

<b>Wk</b>	<b>Lsn</b>	<b>Strand</b>	<b>Sub-strand</b>	<b>Specific-Learning outcomes</b>	<b>Learning Experience</b>	<b>Key Inquiry Question(S)</b>	<b>Learning Resources</b>	<b>Assessment Methods</b>	<b>Reflection</b>
1	1	Performing Arts Basic Elements	<i>Meaning of performing Arts</i>	By the end of the lesson, the learner should be able to:  a) discuss the meaning of Performing Arts as a medium of artistic expression. b) appreciate the significance of the disciplines within Performing Arts.	The learner to brainstorm with others on the meaning of Performing Arts. -identify and group the different genres in performing Arts(music,drama,dance,film and elocution)and genres within the disciplines in performing arts.	What does Performing Arts entails?	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Pictures</li> <li>• Digital devices</li> <li>• Computing devices</li> </ul> <p><b><u>TOP SCHOLAR PERFORMING ARTS BY KLB PUPILS BK pg 1-5.</u></b></p>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Oral Report Observation</li> </ul>	
	2	Performing Arts Basic Elements	<i>Meaning of performing Arts</i>	By the end of the lesson, the learner should be able to:  a) Identify the relationships among the disciplines in performing Arts. b) appreciate the significance of the disciplines within Performing Arts.	Learner to search and watch video clips to identify relationships among the genres in performing arts. Collect items on the genres of performing arts(pictures,drawings,newspapers and clips)	How are the disciplines of Performing Arts related?	<ul style="list-style-type: none"> <li>• Charts</li> <li>• Pictures</li> <li>• Digital devices</li> <li>• Computing devices</li> </ul> <p><b><u>TOP SCHOLAR PERFORMING ARTS BY KLB PUPILS BK pg 4-6</u></b></p>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Oral Report Observation</li> </ul>	

	<b>3</b>	Performing Arts Basic Elements	<b><i>Meaning of performing Arts</i></b>	By the end of the lesson, the learner should be able to: -Discuss the importance of performing arts. -appreciate the significance of performing arts in the society.	In groups, learners to brainstorm in collaboration with other learners on the importance of Performing Arts while respecting each other's views.	How is Performing Arts useful to the society?	<ul style="list-style-type: none"> <li>• Photographs</li> <li>• Pictures</li> <li>• Digital devices</li> <li>• Computing devices</li> </ul> <b><u>TOP SCHOLAR PERFORMING ARTS BY KLB PUPILS BK pg 7-8</u></b>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Oral Report Observation</li> </ul>	
<b>2</b>	<b>1</b>	Performing Arts Basic Elements	<b><i>Cplapping rhythmic patterns involving the semiquaver</i></b>	By the end of the lesson, the learner should be able to: Clap or tap rhythmic patterns incorporating the semiquaver. Appreciate the value of a semiquaver in music	In groups, learners to sing music incorporating semiquavers. -clap or tap simple rhythmic patterns incorporating the semiquaver:ta-fa te-fe,ta te-fe,ta-fa te.	What constitutes rhythm in music?	<ul style="list-style-type: none"> <li>• Digital devices</li> </ul> <b><u>TOP SCHOLAR PERFORMING ARTS BY KLB PUPILS bk pg 9-10</u></b>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Oral Report Observation</li> </ul>	
	<b>2</b>	Performing Arts Basic Elements	<b><i>Aural recognition of rhythmic patterns</i></b>	By the end of the lesson, the learner should be able to:  -Aurally recognise rhythmic patterns with semiquavers -Appreciate music and value of a semiquaver.	In groups, learners to aurally recognise rhythmic patterns with semiquavers ta-fa te-fe in a given music excerpts -Recite rhythm patterns incorporating the	How are the beats organised in a song to create different metric feels?	Digital devices Computing devices  <b><u>TOP SCHOLAR PERFORMING ARTS BY KLB PUPILS bk pg12-13.</u></b>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Oral Report Observation</li> </ul>	

					semiquaver using the French rhythm names.				
	<b>3</b>	Performing Arts Basic Elements	<b><i>Time signature</i></b>	By the end of the lesson, the learner should be able to:  a) Write rhythms in simple time on monotone b) Appreciate music in simple time.	Learners sing songs in simple time Listening to music excerpts in simple time Write rhythms and group notes into beats in simple time. Clap or tap rhythmic patterns in pairs	What are the examples of time signatures?	<ul style="list-style-type: none"> <li>Charts</li> <li>Pictures</li> <li>Digital devices</li> <li>Computing devices</li> </ul> <b><u>Top Scholar performing Arts by Klb pg 15-17</u></b>	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Oral Report Observation</li> </ul>	
<b>3</b>	<b>1</b>	Performing Arts Basic Elements	<b><i>Grouping of notes into beats</i></b>	By the end of the lesson, the learner should be able to:  a) group notes into beats in simple time. b. Appreciate music in simple time.	In groups, learners are guided to write rhythms and group notes into beats in simple time. Clap or tap rhythmic patterns in simple time signature	How are rhythmic patterns identified in a piece of music?	Digital devices Computing devices <b><u>Top Scholar performing Arts by Klb pg 18-20</u></b>	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Oral Report Observation</li> </ul>	
	<b>2</b>	Performing Arts Basic Elements	<b><i>writing rhythms in simple time</i></b>	By the end of the lesson, the learner should be able to:  a) Write rhythms in simple time on monotone.	In pairs, learners are guided to identify foods rich in vitamins, and minerals	How are rhythmic patterns identified in a piece of music?	<ul style="list-style-type: none"> <li>Photographs</li> <li>Pictures</li> <li>Digital devices</li> <li>Computing devices</li> </ul>	<ul style="list-style-type: none"> <li>Oral questions</li> <li>Oral Report Observation</li> </ul>	

				b) Appreciate music in simple time.	In groups, learners are guided to write simple rhythms in simple time from dictation.		<u><b>Top Scholar performing Arts by Klb pg 21-23</b></u>		
	<b>3</b>	Performing Arts Basic Elements	<b><i>Writing music notes on a treble staff</i></b>	By the end of the lesson, the learner should be able to:  a) Write musical notes on treble staff . b) Appreciate music written in staff notation.	Learners to draw the treble staff and name lines and spaces on it  In groups, learners are guided to construct a treble staff on a chart	Why is pitch an important elements in music?	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Digital devices</li> <li>• Computing devices</li> </ul> <u><b>Top Scholar performing Arts by Klb pg 24</b></u>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Oral Report Observation</li> </ul>	
<b>4</b>	<b>1</b>	Performing Arts Basic Elements	<b><i>Pitch names of lines and space on a treble staff</i></b>	By the end of the lesson, the learner should be able to:  a) Write musical notes on treble staff. b) Appreciate music written in staff notation.	Learners are guided to draw the treble staff and name lines and spaces on it. -Use digital devices to watch videos on pitch names of lines and spaces on a treble staff.	How are the musical notes ordered on a treble staff?.	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Digital devices</li> <li>• Computing devices</li> </ul> <u><b>Top Scholar performing Arts by Klb pg 25-26.</b></u>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Oral Report Observation</li> </ul>	
	<b>2</b>	Performing Arts Basic Elements	<b><i>Accidentals</i></b>	By the end of the lesson, the learner should be able to:  a) State the meaning of accidentals.	-learners in group to use digital devices and musical instruments to sound and imitate the notes on staff to	What are accidentals in music?	Pictures Digital devices <u><b>Top Scholar performing Arts by Klb pg 26-27.</b></u>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Oral Report</li> </ul>	

				b) Appreciate music written in staff notation.	show the effects of accidentals. - the learner to practice writing and naming notes with accidentals on the staff.			Observation	
	3	Performing Arts Basic Elements	<b><i>Describing melodic intervals in a simple melody.</i></b>	By the end of the lesson, the learner should be able to:  a) Describe melodic intervals of up to a 3rd in simple melody. b) Appreciate music written in major keys on treble staff.	In pairs, learners to use digital devices and musical instrument to sound intervals. Learners to discuss and describe intervals dictated to them Learners to write intervals of music using tonic sol-fa and staff notation in groups.	How are different musical features used in interpreting music in staff notation?	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Digital devices</li> <li>• Computing devices</li> </ul> <b><u>Top Scholar performing Arts by Klb pg 28-31.</u></b>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Oral Report Observation</li> </ul>	
5	1	Performing Arts Basic Elements	<b><i>Construction of major scales of C,G,D and A</i></b>	By the end of the lesson, the learner should be able to:  a) Construct major scales of C,G,D and A major on a treble staff. b) Appreciate music written in staff notation.	Learners in groups to sing the scale of C,G,D and A major ascending and descending using appropriate pitching. Sing simple melodies using tonic sol-fa and hand signs using	How do you construct major scales of C,G,D and A major on treble staff?	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Digital devices</li> </ul> <b><u>Top Scholar performing Arts by Klb pg 31-33</u></b>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Oral Report Observation</li> </ul>	

					metre and tone set, identify opening pitch, rhythmic patterns and sing entire selection while keeping a steady beat.				
	2	Performing Arts Basic Elements	<i>The scale C major</i>	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a) Construct the diatonic C major scale on a treble staff.</li> <li>b) Appreciate music scale written in staff notation.</li> </ul>	Learners are guided to use a piano keyboard to play white keys starting from C to C'. Sing melodies with scalar motion and different pitch levels Sing the C major scale ascending and descending using tonic sol-fa	How do we read the melody based on the scale of C major?	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Digital devices</li> <li>• Computing devices</li> </ul> <p><b><u>Top Scholar performing Arts by Klb pg 33-34.</u></b></p>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Oral Report Observation</li> </ul>	
	3	<b>Performing Arts Basic Elements</b>	The scale of G and D major.	By the end of the lesson, the learner should be able to: a) construct the diatonic major scales on treble staff.	Learners are guided to construct major scales of G and D on treble staff. Sing the scales of G and D ascending and descending using appropriate pitching.	How are different musical features used in interpreting music in a staff notation?	Pictures Digital devices Computing devices  Top Scholar performing Arts by Klb pg 34-35	Oral questions Oral Report Observation	

6	1	Performing Arts Basic Elements	<b><i>Interpret simple melodies in the key of C,D,G and A major</i></b>	By the end of the lesson, the learner should be able to:  a) Read simple melodies in major keys on treble staff.	Learners to sing simple melodies in C,G,D and A major ascending and descending using appropriate pitching. Listening to a digital device .	How do you play melodies using a western music instrument?	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Digital devices</li> <li>• Top Scholar performing Arts by Klb pg 37-40</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Oral Report Observation</li> </ul>	
	2	Performing Arts Basic Elements	<b><i>Meaning of a narrative in performing Arts</i></b>	By the end of the lesson, the learner should be able to:  a) Explain the meaning of a narrative in a Performing Arts. b) Appreciate the narrative as a tool for addressing issues in society.	Learners to be guided to watch a recorded performance to describe a narrative . Learners in groups to identify features of a narrative.	what constitutes a narrative?	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Digital devices</li> <li>• Top Scholar performing Arts by Klb pg 41-42</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Oral Report Observation</li> </ul>	
	3	Performing Arts Basic Elements	<b><i>Use of voice,body and space in telling a story.</i></b>	By the end of the lesson, the learner should be able to:  a) Use voice ,body and space to tell a story b) Appreciate the narrative as a tool for addressing issues in society.	Learners are guided to use a digital device to research on features of a narrative using technology in pairs.	How can contemporary issues be addressed using the narrative form?	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Digital devices</li> <li>• Computing devices</li> <li>• <b><i>Top Scholar performing Arts by Klb pg 49-51</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Oral Report Observation</li> </ul>	

7	1	Performing Arts Basic Elements	<b><i>Qualities of a good story teller</i></b>	By the end of the lesson, the learner should be able to:  a) Demonstrate the qualities of a good story teller. b) Appreciate the narrative as a tool for addressing issues in society.	In groups, learners are guided narrate a story while demonstrating the qualities of a good story teller. Interact with accomplished story teller.	How would you describe a good story teller?	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Digital devices</li> <li>• Computing devices</li> </ul> <b><u>Top Scholar performing Arts by Klb pg 51-52</u></b>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Oral Report Observation</li> </ul>	
	2	<b><i>Performing Arts Basic Elements</i></b>	Basic elements of a verse	By the end of the lesson, the learner should be able to: a) Describe the basic elements of a verse. Appreciate the use of poetic language in communicating meaning	In groups learners to watch a recorded performance of a verse to identify ,in collaboration with others ,elements of a verse. Demonstrate by reading aloud short verses to convey elements of a verse.	How does verse address pertinent and contemporary issues in the society?	Pictures Digital devices Computing devices . Top Scholar performing Arts by Klb pg 54-55.	Oral questions Oral Report Observation	
	3	Performing Arts Basic Elements	<b><i>Themes in verses</i></b>	By the end of the lesson, the learner should be able to:  a) Discuss theme in verse in relation to issues affecting society. b) Appreciate the use of poetic language in communicating meaning.	Learners in group to read aloud short verses to convey meaning and emotions. -discuss,in groups,themes in verse as a way of addressing issues affecting society	<ul style="list-style-type: none"> <li>• How would you use language in a verse?</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Digital devices</li> <li>• Top Scholar performing Arts by Klb pg 56-59.</li> </ul>	Oral questions Oral Report Observation	



8	1	Performing Arts Basic Elements	<b><i>Voice techniques in reading and reciting a verse</i></b>	By the end of the lesson, the learner should be able to: a) Use voice techniques in reading and reciting verse to enhance message delivery. b) Appreciate the use of poetic language in communicating meaning.	In pairs, learners to read aloud short verses to convey meaning and emotions. -watch videos of short verses and identify poetic use of language ,meanings and emotions conveyed.	How would you use language in a verse?	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Digital devices</li> <li>• Computing devices</li> </ul> <p>performing Arts by Klb pg 59-61</p>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Oral Report Observation</li> </ul>	
	2	Performing Arts Basic Elements	<b>Use of body and space techniques in a verse.</b>	By the end of the lesson the learner should be able to: a)use voice ,body and space to tell a story. b) appreciate the narrative as a tool for addressing issues in the society.	<b>In groups,learners toperform a verse using their bodies as a media of communication through gestures. Watch a video clip on how to use body and space techniques in a verse .</b>	<b>How can the body communicate without use of words?</b>	<b>performing Arts by Klb pg 60-63 Pictures Digital devices Computing devices</b>	<b>Oral questions Oral Report Observation</b>	
	3	<b>PERFORMING ARTS</b>	<b>Skit(structure of a skit)</b>	By the end of the lesson the learner should be able to: a)describe the structure of a skit as a work of art. b)demonstrate the use of dialogue in a skit.	<b>Learner to use a digital device to define,milestones,p lot, language,improvisation.</b> Create a dialogue to role-play different characters in a skit.	<b>How would you describe the structure of the skit?</b>	performing Arts by Klb pg 66-72. Pictures Digital devices Computing devices	<b>Oral questions Oral Report Observation</b>	

9	1	Performing Arts Basic Elements	Skit(Exploring pertinent themes in a skit)	By the end of the lesson the learner should be able to: a)identify pertinent themes that can be explored in a skit. b)appreciate the skit as a tool for addressing issues in society.	Learner to brainstorm on the basic structure of a skit with others in class Create a dialogue to role-play different characters in a skit. Perform and identify in groups the functions of props in a skit.	What message can be passed to the society from the pertinent themes ?	performing Arts by Klb pg 66-72. Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	2	Performing Arts basic elements	Skit(Dialogue, costumes and props in a skit)	By the end of the lesson the learner should be able to: a)discuss functions of costumes and props in a skit. b)appreciate the skit as a tool for addressing issues in society.	Watch a recorded performances and identify functions of costumes and props in a skit.	What functions do costumes and props play in passing the message in the skit?	performing Arts by Klb pg 76-80 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
	3	CREATING	Rhythm(ways of creating rhythmic patterns)	By the end of the lesson the learner should be able to: a)outline the factors to consider in creating a rhythmic pattern. b)appreciate rhythms in simple time	The learner is guided to listen to rhythmic pattern. Tapping rhythms of notes as they recite their French rhythm names.	How can various note combinations be used to form rhythms in simple time?	performing Arts by Klb pg 81-83 Pictures Digital devices Computing devices	Oral questions Oral Report Observation	
10	1	CREATING	Rhythm (Interpreting rhythmic patterns in	By the end of the lesson the learner should be able to: a)interpret simple rhythmic pattern.	Explain the value of notes. Learners in pairs to sing simple songs in time signature	How can various note combinations be used to form	performing Arts by Klb pg 86-88. Pictures Digital devices	Oral questions Oral Report	

			2/4,3/4 and 4/4)	b)appreciate rhythms in simple time ,created by self and others.	given and identify the main beat and the notes values.	rhythms in simple time?	<b>Computing devices</b>	<b>Observation</b>	
	<b>2</b>	<b>CREATING</b>	<b>Improvising rhythmic accompaniment to tunes</b>	<b>By the end of the lesson the learner should be able to:</b> a)improvise rhythmic accompaniments to tunes in simple time. b)appreciate rhythms in simple time ,created by self and others.	<b>Learners</b> to tap rhythms of the notes as they recite their French rhythm names. Learner to clap French rhythms created by self and others. Take turns with others to tap different combinations of note groupings from a list of flash-cards to create two bars of rhythmic patterns in simple time.	<b>How</b> does one improvise accompaniment patterns for music in simple time?	<b>performing Arts by Klb pg 89-96 Pictures Digital devices Computing devices</b>	<b>Oral questions Oral Report Observation</b>	
	<b>3</b>	<b>CREATING</b>	<b>Performing rhythm</b>	<b>By the end of the lesson the learner should be able to:</b> a)create simple time rhythmic patterns in simple time. b)appreciate rhythms in simple time ,created by self and others.	Learners in groups to create own 4-bar rhythmic patterns in simple time adhering to integrity and originality. Take turns with others to tap different combinations of	<b>How can various note combinations be used to form rhythms in simple time?</b>	<b>Performing Arts by Klb pg 97-98 Pictures Digital devices Computing devices</b>	<b>Oral questions Oral Report Observation.</b>	

					note groupings from a list of flash-cards to create two bars of rhythmic patterns in simple time.				
11	1	CREATING	Melody (Singing familiar tunes in tonic sol-fa.)	By the end of the lesson the learner should be able to: a) identify the qualities of a good melody. b) appreciate melodies composed by self and others.	The learners in groups to sing familiar tunes using tonic sol-fa. Use digital devices to record own and others' melodies for sharing and peer review.	How is a melody created?	Performing Arts by Klb pg 99-101 Pictures Digital devices Computing devices	Oral questions Oral Report Observation.	
	2	CREATING	Melody (interpreting 4 bar melodies)	By the end of the lesson the learner should be able to: a) interpret 4-bar melodies in simple time. b) appreciate melodies composed by self and others.	The learner hand signs as demonstrated by a peer in groups Learner to sing given 4-bar melodies in 2/4, 3/4 and 4/4 times with leaps not exceeding a major 3rd upwards or downwards using the note values learnt and in C, G, D and A major.	What constitutes a good melody?	Performing Arts by Klb pg 101-103 Pictures Digital devices Computing devices	Oral questions Oral Report Observation.	

	<b>3</b>	<b>CREATING</b>	<b>Melody(interpreting 4-bar melodies in simple time)</b>	<b>By the end of the lesson the learner should be able to:</b> <b>a)interpret 4-bar melodies in simple time using treble staff.</b> <b>b)appreciate melodies composed by self and others</b>	The learner to use hand signs as demonstrated by a peer in groups Learner to sing given 4-bar melodies in 2/4,3/4 and 4/4 times with leaps not exceeding a major3rd upwards or downwards using the note values learnt and in C,G,D and A major.	<b>What constitutes a good melody?</b>	<b>Performing Arts by Klb pg 103-105</b> <b>Pictures</b> <b>Digital devices</b> <b>Computing devices</b>	<b>Oral questions</b> <b>Oral Report</b> <b>Observation.</b>	
<b>12</b>	<b>1</b>	<b>CREATING</b>	<b>Melody(Interpreting pitch and note values at the same time).</b>	By the end of the lesson the learner should be able to: a)interpret 4-bar melodies in simple time using treble staff. b)appreciate melodies composed by self and others	The learner to use hand signs as demonstrated by a peer in groups Learner to sing given 4-bar melodies in 2/4,3/4 and 4/4 times with leaps not exceeding a major3rd upwards or downwards using the note values learnt and in C,G,D and A major.	<b>What constitutes a good melody?</b>	<b>Performing Arts by Klb pg 105-110</b> <b>Pictures</b> <b>Digital devices</b> <b>Computing devices</b>	<b>Oral questions</b> <b>Oral Report</b> <b>Observation.</b>	

	2	CREATING	Melody(Creating 4 bar melodies)	By the end of the lesson the learner should be able to: a)create 4-bar melodies in simple time using treble staff. b)appreciate melodies composed by self and others	<b>Learners in groups to create</b> 4-bar melodies in 2/4,3/4 and4/4 times with leaps not exceeding a major 3rd using the note values learnt and in C,G,D and A major Individually sing the melodies created to the rest of the class for peer review and feedback from others.,	What constitutes a good melody?	<b>Performing Arts by Klb pg 112-115</b> <b>Pictures</b> <b>Digital devices</b> <b>Computing devices</b>	<b>Oral questions</b> <b>Oral Report</b> <b>Observation.</b>	
	3	CREATING	Melody(improvising melodies)	By the end of the lesson the learner should be able to: a)sing melodies created by self and others.	<b>Learners in groups to use music notation software to create melodies.</b> Use digital devices to record own and others'melodies for sharing and peer review.	<b>What constitutes a good melody?</b>	<b>Performing Arts by Klb pg 115-119</b> <b>Pictures</b> <b>Digital devices</b> <b>Computing devices</b>	<b>Oral questions</b> <b>Oral Report</b> <b>Observation.</b>	
13	<b><i>END OF TERM ASSESSMENT AND REVISION</i></b>								