Grade 7 Creative Arts and Sports

Term 1 - 46 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

46 complete, ready-to-teach Grade 7 Creative Arts and Sports lesson plans for Term 1, covering introduction to Creative Arts and Sports, components of Creative Arts and Sports, drawing and painting, rhythm and javelin and sculpture.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Introduction to Creative Arts and Sports	8
1.2	Components of Creative Arts and Sports	8
2.1	Drawing and Painting	10
2.2	Rhythm	10
2.3	Javelin and Sculpture	10

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Categories of Creative Arts and Sports

By the end of the lesson, the learner should be able to describe the four categories of Creative Arts and Sports

> **Categories (from the design)**
> Visual Arts: drawing, painting, sculpture, crafts such as beadwork and weaving.
> Music and Dance: singing, playing instruments, composing, folk and modern dance.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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Categories of Creative Arts and Sports

Strand 1.0 Foundations of Creative Arts and Sports > Sub-strand 1.1 Introduction to Creative Arts and Sports | Lesson 1 of 8 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to describe the four categories of Creative Arts and Sports

KEY INQUIRY QUESTION(S)

- How are the categories of the Creative Arts and Sports related?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Unity**	Learners share materials fairly and work as one team.
VALUE	**Love**	Learners help a classmate who is stuck.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.
PCI	**Environmental education**	Examples link to caring for the school and home environment.

LEARNING RESOURCES

Pictures and videos of art, music, dance, drama, film and sports activities | Old magazines and newspapers | Manila paper, glue and scissors | Learners' exercise books

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

visual arts | music and dance | drama and film | sports | collage | audience | attire | theme

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Key question: how are the categories of the Creative Arts and Sports related? Name one activity you enjoyed last term in this learning area." Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "Categories (from the design)" (key ideas on the next page), explaining as you go. Use pictures and videos of art, music, dance, drama, film and sports activities, old magazines and newspapers, manila paper, glue and scissors. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Which category does handball belong to?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Categories (from the design)
Visual Arts: drawing, painting, sculpture, crafts such as beadwork and weaving.
Music and Dance: singing, playing instruments, composing, folk and modern dance.
Drama and Film: storytelling, plays, mime, puppetry, animation and film.
Sports: athletics, ball games (football, handball), swimming, indigenous games.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name the four categories.	**Visual Arts, Music and Dance, Drama and Film, Sports**
2	Which category does beadwork belong to?	**Visual Arts**
3	Which category does storytelling belong to?	**Drama and Film**
4	Which category does handball belong to?	**Sports**

WATCH OUT FOR

Thinking sports and arts have nothing in common.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can describe the four categories of Creative Arts and Sports confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can describe the four categories of Creative Arts and Sports accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly describe the four categories of Creative Arts and Sports, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet describe the four categories of Creative Arts and Sports without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Sort picture cards into four groups.
Learners ready for more	Name one activity that fits two categories. (Answer: A dance performed at a sports event (answers vary))
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "categories of Creative Arts and Sports" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

Watching activities in each category

Strand 1.0 Foundations of Creative Arts and Sports > Sub-strand 1.1 Introduction to Creative Arts and Sports | Lesson 2 of 8 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to describe each category from observed activities

KEY INQUIRY QUESTION(S)

- How are the categories of the Creative Arts and Sports related?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
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KEY WORDS

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THE LESSON AT A GLANCE

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "As you watch, note what the performers or players are doing." Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through the key ideas on the next page, explaining as you go. Use pictures and videos of art, music, dance, drama, film and sports activities, old magazines and newspapers, manila paper, glue and scissors. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Name one thing worn by the dancers."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Groups watch short actual or virtual activities: a painter at work, a choir, a dance troupe, a scene from a play, a football match.
For each, note: the category, what is being made or performed, who the audience is, what is worn, and the skills shown.
Groups share one finding each.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What category was the choir?	**Music and Dance**
2	Name one skill the footballers showed.	**Passing (answers vary)**
3	Who was the audience for the play?	**Answers will vary**
4	Name one thing worn by the dancers.	**Answers will vary**

WATCH OUT FOR

Watching passively; give each learner a note-taking task.