# Grade 8 Creative Arts and Sports

## Term 1 - 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 8 Creative Arts and Sports lesson plans for Term 1, covering roles of Creative Arts and Sports, components of Creative Arts and Sports, drawing and painting, rhythm and athletics and montage.

### TOPICS IN THIS PACK

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| 1.2 | Components of Creative Arts and Sports | 8 |
| 2.1 | Drawing and Painting | 10 |
| 2.2 | Rhythm | 10 |
| 2.3 | Athletics and Montage | 12 |

### 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

**Creative Arts and Sports in our community**

By the end of the lesson, the learner should be able to: a) name the areas of Creative Arts and Sports; b) give examples seen in the community

> **Three areas**
> Visual arts: drawing, painting, sculpture, pottery, weaving, fabric decoration, basketry, photography.
> Performing arts: music, dance, drama, verse, film.

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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# Creative Arts and Sports in our community

Strand 1.0 Foundations of Creative Arts and Sports > Sub-strand 1.1 Roles of 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: a) name the areas of Creative Arts and Sports; b) give examples seen in the community

## KEY INQUIRY QUESTION(S)

- What is the importance of Creative Arts and Sports in society?

## 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 | **Critical thinking and problem solving** | Learners choose a method, check their answers and give reasons for their choices. |
| COMPETENCY | **Citizenship** | Learners take turns, listen to others and link the work to life in their community. |
| VALUE | **Unity** | Learners share materials fairly and work as one team. |
| VALUE | **Responsibility** | Learners look after shared materials and finish every task. |
| PCI | **Poverty eradication** | Developed through the activities in this lesson. |
| PCI | **Decision making skills** | Developed through the activities in this lesson. |

## LEARNING RESOURCES

Pictures and video clips of art, music, drama and sports events | 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 | performing arts | sports | entertainment | heritage | livelihood | storyboard | frame | caption

## 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 importance of Creative Arts and Sports in society? Name a song, a painting, a play or a sports event you enjoyed this year." 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 "Three areas" (key ideas on the next page), explaining as you go. Use pictures and video clips of art, music, drama and sports events, learners' exercise books. 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 two sports played in your school." | Say the key idea in their own words and answer the exit question in the exercise book. |

## KEY IDEAS

**Three areas**
Visual arts: drawing, painting, sculpture, pottery, weaving, fabric decoration, basketry, photography.
Performing arts: music, dance, drama, verse, film.
Sports: athletics, ball games, swimming, indigenous games.
In the community we see them at weddings, funerals, national holidays, church and mosque events, school music festivals, county sports days and markets selling crafts.

## PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

| No. | Question | Answer |
|---|---|---|
| 1 | Name the three areas of Creative Arts and Sports. | **Visual arts, performing arts and sports.** |
| 2 | Is basketry visual or performing art? | **Visual art.** |
| 3 | Give two community events where music is performed. | **Weddings and national holidays.** |
| 4 | Name two sports played in your school. | **For example football and netball.** |

## WATCH OUT FOR

Accept examples from all communities and faiths.

## ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

| Level | What the learner can do |
|---|---|
| **Exceeds expectations (EE)** | Can name the areas 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 name the areas of Creative Arts and Sports accurately in familiar situations; notices and corrects slips without help. |
| **Approaches expectations (AE)** | Can partly name the areas of Creative Arts and Sports, or does so with prompts from the teacher or a partner; makes some errors. |
| **Below expectations (BE)** | Cannot yet name the areas 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 the three areas. |
| **Learners ready for more** | Which of the three areas do you take part in most? Why? (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 "creative Arts and Sports in our community" 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.

# Social and cultural roles



| 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: a) describe social and cultural roles of Creative Arts and Sports; b) give examples of each

## KEY INQUIRY QUESTION(S)

- What is the importance of Creative Arts and Sports in society?

## CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

| | | |
|---|---|---|
| COMPETENCY | **Critical thinking and problem solving** | Learners choose a method, check their answers and give reasons for their choices. |
| COMPETENCY | **Citizenship** | Learners take turns, listen to others and link the work to life in their community. |
| 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 | **Responsibility** | Learners look after shared materials and finish every task. |
| PCI | **Poverty eradication** | Developed through the activities in this lesson. |
| PCI | **Decision making skills** | Developed through the activities in this lesson. |

## LEARNING RESOURCES

Pictures and video clips of art, music, drama and sports events | 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 | performing arts | sports | entertainment | heritage | livelihood | storyboard | frame | caption

## 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: "Why do people sing and dance at a wedding?" 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 "Bringing people together" (key ideas on the next page), explaining as you go. Use pictures and video clips of art, music, drama and sports events, learners' exercise books. 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: "Give one role of music at a funeral." | Say the key idea in their own words and answer the exit question in the exercise book. |

## KEY IDEAS

**Bringing people together**
Entertainment and relaxation after work.
Unity: national teams and festivals bring different communities together.
Preserving heritage: folk songs, dances, crafts and indigenous games pass culture to the next generation.
Communication: songs, plays and posters carry messages on health, peace and the environment.
Celebrating and mourning: marking births, weddings, harvests and deaths.

## PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

| No. | Question | Answer |
|---|---|---|
| 1 | How do sports promote national unity? | **People from all communities support one national team.** |
| 2 | How do folk dances preserve culture? | **They pass a community's songs and movements to the young.** |
| 3 | How can a play spread a health message? | **It shows the message in a story people remember.** |
| 4 | Give one role of music at a funeral. | **It comforts mourners.** |