Grade 8 Creative Arts and Sports

Term 3 - 50 complete lesson plans

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

ABOUT THIS PACK

50 complete, ready-to-teach Grade 8 Creative Arts and Sports lesson plans for Term 3, covering verse, volleyball, Kenyan folk dance, indigenous Kenyan craft - basketry and analysis of Creative Arts and Sports.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.8	Verse	10
2.9	Volleyball	12
2.10	Kenyan Folk Dance	10
2.11	Indigenous Kenyan craft - Basketry	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

Verse as communication

By the end of the lesson, the learner should be able to: a) describe types of verse; b) explain how verse communicates

> **Verse**
> Verse is language arranged in lines with rhythm, meant to be said or performed aloud.
> Types: solo verse (one performer); choral verse (a group, sometimes with solo parts); praise verse (praising a person or event); chants and rhymes.

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.

CONTENTS

No.	Lesson	Topic	Page
1	Verse as communication	2.8 Verse	4
2	Language use: sound devices	2.8 Verse	7
3	Language use: imagery and figures of speech	2.8 Verse	10
4	Choosing an issue and planning a verse	2.8 Verse	13
5	Composing the verse (draft)	2.8 Verse	16
6	Revising and editing the verse	2.8 Verse	19
7	Performance techniques	2.8 Verse	22
8	Making and decorating props	2.8 Verse	25
9	Rehearsal	2.8 Verse	28
10	Performing before an audience	2.8 Verse	31
11	Introduction to volleyball	2.9 Volleyball	34
12	Ready position and movement	2.9 Volleyball	37
13	The volley: hand shape and contact	2.9 Volleyball	40
14	Volley drills with a partner	2.9 Volleyball	43
15	Volleying to a target (setting)	2.9 Volleyball	46
16	The overarm serve	2.9 Volleyball	49
17	Overarm serve drills	2.9 Volleyball	52
18	Serving over the net and serving rules	2.9 Volleyball	55
19	Serving accuracy	2.9 Volleyball	58
20	Receiving and volleying in a rally	2.9 Volleyball	61
21	Modified game	2.9 Volleyball	64
22	Game and appraising others' efforts	2.9 Volleyball	67
23	Folk dances and Kenyan culture	2.10 Kenyan Folk Dance	70
24	Classifying folk dances	2.10 Kenyan Folk Dance	73
25	Elements of a folk dance	2.10 Kenyan Folk Dance	77
26	Choosing and researching a dance	2.10 Kenyan Folk Dance	80
27	Learning the song	2.10 Kenyan Folk Dance	84
28	Learning the basic steps	2.10 Kenyan Folk Dance	87
29	Formations, entry and exit	2.10 Kenyan Folk Dance	91
30	Costumes, props and instruments	2.10 Kenyan Folk Dance	94
31	Rehearsal: what makes a good performance	2.10 Kenyan Folk Dance	98
32	Performing and appreciating diverse cultures	2.10 Kenyan Folk Dance	101

33	Basketry as an indigenous craft	2.11 Indigenous Kenyan craft - Basketry	105
34	The coil method	2.11 Indigenous Kenyan craft - Basketry	108
35	Preparing materials	2.11 Indigenous Kenyan craft - Basketry	111
36	Starting the coil	2.11 Indigenous Kenyan craft - Basketry	114
37	Building the base	2.11 Indigenous Kenyan craft - Basketry	117
38	Adding a colour pattern	2.11 Indigenous Kenyan craft - Basketry	120
39	Raising the sides	2.11 Indigenous Kenyan craft - Basketry	123
40	Finishing the rim	2.11 Indigenous Kenyan craft - Basketry	126
41	Basketry and the economy	2.11 Indigenous Kenyan craft - Basketry	129
42	Exhibition and appreciation	2.11 Indigenous Kenyan craft - Basketry	132
43	Why analysis matters	3.1 Analysis of Creative Arts and Sports	135
44	Planning an exhibition of artwork	3.1 Analysis of Creative Arts and Sports	138
45	Showcasing and appraising artwork	3.1 Analysis of Creative Arts and Sports	141
46	Criteria for analysing a verse performance	3.1 Analysis of Creative Arts and Sports	144
47	Analysing a verse performance	3.1 Analysis of Creative Arts and Sports	147
48	The spirit of sportsmanship	3.1 Analysis of Creative Arts and Sports	150
49	Examining sportsmanship in a game	3.1 Analysis of Creative Arts and Sports	153
50	Analysing a folk dance and review	3.1 Analysis of Creative Arts and Sports	156

Verse as communication

Strand 2.0 Creating and Performing in Creative Arts and Sports > Sub-strand 2.8 Verse | 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: a) describe types of verse; b) explain how verse communicates

KEY INQUIRY QUESTION(S)

- How can verse performance be made interesting and memorable?
- Why is it important to decorate props to be used for performance?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
VALUE	**Social justice**	Every learner gets a turn and a fair chance to answer.
VALUE	**Love**	Learners help a classmate who is stuck.
PCI	**Life skills education**	Learners practise decision making and working with others.
PCI	**Mentorship**	Developed through the activities in this lesson.

LEARNING RESOURCES

Printed model verses | Chart of language devices | 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

verse | stanza | refrain | rhyme | rhythm | alliteration | onomatopoeia | simile | metaphor | personification | solo verse | choral verse | prop | projection

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: "Where have you heard verse performed: at school festivals, ceremonies, in church or mosque, on radio?" 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 "Verse" (key ideas on the next page), explaining as you go. Use printed model verses, chart of language devices, 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: "Why is verse memorable?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Verse

Verse is language arranged in lines with rhythm, meant to be said or performed aloud.

Types: solo verse (one performer); choral verse (a group, sometimes with solo parts); praise verse (praising a person or event); chants and rhymes.

Verse communicates feelings and messages memorably, so it is used to educate (health, peace, environment), to praise, to mourn and to entertain.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is verse?	**Language in lines with rhythm, performed aloud.**
2	What is choral verse?	**Verse performed by a group.**
3	Name two purposes of verse.	**To educate and to entertain.**
4	Why is verse memorable?	**Its rhythm and repetition help people remember it.**

WATCH OUT FOR

Allow examples in any language learners know.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Recite a short chant together.
Learners ready for more	Name a message you would like to share through verse. (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 "verse as communication" 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.

Language use: sound devices

Strand 2.0 Creating and Performing in Creative Arts and Sports > Sub-strand 2.8 Verse | 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: a) identify sound devices in verse; b) explain their effect

KEY INQUIRY QUESTION(S)

- How can verse performance be made interesting and memorable?
- Why is it important to decorate props to be used for performance?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
VALUE	**Social justice**	Every learner gets a turn and a fair chance to answer.
VALUE	**Love**	Learners help a classmate who is stuck.
PCI	**Life skills education**	Learners practise decision making and working with others.
PCI	**Mentorship**	Developed through the activities in this lesson.

LEARNING RESOURCES

Printed model verses | Chart of language devices | 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

verse | stanza | refrain | rhyme | rhythm | alliteration | onomatopoeia | simile | metaphor | personification | solo verse | choral verse | prop | projection

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: "Read the model verse aloud. Which sounds do you enjoy?" 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 "Model verse: "Let the River Sing" (stanza 1)" (key ideas on the next page), explaining as you go. Use printed model verses, chart of language devices, 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 effect of repetition."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Model verse: "Let the River Sing" (stanza 1)
"Our river once ran clear and bright, / It sang to us by day and night; / Now plastic chokes its gentle song — / Who will tell us we were wrong?"
Refrain: "Pick it up, pick it up, every bag and every tin, / Let the river sing again!"
Rhyme: bright/night, song/wrong. Rhythm: a steady beat in each line. Repetition: "pick it up". Alliteration: the same first sound in nearby words ("rivers run and roar"). Onomatopoeia: words that sound like their meaning (splash, gurgle).

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Find two rhyming pairs in the stanza.	**Bright and night; song and wrong.**
2	What is a refrain?	**Lines repeated after each stanza.**
3	What is onomatopoeia?	**A word that sounds like its meaning.**
4	Give one effect of repetition.	**It stresses the message and makes it memorable.**