We ek	L es so	Strand	Sub- strand	Specific-Learning outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessm ent Method	Reflectio n
1	n			ODENING A	ND RECEIVING LEARNERS			S	
2	1-3	Performing Arts Basic Elements	Connection Across Learning Area	By the end of the lesson, the learner should be able to:	The learner is guided to: > Watch live or recorded	1. How do the Performing Arts and other learning areas support each other? 2. What is the linkage between Performing Arts and other learning areas??	 books ICT devices Observation n checklist Anecdotal record Portfolio Rating 	Assignme nts Participat ory assessme nt Peer assessme nt Assessme nt rubrics Oral tests Written tests Field reports project	
3	1-3	Performing Arts Basic Elements	Rhythm	By the end of the lesson, the learner should be able to: a. Perform rhythmic patterns involving tied and dotted notes and their corresponding rests, b. Write rhythmic patterns involving tied and dotted notes in simple time, c. Group rhythms involving tied and dotted notes bin simple time, d. Writes rhythmic patterns in	The learner is guided to: ✓ Listen to or sing/play music involving tied and dotted notes (the dotted minim, dotted crotchet & a quaver, and dotted quaver & a semiquaver) and the corresponding rests and identifies them, ✓ Describe the effect of note extension on rhythmic patterns, ✓ Recite rhythmic patterns involving tied and dotted notes using the French rhythm names (taa-aa-aa, ta-a-te, ta-e-fe), ✓ Clap or tap, individually and in	3. How do note extensions enhance rhythmic variation in music?	Sheet music Flashcards of rhythmic patterns Audio/visual recordings Portfolio Anecdotal records Exercise books Pitching devices OUP, Performing Arts Grade	Assignme nts Participat ory assessme nt Peer assessme nt Assessme nt rubrics Oral tests Written tests	

4	1-	Performing Arts Basic	Pitch	simple time, incorporating dotted notes and their corresponding rests from dictation, e. Appreciate the use of note extensions in music. By the end of the lesson, the	pairs, rhythmic patterns involving tied and dotted notes and their corresponding rests, Write rhythms involving tied and dotted notes and their rests, Group rhythms involving tied and dotted notes and their rests, Aurally recognise rhythmic patterns with tied and dotted notes in music The learner is guided to: Sing or play familiar melodies in Sh.Learner's Book,Pg.6-10 Practical tests Field reports Project Practical tests The learner is guided to: 1. What is the relationship Telationship Song books Assignme Ict devices	
	3	Elements		a) By the end of the sub strand, the learner should be able to: a)read music notes on the bass staff, b) Write music notes on the bass staff, c) Construct diatonic major scale on treble and bass stave, d) Perform simple melodies in diatonic major scale in simple time, e) Describe melodic intervals in a diatonic major scale, f) Appreciate music written in different keys	Sing or play familiar melodies in treble and bass registers and compare the two. Draw the bass clef on a staff and name the lines and spaces. Practise writing and naming notes with accidentals on bass staff, Construct the diatonic major scales (F, B flat, E flat, and A flat major) on treble and bass staves with and without key signatures, Individually or in groups sing with the aid of a pitching instrument or play the scales of F, B flat, E flat, and A flat major ascending and descending, Visually recognise key signatures of F, B flat, E flat and A flat major in music excerpts, Sings or plays simple melodies in different keys, Sings/plays/listens to songs/melodies with intervals as perfect 4th, perfect 5th and perfect octave, and identifies them, Uses digital devices and musical between the treble staff and bass staff? Songbooks Melodic instruments Sheet music Observation checklist not nustruments Sheet music Observation checklist not instruments Portfolio Assessme nt rubrics Oral tests Written tests Flashcards of rhythmic patterns, hand signs, melodies, and sol-fa name Audio-visuals Field reports Project Audio-visuals Field reports Portfolio Assessme nt rubrics Oral tests Written tests Field reports Project Audio-visuals Field reports Portfolio Assessme nt rubrics Oral tests Written tests Field reports Project Audio-visuals Field reports Project	

					√	instruments to sound melodic intervals of the perfect 4th, perfect 5 and perfect octave in a major diatonic scale and aurally identifies them, Individually and in groups, discuss and write down intervals dictated to them using solfa names and staff notation and appraise each other			
5	1-3	Performing Arts Basic Elements	Cultural Creative Dances	By the end of the lesson, the learner should be able to: a. Describe the elements of a cultural creative dance, b. Develop a plot for a creative cultural dance addressing a societal issue, c. Discuss the role of songs and instruments in a cultural creative dance, d. Make simple dance movements to varied cultural idioms, e. Recognize the functions of cultural creative dance in society	\[\lambda \]	e learner is guided to: Discuss in a group what a cultural creative dance is and identify its features (music, dance, story, costumes, and décor), Research, in groups and explain how pertinent issues in the community can be addressed through cultural creative dance, Watch video clips or live performances and discuss the dramatic elements of the plot (beginning, conflict, rising action, climax, falling action, and resolution)in cultural creative dance, Research and sing songs from different cultural backgrounds that can be used in cultural creative utilized, Research and discuss the role of songs and musical instruments in a cultural creative dance, Manipulate body and space to make simple dance movements in different cultural idioms, In pairs, demonstrate meaningful, synchronized dance steps and movements depicting a given action in a cultural creative dance In groups or entire class visit theatre halls, attend festivals and cultural ceremonies to watch dance performances and appreciate the functions of cultural creative dance	1. What role does a cultural creative dance play in the community? 2. How are the features of a cultural creative dance integrated with its development?	Written questions Oral questions Rating scales Question naire Project Oral presentati ons Assignme nts Participat ory assessme nt	

6 7	1-3	MIDTERM Performing Arts Basic Elements	Public Speaking	By the end of the lesson, the learner should be able to: a) Discuss the elements of a good public speech, b) Outline the organization of a public speech, c) Illustrate how a speaker organizes language for effective communication with a target audience, d) Value public speaking as a tool of communication.	The	in society dance, Watch live or/recorded performances of artists playing musical instruments and identify the instruments and the skills e learner is guided to: Watch and listen to diverse live or recorded sample speeches, in groups, to identify elements of good public speaking, Research using digital devices or other sources to identify topics and contexts that can be explored in public speaking to address issues affecting society, in pairs or groups, Discuss the structure of a public speech, Research on famous speeches by re- known speakers and write a report on their choice and organization of language, and their interaction with the audience, Evaluate in pairs, the qualities of a good public speaker.	1. How can public speaking address issues	Charts Digital devices Audio-visuals Excerpts of public speeches Resource person Flash cards Autocues Exercise books Observation checklist Portfolio Anecdotal records Observation schedule OUP, Performing Arts Grade 8,Learner's	Written questions Oral questions Rating scales Question naire Project Oral presentati ons Assignme nts Participat ory assessme nt	
8	1-3	Performing Arts Basic Elements	Short Play	By the end of the lesson, the learner should be able to: a. Outline elements of theatre in a short play, b. Sketch a storyline of a short play from a script or performance, c. Discuss the significance of costume and scenic design in play-acting, d. Appreciate the short play as a medium for addressing pertinent and contemporary issues in society	The √ ✓	e learner is guided to: Watch a live or recorded performance of a short play and explain the theatre elements (subject matter, setting, characters, story, language, scenery, costume, action, sound, and audience)in a short play, Research and explain the meaning of a short play to the plenary, Watch or listen to a short play and narrate its story and discuss the message in the play, Read a script of a short play and sketch its major milestones,	1. How do the various theatre elements contribute to the development of a short play? 2. What is the relationship between character, role and actor?	8,Learner's Book,Pg.19-21 Charts Digital devices Audio-visuals Excerpts of public speeches Resource person Flash cards Autocues Exercise books Observation checklist Portfolio Anecdotal	Written questions Oral questions Rating scales Question naire Project Oral presentati ons Assignme	

					\[\lambda \]	Visit a theatre or performance space and describe the different sections of the stage, Role-play scenarios in a theatrical space and discuss the relationship between character, role and actor, Research on the internet or other sources and explain the importance of costume and scenic design in the		records Observation schedule OUP, Performing Arts Grade 8,Learner's Book,Pg.22-24	nts Participat ory assessme nt	
9	1-3	Creating	Melody	By the end of the lesson, the learner should be able to: a. Identify question and answer phrases in given melodies, b. Improvise answering phrases to given opening phrases in simple time, c. Create 4-bar melodies on treble staff in major keys and simple time for self-expression, d. Perform melodies created by self and others for self-appreciation, e. Appreciate melodies composed by self and others	•	The learner is guided to: Individually and in groups, sing familiar tunes using tonic sol-fa, hand signs and identify the question and answer phrases, Create by rote question and answer phrases in pair and group in , , and time Add pitch to previously created 4-bar rhythms with appropriate beginning and ending notes Individually and in groups sing/play given 4-bar melodies in , , and time with intervals of up to a perfect 5thincorporating dotted notes in the keys of F, B flat, E flat, and A flat major, Create 4 -bar melodies consisting of two, 2-bar phrases using question-answer techniques in , , and time including leaps of up to a perfect 5th using the note values learnt and in F, B flat, E flat and A flat major, Individually and in pairs sing/play the melodies created observing proper phrasing to give and receive feedback from peers for improvement,	melody?	Song books Ict devices Internet connectivity Songbooks Melodic instruments Sheet music Observation checklist Portfolio Anecdotal records Flashcards with lyrics of songs Audio-visuals OUP, Performing Arts Grade 8,Learner's Book,Pg.25-28	Oral tests Aural tests Written tests Assignme nts Practical tests	

				✓	Use music notation software/apps to notate and create 4-bar melodies in the learnt keys and play them back, Use digital devices to record own and others' melodies for sharing and peer review				
10	1-3	Creating	Cultural Creative Dance	 *	learner is guided to: Brainstorm on the process of creating a cultural creative dance based on own ideas and those sourced from the community, in groups, Research on pertinent and contemporary issues that affect society and select one to address in a cultural creative dance in groups, Sketch a storyline based on the chosen theme emphasizing danceable milestones in groups, Explore different cultural backgrounds in Kenya for songs, musical instruments, dance styles, artifacts among others, Select an ethnic source to provide the main language and the dominant musical idiom for the cultural creative dance, Select, compose or adapt in groups relevant songs to develop the theme and plot of the cultural creative dance within the selected idiom. Watch video/live performances of cultural creative dances to observe how dancers use body and space in creating patterns and formations. Demonstrate the use of body and space to create patterns and formations for a cultural creative dance, in a group. Source and design costumes,	1. How can we use a cultural creative dance to address pertinent issues in society? 2. How does the use of music, character, body, and space develop the storyline in the cultural creative dance? 3. How does a cultural creative dance exploit the diversity of musical ideas in the Kenyan society?	Charts Digital devices Audio-visuals Excerpts of public speeches Resource person Flash cards Autocues Musical instruments Exercise books Observation checklist Portfolio Anecdotal records OUP, Performing Arts Grade 8,Learner's Book,Pg.29-30	Oral tests Written tests Assignme nts Field work reports Participat ory assessme nt Peer assessme nt Self assessme nt Assessme nt rubrics	

11	1-3	Creating	Public Speaking	By the end of the lesson, the learner should be able to: a. Identify a theme to be developed into a speech, b. Prepare a logically structured speech using suitable language, c. Recognize public speaking as a means of addressing pertinent issues in society. By the end of the lesson, the learner	\[\lambda \]	ornaments, props, and makeup that will help portray character, mood and colour in the dance created. Write a script of the cultural creative dance outlining: the dance story, songs, action, characters, patterns, formations, and the structure of the performance, Make a rehearsal schedule outlining activities to be carried out at specific times, in a group. The learner is guided to: Research and identify topics while observing ethics suitable for developing a speech to effectively articulate a given theme, Use digital equipment or locally available materials to create graphics to enhance speech delivery, Listen to public speeches of renowned speakers on diverse topics (legal, political, socioeconomic) and discuss how to organize ideas in a public speech, Draft and organize ideas logically to develop the structure (introduction, body and conclusion) of the speech, Discuss the appropriate use of language in devising a public speech, Develop a speech addressing The learner is guided to:	1. What do you consider when devising a public speech? 2. How does the appropriate choice of words contribute to a good speech? 3. What do you consider when editing a speech?	Charts Digital devices Audio-visuals Excerpts of public speeches Resource person Flash cards Autocues Exercise books Observation checklist Portfolio Anecdotal records Observation schedule OUP, Performing Arts Grade 8,Learner's Book,Pg.31-35	Written questions Oral questions Rating scales Question naire Project Oral presentati ons Assignme nts Participat ory assessme nt	
	3		Play	should be able to:a. Describe the elements of a short play in a script,	✓	Read a script of/watch a short play and, in a group, discuss	makes a good short play?	Digital devices Audio-visuals Excerpts of	questions Oral	

		 b. Develop a scenario with a clear storyline for a short play, c. Write a 2 to 5 minute script for a short play with clear characters, d. Gain interest in creating a script for a short play 		elements of the short play (story, plot, conflict, characters, language and style, theme, and setting), Research, in a group on a pertinent and contemporary issue from society that can be developed into a short play for example consumer education, Discuss, with guidance, what conflict is and how it develops plot, Brainstorm in groups, how characters in the scenario contribute to the development of conflict, Watch a play, live or recorded to describe setting and character development, Describe a scenario with a clear theme, characters and setting, Explain how characters in the scenario contribute to the development of conflict, Develop dialogue and actions for characters in the scenario on consumer awareness, Create a script for a short play with a clear plot, well-defined characters and clear setting, Watch live or recorded performances and discuss the environment that the play is performed in, how it has been constructed and how it suggests meaning	the plot of a short play? 3. Which scenarios can be developed into a short play on types of consumers in society?	public speeches Resource person Flash cards Autocues Exercise books Observation checklist Portfolio Anecdotal records Observation schedule OUP, Performing Arts Grade 8,Learner's Book,Pg.35-36	questions Rating scales Question naire Project Oral presentati ons Assignme nts Participat ory assessme nt	
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13 ENDTERM ASSESSMENT
14 CLOSING THE SCHOOL