creative Arts Grade 4 P.B. 108-109	Oral Questions observation written tests Practical	
	2		Setting Digital Devices for Photography	By the end of the lesson, the learner should be able to: a. State the steps for setting up a digital device for photography. b. Prepare and adjust digital devices for optimal photo-taking. c. Show responsibility in handling and setting photography equipment.	The learner is guided to: • source and set the digital devices for taking photographs, • take photographs of self and objects within the surrounding focusing on; lighting and centre of interest,	Why is light important in photography?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 58-59 Champion Creative Arts Grade 4 P.B. 110	Oral Questions observation written tests Practical	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	3		Taking Photographs with Digital Devices	By the end of the lesson, the learner should be able to: a. Explain the steps for capturing a photograph. b. Take clear photographs of objects and people in the surroundings. c. Build confidence and enjoy the process of taking photos.	The learner is guided to: ▪ take photographs of self and objects within the surrounding focusing on; lighting and centre of interest,	Why is light important in photography?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 58-59 Champion Creative Arts Grade 4 P.B. 110	Oral Questions observation written tests Practical	
	4		Selecting Quality Photographs	By the end of the lesson, the learner should be able to: a. Identify attributes of photographs with proper lighting and focus. b. Compare and select photographs based on lighting and centre of interest. c. Appreciate well-taken photographs and the effort involved.	The learner is guided to: ▪ select photographs with proper lighting and centre of interest,	Why is light important in photography?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 58-59 Champion Creative Arts Grade 4 P.B. 110	Oral Questions observation written tests Practical	
	5		Showcasing and Sharing Feedback	By the end of the lesson, the learner should be able to: a. State the process of showcasing photographs. b. Present and discuss own and peers' photographs in a group setting. c. Develop openness to constructive feedback and value peer contributions.	The learner is guided to: ▪ show and talk about own and others photographs and share feedback.	Why is light important in photography?	Locally available materials or resources Champion Creative Arts Grade 4 T.G. 58-59 Champion Creative Arts Grade 4 P.B. 110	Oral Questions observation written tests Practical	
	6	**REVISION EXECISE/CLOSING**							
14									