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

**TERM 1**

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