Grade 9 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 9 Creative Arts and Sports lesson plans for Term 3, covering play, basketball and logo design, indigenous Kenyan craft and analysis of Creative Arts and Sports.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.8	Play	12
2.9	Basketball and Logo Design	14
2.10	Indigenous Kenyan craft	10
3.1	Analysis of Creative Arts and Sports	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

The format of a play script

By the end of the lesson, the learner should be able to: a) describe the parts of a script; b) read a script aloud

> **Script format**
> Title; cast list (characters with short descriptions); setting; scene headings; character names (in capitals) followed by their lines; stage directions in brackets and italics (actions, feelings, entrances, exits).
> Model: "THE BORROWED PHONE" Scene 1. A school gate, morning. ATIENO: (anxiously) Have you seen my phone? BRIAN: (avoiding her eyes) No... why would I?

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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The format of a play script

Strand 2.0 Creating and Performing in Creative Arts and Sports > Sub-strand 2.8 Play | Lesson 1 of 12 | 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 the parts of a script; b) read a script aloud

KEY INQUIRY QUESTION(S)

- How can a play performance be made believable to an audience?
- Why is it important to decorate props to be used for performance?

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	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Social justice**	Every learner gets a turn and a fair chance to answer.
VALUE	**Peace**	Learners settle differences calmly during group work.
PCI	**Life skills education**	Learners practise decision making and working with others.
PCI	**Citizenship education**	Learners connect the work to their rights and duties in the community.

LEARNING RESOURCES

A sample play script | 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

play script | one-act play | cast list | stage directions | dialogue | props | costume | blocking | rehearsal

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: "How is a play script different from a story?" 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 "Script format" (key ideas on the next page), explaining as you go. Use a sample play script, 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: "What does "(anxiously)" tell the actor?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Script format
Title; cast list (characters with short descriptions); setting; scene headings; character names (in capitals) followed by their lines; stage directions in brackets and italics (actions, feelings, entrances, exits).
Model: "THE BORROWED PHONE" Scene 1. A school gate, morning. ATIENO: (anxiously) Have you seen my phone? BRIAN: (avoiding her eyes) No... why would I?
No speech marks are used in scripts.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name four parts of a script.	**For example title, cast list, dialogue and stage directions.**
2	Where are stage directions written?	**In brackets.**
3	Are speech marks used in scripts?	**No.**
4	What does "(anxiously)" tell the actor?	**How to say the line.**

WATCH OUT FOR

Learners write scripts like stories with "she said". Use the format.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Give a labelled script page.
Learners ready for more	Rewrite a short dialogue from a story as a script. (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 "the format of a play script" 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.

Societal issues for drama

Strand 2.0 Creating and Performing in Creative Arts and Sports > Sub-strand 2.8 Play | Lesson 2 of 12 | 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 societal issues; b) choose an issue for a play

KEY INQUIRY QUESTION(S)

- How can a play performance be made believable to an audience?
- Why is it important to decorate props to be used for performance?

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.
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LEARNING RESOURCES

A sample play script | 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

play script | one-act play | cast list | stage directions | dialogue | props | costume | blocking | rehearsal

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: "Which problems in our society would make a powerful play?" 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 "Issues" (key ideas on the next page), explaining as you go. Use a sample play script, 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: "Which issue will your group choose?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Issues
Drug and substance abuse, cyberbullying, early pregnancy and its prevention, corruption, environmental degradation, peer pressure, gender-based violence (handled sensitively), road safety, unemployment, hate speech.
Choose an issue that matters to your audience; plan a positive message (solution, not only problem).
Handle sensitive issues with care and without mocking anyone.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name three societal issues for a play.	**For example drug abuse, cyberbullying and corruption.**
2	Why include a solution?	**To give a positive message.**
3	How should sensitive issues be handled?	**With care and respect.**
4	Which issue will your group choose?	**Answers will vary.**

WATCH OUT FOR

Plays that mock real people or groups. Use fictional characters.