Grade 7 Creative Arts and Sports

Term 3 - 48 complete lesson plans

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

ABOUT THIS PACK

48 complete, ready-to-teach Grade 7 Creative Arts and Sports lesson plans for Term 3, covering Kenyan folk songs, indigenous Kenyan craft: beadwork, swimming (optional), Kenyan indigenous games (optional) and analysis of Creative Arts and Sports.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.9	Kenyan Folk Songs	10
2.10	Indigenous Kenyan Craft: Beadwork	10
2.11	Swimming (Optional)	10
2.12	Kenyan Indigenous Games (Optional)	10
3.1	Analysis of Creative Arts and Sports	8

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

What folk songs are and their role

By the end of the lesson, the learner should be able to explain what folk songs are and their role in Kenyan society

> **A folk song is a traditional song of a community, passed down by word of mouth, usually sung in the community's language.**
> Roles: celebrating events (births, weddings, harvests), teaching values, recording history, entertaining, praising heroes, comforting (lullabies, dirges), encouraging work, uniting the community.
> Each of Kenya's many communities has its own folk songs.

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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What folk songs are and their role

Strand 2.0 Creating and Performing in Creative Arts and Sports > Sub-strand 2.9 Kenyan Folk Songs | Lesson 1 of 10 | 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 explain what folk songs are and their role in Kenyan society

KEY INQUIRY QUESTION(S)

- What is the role of folk songs in Kenyan society?
- How can performances of Kenyan folk songs be made interesting?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Patriotism**	Learners use Kenyan examples — shillings, local markets, familiar places.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.
PCI	**Cultural awareness**	Developed through the activities in this lesson.

LEARNING RESOURCES

Recordings or videos of Kenyan folk songs | Traditional instruments or improvised ones (drums, shakers, rattles) | Simple costumes and props | 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

folk song | community of origin | occasion | solo | chorus | call and response | voice projection | phrasing | dynamics | idiom | authenticity

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: what is the role of folk songs in Kenyan society? Which song do people in your home community sing at celebrations?" 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 recordings or videos of Kenyan folk songs, traditional instruments or improvised ones (drums, shakers, rattles), simple costumes and props. 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: "How are folk songs passed down?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

A folk song is a traditional song of a community, passed down by word of mouth, usually sung in the community's language.
Roles: celebrating events (births, weddings, harvests), teaching values, recording history, entertaining, praising heroes, comforting (lullabies, dirges), encouraging work, uniting the community.
Each of Kenya's many communities has its own folk songs.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is a folk song?	**A traditional song of a community passed down by word of mouth**
2	Give three roles of folk songs.	**Celebrating, teaching values and recording history**
3	What is a lullaby?	**A song sung to put a baby to sleep**
4	How are folk songs passed down?	**By word of mouth**

WATCH OUT FOR

Laughing at another community's language or song.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Play short recordings from different communities.
Learners ready for more	Ask an elder about one folk song and its occasion. (Answer: Answers will 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 "what folk songs are and their role" 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.

Classifying folk songs

Strand 2.0 Creating and Performing in Creative Arts and Sports > Sub-strand 2.9 Kenyan Folk Songs | Lesson 2 of 10 | 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 classify folk songs by community of origin, occasion and gender

KEY INQUIRY QUESTION(S)

- What is the role of folk songs in Kenyan society?
- How can performances of Kenyan folk songs be made interesting?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Patriotism**	Learners use Kenyan examples — shillings, local markets, familiar places.
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LEARNING RESOURCES

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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

folk song | community of origin | occasion | solo | chorus | call and response | voice projection | phrasing | dynamics | idiom | authenticity

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: "Are some songs sung only by women or only by men?" 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 "Classification (from the design)" (key ideas on the next page), explaining as you go. Use recordings or videos of Kenyan folk songs, traditional instruments or improvised ones (drums, shakers, rattles), simple costumes and props. 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: "Who sings a lullaby, usually?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Classification (from the design)
Community of origin: the community the song comes from.
Occasion: wedding songs, work songs, harvest songs, lullabies, initiation songs, war songs, praise songs, dirges (funeral songs), children's play songs.
Gender: some songs are sung by women, some by men, some by both.
Brainstorm and classify songs the class knows in a table: song, community, occasion, gender.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name three ways of classifying folk songs.	**Community of origin, occasion and gender**
2	What is a dirge?	**A funeral song**
3	Give an example of an occasion song.	**A wedding song**
4	Who sings a lullaby, usually?	**Mothers or caregivers**