

RATIONALISED SCHEMES OF WORK

CREATIVE ARTS AND SPORTS

GRADE 7

TERM 3

TEACHER'S NAME.....

TSC NUMBER.....

SCHOOL.....

WEEK	LESSON	STRAND	SUB-STRAND	LESSON LEARNING OUTCOMES	LEARNING EXPERIENCES	KIQ	LEARNING RESOURCES	ASSESSMENT TOOLS	REFLECTION
1	1	Creating and Performing.	Indigenous Kenyan Craft - Beadwork.	By the end of the lesson, the learner should be able to: a) Identify the different types of beads used in beadwork. b) Discuss the different types of beads used in beadwork. c) Use digital devices to search for information and samples of beads used in beadwork. d) Appreciate the different types of beads used in beadwork in Kenyan communities.	In groups, pairs, learners are guided to: brainstorm and present on the different types of beads used in beadwork in Kenyan communities. use digital or print resources to search for information and samples of different types of beads used in Kenyan communities. discuss the types of beads used in beadwork in Kenyan communities.	What types of beads are used in beadwork in Kenyan communities?	Digital resources. Teacher's notes. Video clips.	Oral questions. Checklists. Written tests.	
	2	Creating and	Indigenous Kenyan Craft -	By the end of the lesson, the learner should be able to:	In groups, pairs, learners are guided to:	How can beadwork be used to	Digital resources.	Oral questions. Checklists.	

		Performing.	Beadwork.	a) State the functions of beaded jewellery in Kenyan communities. b) Use digital resources to search for information on functions of beaded jewellery in Kenyan communities. c) Recognize beadwork as an indigenous Kenyan craft.	brainstorm and present on some of the functions of beaded jewellery in the community. use digital or print resources to search for information on the functions of beaded jewellery in the community. discuss their findings on the functions of beaded jewellery in the community and present in class.	preserve Kenyan culture?	Print resources. Teacher's notes.	Written tests. Assessment rubric.	
	3	Creating and Performing.	Indigenous Kenyan Craft-Beadwork.	By the end of the lesson, the learner should be able to: a) Identify the materials for beadwork in the local environment. b) Use digital devices to	In groups, learners are guided to: brainstorm and present on the materials used for beadwork in the local environment.	Which materials are used for beadwork in the local environment?	Digital devices. Teacher's notes.	Oral questions. Checklists. Written tests. Questionnaires	

				search for materials for beadwork in the local environment. c) Appreciate the materials for beadwork in the local environment.	search the internet using digital devices for information on the materials used for beadwork in the local environment and note down. interview a resource person on the materials used for beadwork in the local environment. discuss the materials used for beadwork in the local environment and their uses in beadwork.				
	4	Creating and Performing.	Indigenous Kenyan Craft-Beadwork .	By the end of the lesson, the learner should be able to: a) Collect beads and strings in the environment for beadwork. b) Enjoy collecting the	In groups, individually or in pairs, learners are guided to: source for beads and strings/fishing lines in the environment for beadwork.	Where can we collect beads in the environment for beadwork?	Environment.	Checklist. Observation schedule.	

				materials in the environment.	store their collected beads and strings in a safe place.				
	5	Creating and Performing.	Indigenous Kenyan Craft-Beadwork .	By the end of the lesson,the learner should be able to: a) Identify the traditional Kenyan beadwork techniques. b) Use digital resources to search and watch tutorials on traditional Kenyan beadwork techniques. c) Appreciate the traditional Kenyan beadwork techniques.	In groups,learners are guided to; brainstorm and present on some of the traditional Kenyan techniques used in beadwork. search the internet for information and videos on the traditional techniques used in beadwork using digital devices. discuss the techniques used in the traditional beadwork.	Which traditional Kenyan techniques were used in beadwork?	Digital devices Teacher's notes. Video clips.	Observation. Oral questions. Written tests. Checklists.	
2	1	Creating and Performing.	Indigenous Kenyan Craft - Beadwork .	By the end of the lesson,the learner should be able to: a) Outline the steps in	In groups,learners are guided to; brainstorm and present steps to	How can you make a beaded jewellery inspired by	Print and Digital resources Teacher's notes.	Oral questions. Checklists. Oral reports.	

				making a beaded jewellery inspired by patriotism for Kenya. b) Discuss the steps to follow in making a beaded jewellery inspired by patriotism for Kenya. c) Use digital resources to search for information on the steps to follow in making a beaded jewellery inspired by patriotism for Kenya. d) Desire to follow the steps in making a beaded	follow in making beaded jewellery inspired by patriotism for kenya. use print or digital resources to search for information on steps to follow in making a beaded jewellery inspired by patriotism for Kenya. discuss the steps for making a beadwork jewellery inspired by patriotism for Kenya.	patriotism for Kenya?			
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				jewellery inspired by patriotism for Kenya.					
	2	Creating and Performing.	Indigenous Kenyan Craft - Beadwork .	By the end of the lesson, the learner should be able to: a) Make a beaded jewellery inspired by patriotism for Kenya using one way technique. b) Enjoy the beading using the one way technique.	In groups, individually, learners are guided to; prepare the materials focusing on size, shape and colour. collaborate in making a beaded jewellery (bracelet) inspired by patriotism for Kenya with focus on colour and pattern using the one way technique.	How can you express patriotism through creative activities?	Collected beadwork materials. Digital devices. Sample beadwork.	Observation schedule. Project. Checklists. Assessment rubrics.	
	3	Creating and Performing.	Indigenous Kenyan Craft - Beadwork .	By the end of the lesson, the learner should be able to: a) Make a beaded jewellery inspired by patriotism for Kenya using	In groups and individually, learners are guided to: observe keenly as the teacher demonstrate making a beaded jewellery using	How can you express patriotism through creative activities?	Collected beadwork materials. Sample beadwork.	Checklists. Observation schedule. Assessment rubric. Project.	

				the criss-cross technique. b) Enjoy beading a jewellery inspired by patriotism for Kenya using the criss-cross technique.	the criss-cross technique. collaborate in making a bracelet inspired by patriotism for Kenya with focus on colour and pattern using criss-cross technique.				
	4	Creating and Performing.	Indigenous Kenyan Craft - Beadwork .	By the end of the lesson, the learner should be able to: a) Identify a patriotic song for performance using the beaded jewellery. b) Conduct a research on varied Kenyan patriotic songs for performance. c) Appreciate the different Kenyan	In groups, learners are guided to: use digital devices to research on varied Kenyan patriotic songs for performance. identify a patriotic song for performance wearing the beaded jewellery. rehearse the patriotic song for performance.	How can you express patriotism through creative activities?	Digital devices. Patriotic songs.	Oral questions. observation schedule.	

				patriotic songs.					
	5	Creating and Performing.	Indigenous Kenyan Craft - Beadwork .	By the end of the lesson, the learner should be able to: a) Sing a patriotic song adorned in beaded jewellery inspired by patriotism. b) Use digital devices to record their performance. c) Enjoy performing the patriotic song adorned in beaded jewellery inspired by patriotism.	In groups, learners are guided to: collaborate in singing patriotic song adorned in beaded jewellery while applying performance techniques. record their performance using digital resources. display and talk about own and others beadwork craft and patriotic song performances.	How can beadwork be used to preserve Kenyan culture? How can you make your performance interesting and great?	Digital devices. Open area for performance. Beaded jewellery.	Observation schedule. Checklists. Assessment rubric.	
3	1	Creating and Performing.	Optional Sub-Strand 1: Swimming.	By the end of the lesson, the learner should be able to: a) Define the term Water entry as used in swimming.	In groups or pairs, learners are guided to: brainstorm and present the meaning of water	What is water entry in swimming? Which water entry	Top Scholar PE & Sports pg 134-135. Digital resources. video clips.	Oral questions. Written tests. Assessment rubrics. Checklists.	

				b) Identify the different ways/methods of water entry in a pool. c) Use digital devices to search for information and clips on climbing, walking and rolling methods of water entry in a pool. d) Appreciate the different water entry methods in a pool.	entry in swimming. identify the different methods used in water entry. use digital or print resources to search for information on the climbing, walking and rolling methods of water entry. watch clips on climbing, walking and rolling methods of water entry.	methods do you know?	Lesson notes.		
	2	Creating and Performing.	Swimming.	By the end of the lesson, the learner should be able to: a) Identify the ways of water entry in a pool. b) Describe the sliding, jumping and	In groups, learners are guided to: use print and digital resources to search for information on sliding, jumping and diving	What safety measures and pool rules should one observe?	Top Scholar PE & Sports pg 136-137. Digital resources. Video clips. Lesson notes.	Oral questions. Observation schedule. Oral discussion. Assessment rubrics.	

				diving methods of water entry in a pool. c) Use digital devices to watch clips on the diving, sliding and jumping methods of water entry in a pool. d) Appreciate the water entry methods in a pool.	methods of water entry in a pool. discuss the sliding, diving and jumping as ways of water entry in a pool. watch clips on ways of water entry in a pool (sliding, diving and jumping)				
	3	Creating and Performing.	Swimming.	By the end of the lesson, the learner should be able to: a) Define the term water exit from a pool. b) Identify the methods used to safely exit the pool. c) Describe the methods used to safely exit the pool.	In groups, learners are guided to: brainstorm and present the meaning of water exit. identify and discuss the methods used in exiting the pool safely.	Which methods can one use to exit the pool safely?	Top Scholar PE & Sports pg 137-138. Video clips. Digital resources. Lesson notes.	Oral questions. Practical Activities. Observation schedule. Written tests.	

				d) Use digital resources to search for clips on exiting the pool safely. e) Appreciate the water exit methods from the pool.	use digital devices to search and watch clips on exiting the pool safely.				
	4	Creating and Performing.	Swimming.	By the end of the lesson, the learner should be able to: a) Identify the water entry techniques/skills in a pool. b) Describe the pencil dive as a skill used in water entry to a pool. c) Use digital devices to search and watch clips on pencil dive. d) Appreciate the pencil dive as a water entry skill.	In groups, learners are guided to; identify the water entry skills into a pool. use digital resources to search for information on the pencil dive. discuss the pencil dive as one of the water entry skill. watch clips on how to perform the pencil dive in a pool.	How does water entry skills enhance safety in swimming?	Video clips. Digital resources . Lesson notes. Top Scholar PE & Sports pg 140.	Oral questions. Checklists. Observation schedule. Written test.	

	5	Creating and Performing.	Swimming.	By the end of the lesson, the learner should be able to: a) Execute a water entry skill using a pencil dive. b) Enjoy executing the pencil dive in a pool.	Individually, learners are guided to: observe a resource person as he/she demonstrates the pencil dive. confidently demonstrate the pencil dive while observing safety. record themselves as they execute the pencil dive.	How do you perform the pencil dive? What safety measures should you observe when performing the pencil dive?	Swimming pool. Resource person. Swimming costumes.	Demonstration. Observation schedule. Checklists.	
4	1	Creating and Performing.	Swimming.	By the end of the lesson, the learner should be able to: a) State the meaning of crouch dive as a water entry skill into the pool. b) Describe how to perform a crouch dive into the swimming pool.	In groups or pairs, learners are guided to: brainstorm and present the meaning of crouch dive. use digital or print resources to search for the meaning of crouch dive and how to perform it.	How do you perform the crouch dive into a swimming pool?	Top Scholar PE and Sports pg 140-141. Lesson notes. Digital devices. Video clips. Resource person.	Oral questions. Written tests. Assessment rubrics.	

				c) Use digital devices to search and watch clips on the crouch dive into the swimming pool. d) Appreciate the crouch dive as one of the water entry skill.	discuss how the crouch dive is performed in a swimming pool. search and watch clips on how to execute the crouch dive into the swimming pool.				
	2	Creating and Performing.	Swimming.	By the end of the lesson, the learner should be able to: a) Perform a crouch dive into the swimming pool. b) Appreciate own and other's effort in executing the crouch dive skill.	In pairs or individually, learners are guided to: observe a resource person as he/she demonstrates the crouch dive. confidently practice the crouch dive while observing safety. record themselves as they execute the crouch dive using digital devices.	Which safety measures should you observe when executing the crouch dive?	Swimming pool. Resource person. Digital devices.	Practical Activities. Observation schedule. Checklists.	

3	Creating and Performing.	Swimming.	By the end of the lesson, the learner should be able to: a) State the meaning of backstroke skill. b) Identify the techniques and skills for an effective backstroke skill in swimming. c) Describe how to perform the backstroke techniques. d) Appreciate the backstroke techniques used in swimming.	In groups, learners are guided to: - brainstorm and present the meaning of backstroke skill. - identify the techniques executed in the backstroke skill. - use digital or print resources to search for information on how to perform the identified backstroke techniques. - discuss how to perform the backstroke techniques.	What is backstroke skill in swimming? Which techniques are used in backstroke skill?	Top Scholar PE and Sports pg 159-162. Pictures. Digital resources.	Oral questions. Oral discussion. Written tests. Assessment rubrics. Checklists.	
4	Creating and Performing.	Swimming.	By the end of the lesson, the learner should be able to: a) Use digital resources to search and	In groups, learners are guided to: use digital devices to search the internet for clips	Which safety measures should be observed	Top Scholar PE & Sports pg 159-162. Digital devices.	Assessment rubrics. Observation schedule. Oral questions.	

				watch clips on backstroke techniques. b) Enjoy watching the backstroke techniques used in swimming.	on backstroke techniques and watch them. observe and take note of the body position, arm action, leg action and coordination of the backstroke.	during the backstroke?	Video clips.	Oral report.	
	5	Creating and Performing.	Swimming.	By the end of the lesson, the learner should be able to: a) Demonstrate the backstroke body position using the supine position, back float, glide and back drills. b) Appreciate own and other's effort in executing backstroke techniques.	In pairs or individually, learners are guided to: observe a resource person as he/she demonstrates the backstroke body position . demonstrate the body position using the supine position, back float and glide and kick drills.	How do you perform the backstroke body position effectively?	Swimming pool. Resource person. Digital resources. Top Scholar PE & Sports pg 163.	Demonstration. Observation schedule. Checklists. Assessment rubric.	
5	1	Creating and Performing.	Swimming.	By the end of the lesson, the learner should be able to:	In pairs or individually, learners are guided to:	How is the backstroke leg action done?	Swimming pool. Resource person.	Observation schedule. Checklists.	

				a) Demonstrate the backstroke leg action using the leg kick out of water, leg kick with a floater and leg kick with a partner drills. b) Appreciate own and other's effort in executing the backstroke leg action.	observe a resource person as he/she demonstrates the backstroke leg action drills. demonstrate the backstroke leg action using the leg kick out of water, leg kick with a floater and leg kick with a partner drills. observe each other's performance and give feedback on the execution of the backstroke leg action.		Digital devices. Top Scholar PE & Sports pg 163.	Demonstration.	
	2	Creating and Performing.	Swimming.	By the end of the lesson, the learner should be able to: a) Demonstrate the backstroke arm action using the arm action drills.	In pairs or individually, learners are guided to: demonstrate the backstroke arm action using the arm action out of water, arm action with a floater, arm	How do you perform the arm action effectively?	Swimming pool. Resource person. Digital resources. Top Scholar PE & Sports pg 163-164.	Demonstration. Observation schedule. Checklists.	

				b) Appreciate each other's effort in executing the backstroke arm action.	and leg action and arm action with a partner drills. observe each other's performance and give feedback.				
	3	Creating and Performing.	Swimming.	By the end of the lesson, the learner should be able to: a) Demonstrate the backstroke breathing action using the timing and coordination sequence drill in a swimming pool. b) Appreciate own and other's effort in executing the breathing action drill.	In pairs or individually, learners are guided to: observe a resource person or clip on how to perform the backstroke breathing action. confidently demonstrate the backstroke breathing action drill in a swimming pool.	How do you perform the backstroke breathing action effectively?	Swimming pool. Resource person. Top Scholar PE and Sports pg 164.	Checklists. Demonstration. Observation.	
	4	Creating and Performing.	Swimming.	By the end of the lesson, the learner should be able to:	In pairs or individually, learners are guided to;	How do you perform the flutter kicks, arm	Swimming pool. Digital resources.	Observation schedule. Checklists.	

				a) Demonstrate flutter kicks, arm action and breathing while in supine position. b) Appreciate own and other's effort in executing flutter kicks, arm action and breathing while in supine position.	confidently perform the flutter kicks, arm action and breathing while in supine position. use digital devices to record themselves as they execute their performance.	action and breathing while in supine position effectively?		Assessment rubrics.	
	5	Creating and Performing.	Swimming.	By the end of the lesson, the learner should be able to: a) Perform the backstroke skill in swimming for skill development. b) Appreciate own and other's effort in executing	In pairs and individually, learners are guided to: practice the backstroke focusing on coordination. use digital devices to record their performance.	How do you perform the backstroke effectively?	Swimming pool. Digital devices.	Observation schedule. Checklists. Assessment rubrics.	

				backstroke skill.					
6	REVISION								
7	KNEC WRITTEN ASSESSMENT.								
8	END OF TERM ASSESSMENT								
9	CLOSURE OF SCHOOL								