

RATIONALISED SCHEMES OF WORK



CREATIVE ARTS AND SPORTS

GRADE 9

TERM 3

TEACHER'S NAME.....

TSC NUMBER.....

SCHOOL.....

WK	LSN	STRAND	SUB-STRAND	LESSON LEARNING OUTCOMES	LEARNING EXPERIENCES	KEY INQUIRY QUESTIONS	LEARNING RESOURCES	ASSESSMENT METHODS	REFLECTION
1	1	Creating and Performing in Creative Arts and Sports	Basketball - Introduction to passing Basketball - Video analysis	By the end of the lesson, the learner should be able to: - Identify different passes in Basketball - Explain the purpose of passing - Show interest in Basketball skills	- Observe pictures of Basketball passes - Discuss ball movement techniques - Watch video clip of Basketball game	How can the ball be moved from one player to another in Basketball?	- KLB Top Scholar (pg. 112) - Digital resources - Pictures of Basketball passes - Basketball videos - KLB Top Scholar (pg. 113) - Basketball game videos - Passing technique guides	- Observation - Oral questions - Written assignments	
	2	Creating and Performing in Creative Arts and Sports	Basketball - Chest pass	By the end of the lesson, the learner should be able to: - Demonstrate proper chest pass technique - Execute stance, grip, and follow-through - Show interest in passing fundamentals	- Learn chest pass technique - Practice stance and grip - Execute preparatory, execution, and follow-through phases	What is the proper technique for a chest pass?	- KLB Top Scholar (pg. 114) - Basketballs - Open space for practice - Technique demonstrations	- Observation - Practical assessment - Technique evaluation	
	3	Creating and Performing in Creative Arts and Sports	Basketball - Bounce pass	By the end of the lesson, the learner should be able to: - Demonstrate proper bounce pass technique - Execute stance, grip, and follow-through - Show interest in passing variations	- Learn bounce pass technique - Practice stance and grip - Execute preparatory, execution, and follow-through phases	When is a bounce pass most effective in a game?	- KLB Top Scholar (pg. 115) - Basketballs - Open space for practice - Technique demonstrations	- Observation - Practical assessment - Technique evaluation	
	4	Creating and Performing in Creative Arts and Sports	Basketball - Overhead pass Basketball - Pass demonstrations	By the end of the lesson, the learner should be able to: - Demonstrate proper overhead pass technique - Execute stance, grip, and follow-through	- Learn overhead pass technique - Practice stance and grip - Execute preparatory, execution, and	When would you use an overhead pass in a game?	- KLB Top Scholar (pg. 116) - Basketballs - Open space for practice - Technique demonstrations - KLB Top Scholar (pg.	- Observation - Practical assessment - Technique evaluation	

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				- Show interest in passing variations	follow-through phases		117) - Feedback guidelines		
	5	Creating and Performing in Creative Arts and Sports	Basketball - Passing practice	By the end of the lesson, the learner should be able to: - Perform passing drills for skill development - Apply proper technique in practice - Show interest in skill refinement	- Perform chest pass activity in pairs - Execute bounce pass activity in groups - Practice partner passing with moving targets	How do passing drills improve game performance?	- KLB Top Scholar (pg. 117) - Basketballs - Open space for practice - Drill instructions	- Observation - Practical assessment - Drill execution	
2	1	Creating and Performing in Creative Arts and Sports	Basketball - Passing games	By the end of the lesson, the learner should be able to: - Participate in passing games - Apply passing skills in game situations - Show interest in competitive activities	- Play overhead pass game - Participate in catch game - Apply passing techniques in game context	How can passing skills be applied in game situations?	- KLB Top Scholar (pg. 118) - Basketballs - Open space for practice - Game instructions	- Observation - Game participation - Skill application	
	2	Creating and Performing in Creative Arts and Sports	Basketball - Dribbling introduction Basketball - Low dribble	By the end of the lesson, the learner should be able to: - Define dribbling in Basketball - Identify low and high dribble techniques - Show interest in ball control	- Learn definition of dribbling - Discuss purpose of low and high dribble - Observe dribbling demonstrations	What is the purpose of dribbling in Basketball?	- KLB Top Scholar (pg. 118) - Basketballs - Digital resources - Dribbling demonstrations - KLB Top Scholar (pg. 119) - Open space for practice - Technique demonstrations	- Observation - Oral questions - Written assignments	
	3	Creating and Performing in Creative Arts and Sports	Basketball - High dribble	By the end of the lesson, the learner should be able to: - Demonstrate high dribble technique	- Learn high dribble technique - Practice upright stance	When is a high dribble most effective?	- KLB Top Scholar (pg. 119) - Basketballs - Open space for practice	- Observation - Practical assessment - Technique evaluation	

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				- Apply proper stance and hand position - Show interest in speed dribbling	- Execute higher bounce control		- Technique demonstrations		
	4	Creating and Performing in Creative Arts and Sports	Basketball - Dribble demonstrations Basketball - Dribbling practice	By the end of the lesson, the learner should be able to: - Demonstrate both dribbling techniques - Provide feedback on dribbling form - Show interest in skill improvement	- Demonstrate low and high dribble - Take turns performing different dribbles - Provide constructive feedback to others	What are the key differences between low and high dribbles?	- KLB Top Scholar (pg. 120) - Basketballs - Open space for practice - Feedback guidelines - Cones for zigzag path	- Observation - Practical assessment - Peer feedback	
	5	Creating and Performing in Creative Arts and Sports	Basketball - Logo introduction	By the end of the lesson, the learner should be able to: - Define logo and identification symbols - Identify logos for sports teams - Show interest in visual design	- Study sample logos - Identify teams represented by symbols - Discuss logo design principles	How can you design a symbol for a sports team?	- KLB Top Scholar (pg. 121) - Sample logos - Digital resources - Sports team logos	- Observation - Oral questions - Written assignments	
3	1	Creating and Performing in Creative Arts and Sports	Basketball - Logo research	By the end of the lesson, the learner should be able to: - Research logo design techniques - Analyze effective logo elements - Show interest in design principles	- Study logos from various sources - Watch tutorial on logo design - Research logos on products and advertisements	What makes an effective logo design?	- KLB Top Scholar (pg. 122) - Digital resources - Logo design tutorials - Logo samples	- Observation - Research notes - Oral presentations	
	2	Creating and Performing in Creative Arts and Sports	Basketball - Logo characteristics Basketball - Logo sketching	By the end of the lesson, the learner should be able to: - Explain characteristics of	- Discuss logo definition and purpose - Analyze elements in sample logos	What do you consider when designing a logo for a team?	- KLB Top Scholar (pg. 123) - Sample logos - Color symbolism guides - Design elements charts - Drawing paper	- Observation - Oral questions - Written assignments	

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				effective logos - Identify logo elements and symbolism - Show interest in logo meaning	- Explore color symbolism in logos		- Pencils and rulers - Design sketching guides		
	3	Creating and Performing in Creative Arts and Sports	Basketball - Logo finalization	By the end of the lesson, the learner should be able to: - Create final logo design - Apply color to enhance design - Show pride in completed artwork	- Select and improve chosen sketch - Add color to the logo design - Create final polished version	How does color affect logo impact and meaning?	- KLB Top Scholar (pg. 124) - Drawing paper - Colored pencils/paint - Brushes	- Observation - Final design quality - Technical execution	
	4	Creating and Performing in Creative Arts and Sports	Basketball - Logo critique	By the end of the lesson, the learner should be able to: - Display logo designs for viewing - Provide constructive feedback - Show appreciation for design work	- Display logo designs - Discuss color and image choices - Provide improvement suggestions	How can the logo designs be improved?	- KLB Top Scholar (pg. 124) - Completed logo designs - Display space - Critique guidelines	- Observation - Peer assessment - Self-assessment - Teacher assessment	
	5	Creating and Performing in Creative Arts and Sports Creating and Performing	Basketball - Mini game Indigenous Kenyan Crafts - Pottery in coil technique	By the end of the lesson, the learner should be able to: - Apply passing and dribbling in game - Use team logos in uniforms - Show sportsmanship in play	- Form teams with logo uniforms - Play mini Basketball game - Apply passes and dribbling skills - Observe safety and fair play	How can Basketball skills be effectively applied in a game?	- KLB Top Scholar (pg. 125) - Basketballs - Team logos - Playing area - Safety equipment - KLB Top Scholar (pg. 124) - Digital resources - Sample pottery items - Pictures and videos	- Observation - Game performance - Skill application - Teamwork assessment	

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4	1	Creating and Performing	Indigenous Kenyan Crafts - Preparing clay	By the end of the lesson, the learner should be able to: - Source clay from the environment - Prepare clay by removing impurities - Demonstrate responsibility in clay preparation	- Source clay from the environment - Remove impurities from clay (stones, sticks, plant materials) - Dry, crush, and sieve clay - Mix clay with water and prepare for modeling	How is clay prepared for pottery?	- KLB Top Scholar (pg. 126) - Digital resources - Clay samples - Tools for clay preparation	- Observation - Practical assessment - Group work evaluation	
	2	Creating and Performing	Indigenous Kenyan Crafts - Modeling vessels Indigenous Kenyan Crafts - Decorating vessels	By the end of the lesson, the learner should be able to: - Make coils of uniform thickness - Join clay coils to form a vessel - Create vessel shapes using coil technique	- Make a sketch of intended vessel shape - Roll clay coils of uniform thickness - Create the base of the vessel - Join coils systematically to build the vessel walls	How are coils fixed to model a vessel?	- KLB Top Scholar (pg. 129) - Digital resources - Clay - Modeling tools - KLB Top Scholar (pg. 132) - Clay vessels - Decorating tools	- Observation - Practical assessment - Product evaluation	
	3	Creating and Performing	Indigenous Kenyan Crafts - Firing pottery	By the end of the lesson, the learner should be able to: - Describe the firing process for pottery - Fire completely dry vessels using an open pit kiln - Apply safety measures during firing	- Prepare an open pit kiln for firing - Arrange vessels for firing - Build and light the fire for the kiln - Monitor the firing process and observe safety protocols	Why is firing important in pottery making?	- KLB Top Scholar (pg. 133) - Digital resources - Dry clay vessels - Firewood and safety equipment	- Observation - Practical assessment - Group work evaluation	
	4	Creating and Performing	Indigenous Kenyan Crafts - Weaving introduction	By the end of the lesson, the learner should be able to: - Describe weaving techniques for fabric	- Study samples of woven fabrics - Identify warp and weft threads in various woven items - Examine twill	How is a fabric woven?	- KLB Top Scholar (pg. 134) - Digital resources - Woven fabric samples - Twill weave diagrams	- Observation - Oral questions - Written assignments	

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				making - Identify warp and weft in woven fabrics - Appreciate weaving as an indigenous craft	weave structure and patterns - Discuss how fabrics are woven				
	5	Creating and Performing	Indigenous Kenyan Crafts - Frame loom making Indigenous Kenyan Crafts - Twill weaving	By the end of the lesson, the learner should be able to: - Make a wooden mitre joint frame loom - Space nails evenly on the frame loom - Demonstrate precision in loom construction	- Measure and cut timber pieces for the frame - Join pieces to create a mitre joint frame - Fix nails at equal spacing on opposite sides - Ensure proper alignment of the frame and nails	How is a frame loom made for weaving?	- KLB Top Scholar (pg. 136) - Digital resources - Timber pieces - Nails, hammer, and measuring tools - KLB Top Scholar (pg. 139) - Frame loom - Weaving threads	- Observation - Practical assessment - Product evaluation	
5	1	Creating and Performing	Indigenous Kenyan Crafts - Display and critique	By the end of the lesson, the learner should be able to: - Display own and others' crafted items - Critique woven fabrics constructively - Value indigenous crafting techniques	- Display completed pottery and woven items - Discuss techniques used in creating the items - Provide constructive feedback on displayed works - Appreciate the cultural value of indigenous crafts	How can we evaluate the quality of indigenous crafts?	- KLB Top Scholar (pg. 140) - Digital resources - Completed craft items - Display materials	- Observation - Oral presentations - Peer assessment	
	2	Creating and Performing	Indigenous Kenyan Crafts - Self-assessment	By the end of the lesson, the learner should be able to: - Assess personal progress in crafting skills - Identify areas of	- Complete self-assessment forms on crafting skills - Reflect on the pottery and weaving processes - Identify successes and challenges	What skills have been developed through indigenous crafts activities?	- KLB Top Scholar (pg. 140) - Digital resources - Self-assessment forms - Reflection journals	- Observation - Self-assessment - Written reflections	

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				strength and improvement - Value continuous skill development	experienced - Set goals for future skill development				
	3	Creating and Performing	Swimming - Standing dive technique Swimming - Standing dive practice	By the end of the lesson, the learner should be able to: - Describe the body position in standing dive - Identify the phases of standing dive - Show interest in learning standing dive	- Study pictures of standing dive positions - Identify body positioning and alignment - Watch demonstrations of standing dive phases - Discuss safety measures for diving	How can swimming skills be performed safely?	- KLB Top Scholar (pg. 141) - Digital resources - Pictures and videos - Safety guidelines - KLB Top Scholar (pg. 143) - Swimming pool (if available) - Safety equipment	- Observation - Oral questions - Written assignments	
	4	Creating and Performing	Swimming - Land dive activity	By the end of the lesson, the learner should be able to: - Perform standing dive while observing safety - Apply correct technique in dive execution - Show confidence in diving skills	- Practice standing dive on land - Perform standing dive in groups - Share constructive feedback on performance - Demonstrate proper entry technique	How can standing dive technique be improved?	- KLB Top Scholar (pg. 144) - Digital resources - Practice area - Safety equipment	- Observation - Practical assessment - Self-evaluation	
	5	Creating and Performing	Swimming - Butterfly stroke introduction Swimming - Butterfly body position	By the end of the lesson, the learner should be able to: - Describe the butterfly stroke movement - Identify the body position for butterfly stroke	- Watch video clips on butterfly stroke - Observe the body movement in butterfly stroke - Identify key features of the stroke - Discuss coordination required for butterfly stroke	Why is synchrony important in butterfly stroke?	- KLB Top Scholar (pg. 145) - Digital resources - Swimming videos - Diagrams and charts - KLB Top Scholar (pg. 146) - Swimming pool - Floating aids	- Observation - Oral questions - Written assignments	

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				- Show interest in learning butterfly stroke					
6	1	Creating and Performing	Swimming - Butterfly arm action	By the end of the lesson, the learner should be able to: - Demonstrate butterfly stroke arm action - Perform the pull and recovery phases - Coordinate arm movements effectively	- Practice arm action for butterfly stroke - Perform the pull phase in semi-circular motion - Practice arm recovery over water - Apply proper hand entry technique	How is arm action performed in butterfly stroke?	- KLB Top Scholar (pg. 147) - Digital resources - Swimming pool - Demonstration videos	- Observation - Practical assessment - Peer evaluation	
	2	Creating and Performing	Swimming - Butterfly leg action	By the end of the lesson, the learner should be able to: - Demonstrate dolphin kick for butterfly stroke - Apply correct leg movement techniques - Perform whipping action with feet	- Practice dolphin kick for butterfly stroke - Keep legs close together during kicks - Perform up and down movement with bent knees - Practice whipping action with feet	How is the dolphin kick executed in butterfly stroke?	- KLB Top Scholar (pg. 147) - Digital resources - Swimming pool - Kick boards	- Observation - Practical assessment - Individual evaluation	
	3	Creating and Performing	Swimming - Butterfly coordination Swimming - Complete stroke practice	By the end of the lesson, the learner should be able to: - Coordinate breathing, arm and leg actions - Apply proper timing in stroke execution - Perform complete	- Coordinate leg kick, breathing and arm action - Apply two leg kicks for each arm pull - Coordinate breathing with arm recovery - Practice rhythm in stroke execution	How are the components of butterfly stroke coordinated?	- KLB Top Scholar (pg. 148) - Digital resources - Swimming pool - Demonstration videos - KLB Top Scholar (pg. 149) - Safety equipment	- Observation - Practical assessment - Group evaluation	

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				butterfly stroke technique					
	4	Creating and Performing	Kenyan Indigenous Games - Board games introduction	By the end of the lesson, the learner should be able to: - Identify types of indigenous board games in Kenya - Explain the cultural significance of board games - Show interest in indigenous board games	- Study pictures of indigenous board games - Watch demonstrations of board games - Discuss the skills observed in the games - Identify various board game types	How do indigenous board games enhance mental relaxation?	- KLB Top Scholar (pg. 150) - Digital resources - Pictures and videos - Sample board games	- Observation - Oral questions - Written assignments	
	5	Creating and Performing	Kenyan Indigenous Games - Bao game	By the end of the lesson, the learner should be able to: - Describe the Bao board game structure - Explain the rules of playing Bao - Apply strategic thinking in Bao game	- Study the structure of Bao boards - Learn the rules of Bao game - Practice playing Bao in pairs - Develop strategic approaches to the game	Why are board games considered indigenous games?	- KLB Top Scholar (pg. 152) - Digital resources - Bao boards or improvised materials - Seeds or stones	- Observation - Practical assessment - Peer evaluation	
7	1	Creating and Performing	Kenyan Indigenous Games - Shisima game Kenyan Indigenous Games - Draughts game	By the end of the lesson, the learner should be able to: - Describe the Shisima board game structure - Explain the rules of playing Shisima - Apply strategic skills in Shisima game	- Study the structure of Shisima boards - Learn the rules of Shisima game - Practice playing Shisima in pairs - Develop winning strategies	How is Shisima different from other board games?	- KLB Top Scholar (pg. 154) - Digital resources - Shisima boards or improvised materials - Game pieces - KLB Top Scholar (pg. 157) - Draughts boards	- Observation - Practical assessment - Peer evaluation	

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	2	Creating and Performing	Kenyan Indigenous Games - Improvising board games	By the end of the lesson, the learner should be able to: - Create improvised board games using local materials - Demonstrate creativity in game design - Apply problem-solving skills in resource utilization	- Improvise various boards for indigenous games - Use sand, wood, paper or other materials - Create game pieces from available materials - Test improvised board games	How can we create board games using local materials?	- KLB Top Scholar (pg. 156) - Digital resources - Local materials (wood, sand, paper) - Tools for improvisation	- Observation - Practical assessment - Creativity evaluation	
	3	Creating and Performing	Kenyan Indigenous Games - Games with music Kenyan Indigenous Games - Mental health benefits	By the end of the lesson, the learner should be able to: - Play indigenous board games to background music - Explain how music enhances game experience - Appreciate the integration of music and games	- Create suitable indoor settings for games - Use music system for rhythmical accompaniment - Play board games with background music - Experience emotional aspects of game playing	How does music enhance the board game experience?	- KLB Top Scholar (pg. 157) - Digital resources - Music system - Board games - Indoor game setting - KLB Top Scholar (pg. 158) - Flashcards of benefits - Art materials for posters	- Observation - Practical assessment - Group evaluation	
	4	Creating and Performing	Kenyan Indigenous Games - Extended activities	By the end of the lesson, the learner should be able to: - Organize board game competitions - Demonstrate mastery of indigenous games - Promote indigenous	- Organize and participate in board game competitions - Teach peers indigenous board games - Discuss ways to promote indigenous games - Document traditional games	What is the importance of preserving indigenous games?	- KLB Top Scholar (pg. 158) - Digital resources - Board games - Documentation materials	- Observation - Practical assessment - Project evaluation	

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				games in the community	from community members				
	5	Creating and Performing	Kenyan Indigenous Games - Self-assessment	By the end of the lesson, the learner should be able to: - Assess personal skills in indigenous games - Identify progress in game mastery - Appreciate the cultural value of indigenous games	- Complete self-assessment on indigenous games skills - Reflect on learning experiences - Identify areas of strength and improvement - Set goals for continued engagement with indigenous games	What skills have you developed through indigenous games?	- KLB Top Scholar (pg. 158) - Digital resources - Self-assessment forms - Reflection journals	- Observation - Self-assessment - Written reflections	
8	1	Appreciation in Creative Arts and Sports	Analysis of Creative Arts and Sports - Play performance Analysis of Creative Arts and Sports - Ethical practices in sports	By the end of the lesson, the learner should be able to: - Explain the concept of analyzing a play performance - Identify criteria for evaluating a play - Show interest in examining theatrical performances	- Research on the criteria for evaluating a play - Study the criteria table for play analysis - Discuss elements including theme, story, conflict, language, and characters - Create an analytical checklist for play evaluation	Why is analysis an important skill in Creative Arts and Sports?	- KLB Top Scholar (pg. 159) - Digital resources - Sample analytical criteria - Play performance videos - KLB Top Scholar (pg. 162) - Anti-doping materials - Analytical criteria table	- Observation - Oral questions - Written assignments	
	2	Appreciation in Creative Arts and Sports	Analysis of Creative Arts and Sports - Music analysis	By the end of the lesson, the learner should be able to: - Identify elements for analyzing vocal music - Analyze a solo vocal piece using criteria	- Study criteria for analyzing solo vocal music - Examine elements like key, meter, tempo, dynamics, and phrases - Analyze the score	How do musical elements contribute to a quality performance?	- KLB Top Scholar (pg. 164) - Digital resources - Music scores - Audio recordings	- Observation - Practical assessment - Written analysis	

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				- Appreciate the value of musical analysis	"Ten Little Indians" - Listen to solo vocal performances and apply analytical skills				
	3	Appreciation in Creative Arts and Sports	Analysis of Creative Arts and Sports - Artwork critique	By the end of the lesson, the learner should be able to: - Explain the process of critiquing exhibited artwork - Apply guidelines for art critique - Provide constructive feedback on artworks	- Study the guidelines for critiquing artwork - Analyze exhibited artworks using established criteria - Examine artistic elements, materials, and techniques - Document strengths and suggestions for improvement	Why is critiquing important for artistic development?	- KLB Top Scholar (pg. 166) - Digital resources - Artwork samples - Critiquing checklists	- Observation - Written critiques - Peer evaluation	
	4	Appreciation in Creative Arts and Sports	Analysis of Creative Arts and Sports - Creating art catalogues Analysis of Creative Arts and Sports - Ethical issues	By the end of the lesson, the learner should be able to: - Explain the purpose of art catalogues - Create a catalogue for exhibited artwork - Organize artistic information systematically	- Study the concept and function of art catalogues - Gather information about artworks (artist, type, materials, theme) - Design and create catalogues for sample artworks - Present completed catalogues to the class	How does a catalogue enhance art appreciation?	- KLB Top Scholar (pg. 167) - Digital resources - Sample catalogues - Design materials - KLB Top Scholar (pg. 169) - Case studies - Ethical guidelines	- Observation - Project assessment - Peer evaluation	
	5	Appreciation in Creative Arts and Sports	Analysis of Creative Arts and Sports - Value of analysis	By the end of the lesson, the learner should be able to: - Appreciate the role of analysis in Creative Arts and Sports - Reflect on personal growth through	- Discuss the value of analysis in enhancing appreciation - Study flashcards on benefits of analysis - Complete self-assessment on analytical skills - Create personal	How does analysis add value to Creative Arts and Sports?	- KLB Top Scholar (pg. 171) - Digital resources - Self-assessment forms - Reflection journals	- Observation - Self-assessment - Written reflections	

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				analytical skills - Evaluate own progress in analytical competencies	development goals for continued growth				
9	END TERM ASSESSMENT AND CLOSING								