

RATIONALIZED CREATIVE ARTS AND SPORTS TERM 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

WEEK 1: LESSON 1

Strand: Foundation of Creative Arts and Sports

Sub Strand: Introduction to Creative Arts and Sports

Specific Learning Outcomes:

- By the end of the lesson, students should be able to:

1. Identify the categories of Creative Arts and Sports.
2. Describe the categories of Creative Arts and Sports.
3. Search the internet for actual or virtual activities in the fields of Creative Arts and Sports.
4. Appreciate the categories of Creative Arts and Sports.

Key Inquiry Question(s):

- What are the categories of Creative Arts and Sports?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn	• Respect • Citizenship • Responsibility • Love • Unity	• Social cohesion • Social awareness skills • Environmental Education • Lifestyle diseases

Learning Resources:

-Video clips

- Digital devices

- Internet access

Organisation of Learning:

Introduction (5 minutes):

- Briefly review last lesson content related to Creative Arts or Sports.
- Ask students to share what they remember.
- Introduce the day's objectives and explain the importance of understanding the categories of Creative Arts and Sports.

Lesson Development (30 minutes):

Step 1: Watch Video Clips

- Divide students into small groups.
- Each group watches short video clips showcasing different activities in Creative Arts (like music, painting, dance) and Sports (like soccer, basketball, athletics).
- Encourage groups to note down the types of activities they see.

Step 2: Identify Categories

- After watching the clips, each group discusses and identifies at least three categories of Creative Arts and Sports.
- Provide guiding questions: What types of activities did you see? How can they be grouped?
- Groups write down their identified categories on a shared document or on the board.

Step 3: Research Activities

- Using their digital devices, groups search the internet for one actual or virtual activity related to each of the categories they identified.
- They should look for a wide range of examples, including local events, online classes, or famous artists and athletes.

Step 4: Present Findings

- Each group takes turns presenting their categories and sharing one activity they found online.
- Encourage students to ask questions after each presentation to foster discussion.

Conclusion (5 minutes):

- Summarize the key points discussed in the lesson, reiterating the identified categories of Creative Arts and Sports. Conduct a brief interactive quiz or a few questions, such as “Can anyone name a sport from the category you discussed?”
- Preview the next session, hinting at exploring individual expressions in the Creative Arts and Sports fields.

Extended Activities:

1. Creative Arts Project: Students can create a poster or digital presentation showcasing one category of Creative Arts, including examples from their research.
2. Sports Day Planning: In groups, students can plan a mini sports day event, selecting different sports to include and explaining why they chose them.
3. Artistic Expression: Encourage students to try out a new art form (like drawing, dance, or crafting) and prepare to share their experience in the next class.

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Foundation of Creative Arts and Sports

Sub Strand: Introduction to Creative Arts and Sports

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Outline the relationships among the categories of Creative Arts and Sports.
2. Discuss the relationship among these categories.
3. Search the internet for more information on the relationship among Creative Arts and Sports.
4. Acknowledge the relationship among Creative Arts and Sports.

Key Inquiry Question:

- How are the categories of Creative Arts and Sports related?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn	• Respect • Citizenship • Responsibility • Love • Unity	• Social cohesion • Social awareness skills • Environmental Education • Lifestyle diseases

Learning Resources:

- Digital Devices (tablets/laptops)
- Teacher's Notes

- Relevant articles and videos on Creative Arts and Sports

Organisation of Learning:

Introduction (5 minutes):

- Briefly review the previous lesson, reinforcing key concepts previously covered in Creative Arts and Sports.
- Introduce today's key inquiry question and set the context for the lesson. Encourage students to share their prior knowledge and experiences related to Creative Arts and Sports.

Lesson Development (30 minutes):

Step 1: Outline Relationships

- In pairs, learners will identify and outline the main categories of Creative Arts (such as Music, Visual Arts, Dance, Theatre) and Sports.
- Each pair will write a brief outline on the board or in their notebooks showing connections they can think of (e.g., how music influences dance, or how visual arts can be seen in sports uniforms).

Step 2: Group Discussion

- Groups will discuss how the identified categories interact with each other.
- Prompt them to think about specific examples (e.g., creating a theme for a sports event with visual arts and music).
- Each group will share one example with the class and discuss their thoughts.

Step 3: Internet Research

- Using digital devices, students will search the internet for more information regarding the relationships between Creative Arts and Sports.
- They should look for articles, videos, or case studies that illustrate the connections and synthesis between the two.

Step 4: Share Findings

- Allow each group a brief moment to share one interesting finding from their internet research.
- Encourage discussion and clarify any misunderstood concepts through class engagement.

Conclusion (5 minutes):

- Summarize key points discussed in the lesson regarding the relationships among Creative Arts and Sports.
- Conduct a brief interactive activity, such as a Think-Pair-Share, where students share what they've learned with a partner.
- Prepare learners for the next session by previewing upcoming topics or questions like, "What creative skills can enhance performance in sports?"

Extended Activities:

1. Create a Project: Learners can create a project that showcases a synergy between a category of Creative Arts and a sport (e.g., a short dance performance inspired by a particular sport).
2. Guest Speaker: Invite a local artist or athlete to discuss how Creative Arts influence Sports, providing a real-world connection.
3. Research Assignment: Learners can choose a specific sport or art form and write a report on how they intersect, including historical perspectives or case studies.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Foundation of Creative Arts and Sports

Sub Strand: Introduction to Creative Arts and Sports

Specific Learning Outcomes:

- By the end of the lesson, the learners should be able to:

- 1.Create a chart on the categories of Creative Arts and Sports.
- 2.Appreciate the categories of Creative Arts and Sports.

Key Inquiry Question(s):

- What are the categories of Creative Arts and Sports?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn	• Respect • Citizenship • Responsibility • Love • Unity	• Social cohesion • Social awareness skills • Environmental Education • Lifestyle diseases

Learning Resources:

- Manila papers
- Pictures/images related to Creative Arts and Sports
- Glue

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson to activate prior knowledge.
- Engage the class in a brief discussion to connect old concepts to new ones, focusing on the categories of art and sports.
- Distribute relevant images and ask students to identify them, thereby introducing the key concepts of the day.

Lesson Development (30 minutes):

Step 1: Group Formation and Image Collection

- Divide the class into small groups (4-5 students each).
- Assign each group a category of Creative Arts and Sports (for example: Visual Arts, Performing Arts, Sports Activities).
- Allow groups to browse through images/pictures and select those that best represent their assigned category.

Step 2: Chart Creation

- Each group receives a piece of Manila paper.
- Students work collaboratively to paste the chosen images onto the Manila paper, arranging them neatly under the corresponding category.
- Encourage creativity; students can also write short descriptions for their images if time permits.

Step 3: Decoration

- Once the charts are assembled, provide art supplies for groups to decorate their charts.
- Encourage them to use colors, drawings, or patterns that represent the spirit of their categories.

Step 4: Display and Reflection

- Groups display their completed charts around the classroom.
- Invite groups to present their charts briefly, explaining the images they chose and why they represent the category effectively.

Conclusion (5 minutes):

- Summarize the key points covered in the lesson, revisiting categories of Creative Arts and Sports discussed.
- Facilitate a brief interactive activity such as a "Gallery Walk," where students can walk around and give positive feedback on each other's work.
- Provide a preview of the next session, teasing topics such as the history of a specific art form or sport.

Extended Activities:

- Artistic Exploration: Assign students to choose one category of Creative Arts or Sports and create a piece (drawing, essay, or performance) that represents what they learned. This can be shared in the next class.
- Research Project: Have students research a famous artist or sports figure and present their findings (e.g., style, achievements) in a creative medium, like a poster or digital presentation.

Teacher Self-Evaluation:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Foundation of Creative Arts and Sports

Sub Strand: Introduction to Creative Arts and Sports

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify the roles of Creative arts and sports in society.
2. Discuss the roles of Creative arts and sports in society.
3. Prepare posters to show the roles of creative arts and sports in society.
4. Acknowledge the roles played by Creative arts and Sports in society.

Key Inquiry Question:

- What are the roles played by creative arts and sports in society?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn	• Respect • Citizenship • Responsibility • Love • Unity	• Social cohesion • Social awareness skills • Environmental Education • Lifestyle diseases

Learning Resources:

- Teacher's Notes

- Digital Devices (tablets/computers)
- Internet access
- Art supplies for poster creation (markers, paper, scissors, glue, etc.)

Organisation of Learning:

Introduction (5 minutes):

- Begin the lesson by reviewing the previous session about creative arts and sports and their impact on personal development.
- Conduct a short discussion by asking students what they remember about this topic.
- Introduce the key inquiry question and highlight that today, they will explore the roles of creative arts and sports in society.

Lesson Development (30 minutes):

Step 1: Brainstorming

- Divide the class into small groups of 4–5 students.
- Have them brainstorm and write down all the roles they think creative arts and sports play in society on a piece of paper.
- Encourage each group to think broadly, considering different aspects like cultural, economic, and social effects.

Step 2: Group Discussion

- In their groups, have students discuss and share their ideas from Step 1.
- Facilitate a quick round of sharing, where one representative from each group explains their top three ideas to the class.

Step 3: Research

- Guide students to use digital devices to search for additional information on the internet regarding the roles of creative arts and sports in society.

- Suggest reliable websites or online articles to aid their research and make notes of their findings.

Step 4: Poster Preparation

- After research, instruct groups to create a poster that visually represents the roles of creative arts and sports in society.
- Encourage creativity in their designs, using images, drawings, and keywords to effectively convey their message.

Conclusion (5 minutes):

- Summarize the key points discussed in the lesson, emphasizing the importance of creative arts and sports in society.
- Conduct a brief interactive activity, such as a "gallery walk," where groups walk around to view and discuss each other's posters.
- Preview the next session's topic, highlighting the significance of a particular art form or sport they will focus on.

Extended Activities:

1. Reflection Journal: Ask students to write a short paragraph reflecting on what they learned about the roles of creative arts and sports in society and how they can participate in these activities within the community.
2. Community Engagement: Encourage students to attend a local arts event or sporting event and report back on how it connects to their learning.
3. Interviews: Have students interview a family member or friend about their views on the importance of creative arts or sports in society, then present their findings to the class.

Teacher Self-Evaluation:

WEEK 1: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Foundation of Creative Arts and Sports

Sub Strand: Components of Creative Arts and Sports

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify the elements of Visual Arts from a collection of artworks.
2. Describe the components of Visual Arts.
3. Search the internet for information on the components of Visual Arts.
4. Appreciate the components of Visual Arts.

Key Inquiry Question(s):

What are the elements of Visual Arts?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn	• Respect • Citizenship • Responsibility • Love • Unity	• Social cohesion • Social awareness skills • Environmental Education • Lifestyle diseases

Learning Resources:

- Teacher's Notes

- Internet
- Artworks (printed or digital)
- Charts
- Digital devices (tablets or computers)

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson, discussing any key takeaways or concepts.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts: elements and components of Visual Arts.

Lesson Development (30 minutes):

Step 1: Group Formation and Artwork Collection

- Organize students into small groups.
- Each group chooses a selection of artworks (can be provided by the teacher or sourced from digital resources).
- Groups will take a few minutes to observe and discuss their collected artworks.

Step 2: Identification of Elements

- In their groups, learners will identify and list the elements of Visual Arts found in the selected artworks.
- Remind students to consider aspects such as color, line, shape, texture, space, and form.

Step 3: Research on Components

- Each group will use digital devices to search the internet for more information on the components of Visual Arts.

- Students will look for definitions and examples to deepen their understanding.

Step 4: Chart Preparation

- Students prepare a chart that visually represents the elements and components of Visual Arts based on their findings and discussions.
- Encourage creativity in how they present this information (e.g., using colors, drawings, or diagrams).

Conclusion (5 minutes):

- Summarize the key points addressed during the lesson, highlighting the elements and components of Visual Arts.
- Conduct a brief interactive activity such as a quick quiz or think-pair-share to reinforce the main topics discussed.
- Prepare learners for the next session: encourage them to think about how they might apply elements of Visual Arts in their own creative projects.

Extended Activities:

- Art Exploration: Assign students the task of creating their own piece of visual art, incorporating at least three different elements they learned about.
- Virtual Gallery Walk: Have students find an online gallery or museum and prepare a short presentation on what elements of Visual Arts they observe and appreciate in a specific artwork.
- Art Appreciation Journal: Encourage students to keep a journal where they sketch or describe artworks they encounter over a week at home or in their community, focusing on elements discussed in class.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Foundation of Creative Arts and Sports

Sub Strand: Components of Creative Arts and Sports

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify the principles of visual arts from artworks.
2. Describe the principles of visual arts using artworks.
3. Search the internet for artworks showing the principles of visual arts.
4. Appreciate the principles of visual arts.

Key Inquiry Questions:

- What are the principles of visual arts?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn	• Respect • Citizenship • Responsibility • Love • Unity	• Social cohesion • Social awareness skills • Environmental Education • Lifestyle diseases

Learning Resources:

- Artworks

- Teacher's Notes
- Pictures
- Internet
- Digital devices

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson's key points on creative arts.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of key concepts related to visual arts principles.

Lesson Development (30 minutes):

Step 1: Identifying Principles

- In groups of 3-4, learners will examine a selection of provided artworks.
- Each group will identify at least three principles of visual arts (e.g., balance, contrast, unity) present in the artworks and make notes.

Step 2: Describing Principles

- Groups will describe the identified principles using specific examples from the artworks they analyzed.
- Each group will prepare a short presentation to explain how these principles are reflected in their chosen artwork.

Step 3: Internet Research

- Learners will use digital devices to search the internet for artworks that illustrate the principles of visual arts discussed.
- They should find at least one artwork per group that exemplifies a principle identified earlier.

Step 4: Group Discussion

- Groups will regroup to share their findings and discuss how their curated artworks represent the principles.
- Encourage discussion about why understanding these principles is important in appreciating visual arts.

Conclusion (5 minutes):

- Summarize key points from each group, reinforcing the principles discussed.
- Conduct an interactive quiz or use a visual arts term flashcard game to reinforce learning.
- Prepare learners for the next session by introducing the upcoming topic of emotional expression in visual arts and prompt them to think about how art can convey feelings.

Extended Activities:

- Art Creation Assignment: Learners can create their own artwork that reflects one or more principles of visual arts and write a short description of how the principles are used in their creation.
- Gallery Walk: Set up a classroom gallery where learners can display their artwork and critique each others' works based on the principles learned.
- Art Appreciation Essays: Write a one-page essay on a chosen artwork that demonstrates an understanding of visual arts principles, explaining how each principle is represented.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Foundation of Creative Arts and Sports

Sub Strand: Components of Creative Arts and Sports

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify the elements of a story.
2. Describe the elements of a story.
3. Appreciate the elements of a story.

Key Inquiry Question(s):

- What are the elements of a story?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn	• Respect • Citizenship • Responsibility • Love • Unity	• Social cohesion • Social awareness skills • Environmental Education • Lifestyle diseases

Learning Resources:

- Teacher's Notes
- Internet

- Digital devices
- Storybooks

Organisation of Learning:

Introduction (5 minutes):

- Begin with a brief review of the previous lesson.
- Ask students to share what they remember about storytelling.
- Guide learners to read and discuss relevant content from the learning resources, especially focusing on the elements of a story.

Lesson Development (30 minutes):

Step 1: Brainstorming

- Divide the class into small groups.
- Instruct each group to look at a storybook and brainstorm the elements they can identify. Elements to consider: characters, setting, plot, conflict, and resolution.

Step 2: Description

- Each group will take turns sharing their findings with the class.
- While one group presents, the others will take notes. Encourage students to be descriptive about the elements they found in the storybook, explaining how each element contributes to the overall story.

Step 3: Research

- Using digital devices, have each group search online for additional information about the elements of a story.
- They should look for definitions and examples that deepen their understanding. Groups can create a quick summary of their findings.

Step 4: Sharing and Discussion

- Allow each group to share a new insight they discovered during their research.
- Facilitate a class discussion based on their findings to reinforce the concepts.

Conclusion (5 minutes):

- Summarize the key points discussed in the lesson regarding the elements of a story.
- Conduct a brief, interactive activity, such as a quick quiz or a 'story element bingo', to reinforce the main topics.
- Provide learners a preview of the next session, which will involve creating their own short stories using the learned elements, and consider questions like “How can we create our own unique characters?”

Extended Activities:

- Encourage students to write a short story or a summary of their favorite book, ensuring they clearly identify and describe each element of the story.
- Organize a read-aloud session where students can share their stories with the class, highlighting their chosen elements.
- Create a visual poster project as a group that presents the elements of a story using popular stories or movies as examples.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Foundation of Creative Arts and Sports

Sub Strand: Components of Creative Arts and Sports

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify the components of physical fitness.
2. Describe the components of physical fitness.
3. Search for video clips that demonstrate exercises related to physical fitness components.
4. Appreciate the importance of physical fitness for individuals.

Key Inquiry Question(s):

- What are the components of physical fitness?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn	• Respect • Citizenship • Responsibility • Love • Unity	• Social cohesion • Social awareness skills • Environmental Education • Lifestyle diseases

Learning Resources:

- Top Scholar Physical Education and Sports, pages 66-67

- Video clips
- Digital devices (e.g., tablets, computers)
- Teacher's Notes

Organisation of Learning:

Introduction (5 minutes):

- Begin with a brief review of the previous lesson, asking students to recall what they learned.
- Introduce today's topic by guiding learners to read and discuss the relevant sections from the learning resources. Emphasize the essential components of physical fitness.

Lesson Development (30 minutes):

Step 1: Identifying Components

- As a class, discuss the key components of physical fitness (e.g., muscular strength, endurance, flexibility, body composition, cardiovascular fitness).
- Ask each student to write down one component and share it with the class.

Step 2: Describing Components

- In groups of 4-5, learners discuss each component's meaning and importance.
- Assign each group a component to describe, focusing on how it benefits overall fitness and health. Groups will prepare short explanations to present to the class.

Step 3: Searching for Video Clips

- Guide learners in using digital devices to search for video clips that showcase exercises for each component of physical fitness.
- Encourage them to look for different types of exercises (e.g., stretching for flexibility, running for cardiovascular endurance).

Step 4: Sharing and Discussing

- Have each group share their findings, including a brief description of their chosen exercise video.
- Encourage classmates to ask questions or suggest similar exercises.

Conclusion (5 minutes):

- Summarize the key points discussed: the definition and importance of each component of physical fitness.
- Conduct a brief interactive activity, like a quick quiz or a "physical fitness charades," where students act out exercises related to the components learned.
- Preview the next session, which will focus on creating personalized fitness plans.

Extended Activities:

- Fitness Journal: Students maintain a fitness journal over a week, documenting daily activities and exercises related to each component of physical fitness.
- Create an Exercise Poster: Learners create a poster that illustrates each component of physical fitness, including descriptions and example exercises.

Teacher Self-Evaluation:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Foundation of Creative Arts and Sports

Sub Strand: Components of Creative Arts and Sports

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Outline fitness exercises that enhance coordination.
2. Search and watch clips on physical exercises that enhance coordination.
3. Perform physical exercises that enhance coordination.
4. Enjoy doing the physical exercises that enhance coordination.

Key Inquiry Question:

- What activities can one perform to enhance coordination?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn	• Respect • Citizenship • Responsibility • Love • Unity	• Social cohesion • Social awareness skills • Environmental Education • Lifestyle diseases

Learning Resources:

- Video clips

- Top Scholar Physical Education and Sports pg 69
- Open field

Organisation of Learning:

Introduction (5 minutes):

- Begin with a brief review of the previous lesson related to fitness and sports.
- Encourage learners to read and discuss the relevant content from the learning resources, focusing on coordination exercises.

Lesson Development (30 minutes):

Step 1: Outline Exercises

- In groups, ask learners to discuss and outline various fitness exercises that enhance coordination. Provide examples to guide them, such as jumping jacks, skipping rope, or balance exercises.

Step 2: Watch Clips

- Show selected video clips demonstrating coordination exercises. Encourage learners to take notes on what they see, focusing on the movements and techniques used in each exercise.

Step 3: Practice Exercises

- Transition to the open field where learners can practice the coordination exercises discussed. Encourage them to work in pairs or small groups to practice and give each other feedback.

Step 4: Reflect on Enjoyment

- After practicing, gather learners to reflect on their experience. Ask them questions such as: Which exercises did they enjoy the most? Why is coordination important in sports?

Conclusion (5 minutes):

- Summarize the key points from the lesson, reinforcing what was learned about coordination exercises.
- Conduct a brief interactive activity, such as a quick game that involves coordination, to reinforce the main topics.
- Preview the next session, hinting at exploring the importance of team sports or the role of creativity in sports.

Extended Activities:

- Encourage learners to create their own simple routine of coordination exercises to share in the next class.
- Assign them to watch an additional sports video at home that demonstrates coordination and prepare to discuss it in the next lesson.
- Organize a mini sports day where students can showcase their coordination skills through various fun activities.

Teacher Self-Evaluation:

WEEK 2: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Foundation of Creative Arts and Sports

Sub Strand: Components of Creative Arts and Sports

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify the physical fitness exercises that enhance strength.
2. Search the internet for clips on the physical fitness exercises that enhance strength.
3. Perform physical fitness exercises that enhance strength.
4. Enjoy performing the physical fitness exercises that enhance strength.

Key Inquiry Question:

- Which physical fitness exercises can one perform to enhance strength?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn	• Respect • Citizenship • Responsibility • Love • Unity	• Social cohesion • Social awareness skills • Environmental Education • Lifestyle diseases

Learning Resources:

- Open field
- Digital devices (tablets or laptops)

- Video clips

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson about the importance of physical fitness. Ask students to share any exercises they remember.
- Introduce the focus of today's lesson: exercises that enhance strength. Guide learners to read and discuss relevant content available on their digital devices, emphasizing the importance of strength in physical fitness.

Lesson Development (30 minutes):

Step 1: Group Videos

- Organize students into small groups. Each group will use digital devices to search for and watch video clips demonstrating physical fitness exercises that enhance strength. Each group should select at least two exercises to focus on.

Step 2: Identify Exercises

- After watching the clips, groups will discuss and list the exercises they viewed that enhance strength. They should consider the muscles targeted and the benefits of each exercise.

Step 3: Demonstration and Practice

- In their groups, students will take turns demonstrating the exercises they identified to their peers. Visit each group to guide them and ensure they are performing the exercises safely and correctly.

Step 4: Group Practice

- Allow groups to choose their favorite exercises from the list and perform them together in the open field. Encourage them to have fun and cheer for each other, reinforcing a positive attitude toward physical activity.

Conclusion (5 minutes):

- Summarize the key points: what physical fitness exercises were identified, how they enhance strength, and how learners felt while performing them.
- Conduct a brief interactive activity, such as a question-and-answer session or a "strength exercise relay," to reinforce the main topics discussed.
- Prepare learners for the next session by previewing upcoming topics, such as the importance of flexibility in physical fitness.

Extended Activities:

1. Fitness Journal: Have students keep a fitness journal for one week, documenting their daily exercises that enhance strength along with their feelings and improvements over time.
2. Research Project: Assign students to research different strength training methods (e.g., using weights vs. bodyweight exercises) and present their findings in the next class.
3. Create a Fitness Video: Encourage students to collaborate in groups to create a short video demonstrating their chosen strength exercises, explaining the benefits and how to perform them correctly.

Teacher Self-Evaluation:

WEEK 3: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Foundation of Creative Arts and Sports

Sub Strand: Components of Creative Arts and Sports

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify the basic elements (pitch and rhythm) of music from a song.
2. Describe the basic elements of music from a song.
3. Appreciate the basic elements of music.

Key Inquiry Question:

- What are the basic elements of music?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn	• Respect • Citizenship • Responsibility • Love • Unity	• Social cohesion • Social awareness skills • Environmental Education • Lifestyle diseases

Learning Resources:

- Songs (selected by the teacher)
- Digital devices (tablets, phones, or computers)
- Speaker

- Teacher's Notes

Organisation of Learning:

Introduction (5 minutes):

- Begin with a quick review of the previous lesson related to music or creative arts.
- Ask students to share their favorite songs and discuss what they enjoy about them.
- Guide the class to read and discuss relevant content from teacher's notes that emphasizes pitch and rhythm as basic elements of music.

Lesson Development (30 minutes):

Step 1: Listening Activity

- Divide students into small groups and assign each group a song that includes clear examples of pitch and rhythm.
- Each group will use a digital device to listen to their assigned song, focusing on identifying the pitch and rhythm.

Step 2: Identifying Elements

- Groups will discuss among themselves to identify the following elements of their song:
- What is the pitch? (High or low sounds)
- What is the rhythm? (The beat or tempo of the music)
- Encourage them to think about how these elements contribute to the overall feel of the song.

Step 3: Describing Elements

- As a class, reconvene and have each group describe what they identified regarding pitch and rhythm in their song.
- Prompt them with questions if needed, like: "How does this pitch make you feel?" or "What about the rhythm makes you want to dance?"

Step 4: Appreciating Music

- Encourage groups to discuss how these basic elements enhance their enjoyment and appreciation of the song.
- Discuss how understanding these elements can make them better listeners and more informed about music in general.

Conclusion (5 minutes):

- Summarize key points: review pitch and rhythm and how they can be identified and appreciated in music.
- Conduct a brief interactive activity: Play a short clip of a new song and ask students to identify the pitch and rhythm elements together as a class.
- Preview the next session's topics on musical genres or instruments, fostering curiosity about what's to come.

Extended Activities:

1. Create Your Own Song: In pairs, students can create a simple song using different pitches and rhythms and perform it in front of the class.
2. Music Journal: Encourage students to keep a music journal where they note down songs they listen to each week, identifying the pitch and rhythm elements and how they impact their feelings about the song.
3. Research Assignment: Assign students to research one specific genre of music and present how pitch and rhythm vary across different songs within that genre.

Teacher Self-Evaluation:

WEEK 3: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Foundation of Creative Arts and Sports

Sub Strand: Components of Creative Arts and Sports

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Execute the basic elements of music (pitch and rhythm) by singing.
2. Enjoy singing songs while executing the pitch and rhythm.

Key Inquiry Question:

- How do you recognize and execute the basic elements of music?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn	• Respect • Citizenship • Responsibility • Love • Unity	• Social cohesion • Social awareness skills • Environmental Education • Lifestyle diseases

Learning Resources:

- Familiar song tunes
- Digital devices (tablets, smartphones, laptops)

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson on music elements and their importance in creative arts.
- Engage learners in a brief discussion to share what they remember about pitch and rhythm, using prompts to guide them.
- Introduce today's focus on singing with pitch and rhythm and what they will be doing in class.

Lesson Development (30 minutes):**Step 1:** Listening Exercise

- Play a few familiar tunes and have learners identify different pitches and rhythms.
- Discuss as a class how these elements are present in the songs.

Step 2: Singing in Pairs

- Divide learners into pairs and have them choose one familiar song to practice together.
- Instruct them to focus on recognizing pitch and maintaining rhythm while they sing.

Step 3: Recording Performance

- Each pair will use digital devices to record themselves singing their chosen song, paying attention to pitch and rhythm.
- Ensure they have time to reflect on their performance and make adjustments if needed.

Step 4: Group Showcase

- Invite pairs to share their recorded performances with the class.
- Encourage classmates to give constructive feedback on how well pitch and rhythm were executed.

Conclusion (5 minutes):

- Summarize the key points learned about music elements.
- Ask a few learners to share what they enjoyed about the activity and how they recognized pitch and rhythm in their singing.
- Preview the next lesson, which will focus on combining melody with movement in dance.

Extended Activities:

1. Songwriting Challenge: Assign learners to create their own short songs that incorporate distinct pitches and rhythms, which they can perform in a future class.
2. Music Video Project: Have learners create a music video that combines their song recordings with creative visuals to enhance the elements of pitch and rhythm.
3. Pitch and Rhythm Games: Organize fun rhythm games or pitch recognition quizzes that can be played in pairs or small groups to reinforce what they have learned.

Teacher Self-Evaluation:

WEEK 3: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Composing Rhythm

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Outline factors to consider in creating rhythmic patterns.
2. Describe the time signature in composing rhythm.
3. Search the internet for clips on time signatures.
4. Appreciate time signature in composing rhythm.

Key Inquiry Question(s):

- What constitutes rhythm in music?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self-esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support

		Programmes • Value in Sports
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Learning Resources:

- Video clips
- Digital devices
- Teacher's Notes
- Performing Arts textbook

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson by engaging students in a discussion about the basics of rhythm.
- Guide learners to read a short excerpt on rhythmic patterns from the Performing Arts textbook. Discuss the key concepts, focusing on rhythm and its importance in music.

Lesson Development (30 minutes):

Step 1:

- Listening Activity: In small groups, learners will listen to a selection of simple tunes (provided by the teacher).
- Task: Have each group jot down observations regarding the rhythm and any patterns they notice (e.g., beats, pauses, accents).

Step 2:

- Discussion on Rhythmic Patterns: Ask each group to share their observations with the class.

- Focus: Discuss the factors involved in creating rhythmic patterns like tempo, accents, and repetition.

Step 3:

- Introduction to Time Signatures: Present the concept of time signatures via a short explanation on the board.
- Activity: Each group will define time signatures (e.g., 4/4, 3/4) and discuss how it dictates the feel and structure of rhythmic patterns.

Step 4:

- Research Activity: Learners will use digital devices to search for video clips demonstrating different time signatures in popular music.
- Task: Groups will present one clip to the class and explain how the time signature influences the rhythm of the piece.

Conclusion (5 minutes):

- Summarize the key points discussed, particularly on rhythmic patterns and time signatures accomplished during the lesson.
- Conduct a quick interactive activity, such as a rhythmic clapping game where students practice clapping in different time signatures.
- Preview the next session's topic, generating curiosity about what to consider when composing their own rhythms.

Extended Activities:

- Rhythm Composition Project: Have students create their own simple rhythmic pattern using a specific time signature. They can notate it on paper and perform it for the class.
- Explore Cultural Rhythms: Students can research and present on a type of rhythmic music from a different culture, exploring how time signatures differ globally.
- Digital Compilation: Create a digital presentation using videos and audio clips of different rhythms, discussing how time signatures are used creatively across various musical pieces.

Teacher Self – Evaluation:

WEEK 3: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Composing Rhythm

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Describe values and rests in composing rhythmic patterns.
2. Search the internet for video clips showing values and rests in composing rhythmic patterns.
3. Acknowledge rests and values in the composition of rhythmic patterns.

Key Inquiry Question(s):

- How are values and rests used in composing rhythmic patterns?

Core competencies	values	PCI
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Digital devices

- Performing Arts Teacher's Notes
- Video clips
- Tunes

Organisation of Learning:

Introduction (5 minutes):

1. Review the Previous Lesson: Ask students what they remember about rhythm. Prompt discussion on any previous concepts related to rhythmic patterns.
2. Discuss Relevant Content: Introduce the day's focus on values and rests in rhythmic compositions. Use the Performing Arts Teacher's Notes to highlight key definitions and examples.

Lesson Development (30 minutes):

Step 1: Watch Video Clips

- Divide the students into small groups. Each group uses digital devices to find and watch video clips that explain musical values (like whole, half, quarter notes) and rests. Encourage them to discuss what they observe regarding how these elements contribute to rhythm.

Step 2: Group Discussion

- After viewing the clips, groups will discuss within their teams what they learned about values and rests. Guide them to identify examples from the videos that illustrate how these components are used in real compositions.

Step 3: Compose Rhythmic Patterns

- Each group will use the knowledge gained to create their own rhythmic pattern, incorporating a variety of values and rests. They can use percussion instruments, clapping, or tapping to illustrate their patterns.

Step 4: Group Presentations

- Have each group present their rhythmic composition to the class. Encourage feedback and discussion about the values and rests used in each group's performance.

Conclusion (5 minutes):

1. Summarize Key Points: Recap the values and rests in rhythmic compositions, emphasizing their importance.
2. Interactive Activity: Conduct a quick game where students clap out certain values and rests while the class guesses which one it is (e.g., clap once for a whole note, twice for a half note, etc.).
3. Preview Next Lesson: Introduce the idea of layering rhythms and rhythmic interplay for the next session, asking students to think about how they can build on their compositions.

Extended Activities:

- Rhythmic Pattern Journaling: Encourage students to create a journal entry where they compose three different rhythmic patterns using values and rests and provide a brief explanation of each.
- Rhythm Collaboration: Organize a "Rhythm Circle" where students can combine their patterns into a larger performance. This could be done in the next lesson.

Teacher Self-Evaluation:

WEEK 3: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Composing Rhythm

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Describe variations of notes as used in the composition of rhythmic patterns.
2. Search for clips on variation of notes in composing rhythmic patterns.
3. Appreciate variations of notes in composing rhythmic patterns.

Key Inquiry Question:

- How can one compose rhythmic patterns using the variation of notes?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Video clips of "Purple Haze"
- Digital devices (tablets, computers)
- Performing Arts textbook (pg relevant to rhythm composition)

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on basic rhythmic patterns.
- Guide learners in reading and discussing relevant content from the Performing Arts textbook, focusing on how variations in notes can change a rhythm.

Lesson Development (30 minutes):

Step 1: Watch and Analyze

- In groups, learners will watch a selected video clip that demonstrates variations of notes in rhythmic composition.
- Encourage discussion among group members about what they observe regarding different note types and their impact on rhythm.

Step 2: Group Discussion

- Discuss as a class the different variations of notes seen in the video.
- Prompt learners to describe how these variations can create interesting rhythmic patterns. Focus on terminology such as quarter notes, eighth notes, and rests.

Step 3: Practice Composing

- Each group will receive a simple rhythm template.
- Learners will practice composing their own rhythmic patterns using at least three different note variations.

Step 4: Perform and Share

- Groups take turns performing their composed rhythmic patterns for the class.
- After each performance, facilitate a brief discussion on the use of note variations, asking classmates to provide positive feedback and constructive criticism.

Conclusion (5 minutes):

- Summarize the key points discussed and the learning objectives achieved, highlighting the importance of note variations in rhythm composition.
- Engage the class in a quick interactive quiz where they can identify different note types or variations based on examples played.
- Briefly preview the next session's topic, which will be on integrating melody with rhythm.

Extended Activities:

- Have each student create a personal composition at home that includes at least five different variations of notes. Encourage them to incorporate personal experiences or emotions into their rhythms.
- Create a "Rhythm Challenge" where students can record themselves performing their rhythm compositions and share them in a class blog or through a presentation in the next lesson.
- Explore different cultural perceptions of rhythm by researching and presenting a brief overview of rhythmic patterns found in another culture's music.

Teacher Self-Evaluation:

WEEK 4: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Composing Rhythm

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

1. Identify body movements that accompany rhythmic patterns.
2. Discuss body movements in composing rhythmic patterns.
3. Use body movements to accompany rhythmic patterns for warm-up.
4. Enjoy using body movements in rhythmic patterns.

Key Inquiry Question:

- How can you ensure body movements accompany a rhythmic pattern?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Tunes Performing Arts textbook
- Teacher's notes
- Digital devices for music playback

Organisation of Learning:

Introduction (5 minutes):

1. Review the previous lesson on rhythmic patterns and body movements.
2. Ask students to share any relevant experiences or knowledge they have gained since the last class.
3. Guide learners to read and discuss relevant content from the learning resources, emphasizing the connection between rhythm and movement.

Lesson Development (30 minutes):

Step 1: Identification of Body Movements

- In pairs, have learners brainstorm and list different body movements that can be used to accompany rhythmic patterns, such as clapping, stomping, or swaying.
- Each pair shares their list with the class. Make a collective list on the board.

Step 2: Discussion on Composing Rhythmic Patterns

- Discuss the importance of body movements and how they enhance the experience of rhythm.
- Ask learners to consider how different movements can change the feel of a rhythm.
- Lead a discussion on which movements might work well together and why.

Step 3: Warm-Up Routine

- Have each pair select a few body movements from their list to create a simple warm-up routine.

- Set a basic rhythmic pattern (e.g., clapping) and have students perform their chosen movements in time to the rhythm.

Step 4: Improvisation

- Encourage learners to improvise additional movements that complement their warm-up routine.
- Allow a few pairs to showcase their routines to the class, reinforcing the connection between rhythm and movement.

Conclusion (5 minutes):

- Summarize the key points discussed during the lesson, highlighting the importance of body movements in rhythmic expression.
- Conduct a brief interactive activity, such as a group clap-along with different body movements to reinforce the concepts learned.
- Preview the next session by mentioning the exploration of rhythms in different styles of music and how they can be expressed through movement.

Extended Activities:

- Rhythm Exploration: Assign students to choose a piece of music at home and create a short rhythmic dance or movement routine to accompany it. They can present this routine in the next class.
- Body Movement Diary: Encourage students to keep a diary of different body movements they notice during daily activities or in media (like dancing in movies or music videos) and how those movements relate to the rhythmic patterns they create.
- Collaboration Project: Form small groups and challenge them to create a video routine that combines rhythms and movements, using digital devices for capturing their performance. Present it to the class for discussion.

Teacher Self-Evaluation:

WEEK 4: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Composing Rhythm

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify the French rhythmic names.
2. Discuss the French rhythmic names.
3. Prepare charts showing the French rhythmic names.
4. Appreciate the French rhythmic names.

Key Inquiry Question(s):

- What are the French rhythmic names?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self-esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support

		Programmes • Value in Sports
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Learning Resources:

- Digital devices (tablets or computers)
- Video clips about rhythmic names
- Teacher's notes
- Charts and markers

Organisation of Learning:

Introduction (5 minutes):

- Begin the lesson by reviewing key concepts discussed in the previous session, such as basic rhythm and its importance in music and dance.
- Introduce the learning resources and guide learners to read and discuss relevant content, focusing on understanding French rhythmic names, such as "ronde," "crotchet," and "quaver."

Lesson Development (30 minutes):

Step 1: Research

- Divide the class into small groups or pairs. Assign each group to use digital devices to search for French rhythmic names. Encourage them to gather information about what each name represents in terms of rhythm and note duration.

Step 2: Identification

- Ask students to share their findings within their groups and note down the names they have identified in their notebooks. They should also include a brief description of what each rhythmic name means.

Step 3: Chart Preparation

- Provide each group with materials to create a poster or chart displaying the French rhythmic names they found. Encourage them to be creative by adding illustrations or examples of each rhythmic pattern.

Step 4: Class Display

- Once the charts are complete, have each group present their findings to the class. This could include explaining their charts and discussing how these rhythms can be applied in music and performance.

Conclusion (5 minutes):

- Summarize the key points learned during the lesson, focusing on the French rhythmic names and their significance in music.
- Conduct a brief interactive activity, such as clapping out the rhythms associated with the names discussed in class to reinforce memory.
- Preview the next session by asking questions such as, "How can we use these rhythms in our own compositions?"

Extended Activities:

- Assign students to create a short rhythm composition using at least three of the French rhythmic names learned in class. They can perform this for the class in the next session.
- Encourage learners to find a piece of music that incorporates the identified rhythms and analyze it by creating a written response or presentation on how these rhythmic patterns influence the piece.

Teacher Self-Evaluation:

WEEK 4: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Composing Rhythm

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Practice performing the French rhythmic names.
2. Record their performances using digital devices.
3. Enjoy practicing the French rhythmic names.

Key Inquiry Question:

- How do we recite the French rhythmic names?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Audios of French rhythmic names

- Digital devices (tablets, smartphones, or computers)
- Performing Arts textbook (pg. specific to rhythmic names)

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson focused on rhythm and its significance in music.
- Briefly discuss the French rhythmic names and their role in music composition.
- Encourage students to share any prior knowledge of rhythm names.

Lesson Development (30 minutes):

Step 1: Listening to Audios

- Divide learners into small groups.
- Provide each group with access to the audio recordings of the French rhythmic names.
- Instruct them to listen carefully and take notes on the rhythms and pronunciation.

Step 2: Practice Performing

- Each group will practice performing the French rhythmic names out loud, using both clapping and vocalization.
- Encourage learners to focus on timing and coordination while performing.

Step 3: Recording Performances

- Have students use digital devices to record their performances.
- Ensure that each group captures their rhythm performance clearly.

Step 4: Peer Assessment

- In their groups, students will share their recorded performances with each other.
- Encourage constructive feedback focused on rhythm accuracy and enthusiasm.

Conclusion (5 minutes):

- Summarize the key points about the French rhythmic names and their performances.
- Conduct a quick interactive quiz or game to reinforce what they learned during the lesson.
- Provide a hint about the next session, which will include creating their own rhythmic compositions.

Extended Activities:

- Rhythm Match Game: Create flashcards with different French rhythmic names and their definitions or rhythmic patterns. Students can play in pairs to match names with their correct rhythms.
- Creative Composition: Ask students to create their own short rhythmic compositions using the French rhythmic names learned in class. They can perform these compositions in the next class.

Teacher Self-Evaluation:

WEEK 4: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Composing Rhythm

Specific Learning Outcomes:

- By the end of the lesson, learners will be able to:

1. Compose a simple song using the French rhythmic names.
2. Perform the composed song using French rhythmic patterns.
3. Enjoy the process of composing and performing using French rhythmic patterns.

Key Inquiry Question:

- How can you compose a song using the French rhythmic patterns?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Audios (French rhythms)

- Digital devices (tablets, computers)
- Video clips (examples of songs using French rhythms)

Organisation of Learning:

Introduction (5 minutes):

- Quick review of the previous lesson focused on rhythm and its importance in music.
- Discuss the key concepts of French rhythmic names (e.g., "noire," "croche," etc.) through a short listening activity using the audios and video clips.

Lesson Development (30 minutes):

Step 1: Introduce French Rhythmic Names

- Activity: Present the French rhythmic names and their meanings. Use a handout or digital slides for clarity.
- Goal: Ensure all learners understand each rhythmic term before proceeding.

Step 2: Group Formation and Brainstorming

- Activity: Split the class into small groups (4-5 learners each). Each group brainstorms ideas for a simple song (theme, mood, etc.). Encourage creativity and collaboration.
- Goal: Each group should draft a basic outline of their song, emphasizing the incorporation of French rhythmic names.

Step 3: Compose the Song

- Activity: In their groups, each learner is encouraged to take turns using the French rhythmic names to compose their lyrics. They should create a melody using claps or other percussive instruments available in the classroom.
- Goal: By the end of this step, the groups should have a complete song draft ready for performance.

Step 4: Perform and Record

- Activity: Each group performs their composed song for the class, using digital devices to record their performance. Encourage creativity—groups can add simple movements or actions to enhance their performance.
- Goal: Use performance feedback to improve and appreciate each group's work.

Conclusion (5 minutes):

- Summarize the key points covered in the lesson, including the French rhythmic names learned, composition techniques, and performance experiences.
- Conduct a quick interactive activity such as “Rhythm Clap,” where students clap the rhythms of their songs to reinforce learning.
- Prepare learners for the next session by outlining upcoming topics, like exploring different musical genres or discussing the impact of rhythm in different cultures.

Extended Activities:

- Activity 1: Encourage students to create a "Rhythm Journal" where they can write down or record new rhythmic patterns they discover outside of class.
- Activity 2: Organize a “Rhythmic Showcase” where students can present their songs to parents or the school community.
- Activity 3: Explore famous French songs and their rhythmic patterns. Students could analyze and recreate their own versions using the rhythmic names learned in class.

Teacher Self-Evaluation:

WEEK 4: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Composing Rhythm

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Define the term "monotone."
2. Discuss how to write the rhythm of music in monotone.
3. Practice writing rhythmic patterns in monotone from dictation.
4. Enjoy writing rhythms of melodies dictated by the teacher.

Key Inquiry Questions:

- What is the importance of writing rhythm in monotone?
- How do you write a rhythm of music in monotone?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- MTP Performing Arts (pg. 22-23)
- Digital devices
- Charts

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on rhythm and its components.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of monotone and its significance in music composition.

Lesson Development (30 minutes):**Step 1:** Define the Term "Monotone"

- Ask each group to define "monotone" using their own words.
- Groups will share their definitions with the class, promoting discussion about the meaning and implications in musical context.

Step 2: Discuss Writing Rhythms in Monotone

- Lead a class discussion on how to write rhythms of notes using monotone.
- Use charts to illustrate how different rhythmic patterns can be simplified using a single tone.
- Encourage students to think about why monotone might be useful in music composition.

Step 3: Practice Writing Rhythmic Patterns

- Provide students with a short rhythmic dictation.
- Have them write the rhythmic pattern in monotone on their own.
- Walk around to assist any groups who may need help understanding.

Step 4: Enjoy Writing Rhythms

- Dictate a simple melody to the class (e.g., a common children's song).
- Ask students to write the rhythms of the melody in monotone.
- Allow students to volunteer to share their written rhythms with the class, fostering a supportive environment.

Conclusion (5 minutes):

- Summarize the key points regarding monotone and rhythmic writing learned during the lesson.
- Conduct a brief interactive activity, such as a clapping game where students perform their rhythms.
- Prepare learners for the next session by previewing that they will explore melodies that incorporate these rhythms.

Extended Activities:

- Students can create a rhythmic poem using a monotone pattern and present their work to the class.
- Organize a rhythm workshop where students can explore different instruments to find and compose rhythms in monotone.
- Encourage learners to listen to a piece of music at home and try to write down the rhythms they hear in monotone.

Teacher Self-Evaluation:

WEEK 5: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Composing Rhythm

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Compose a four-bar rhythmic pattern in 2/4 time.
2. Write rhythmic patterns in 2/4 time.
3. Appreciate time signatures in composing rhythmic patterns.

Key Inquiry Question:

- What is the importance of time signature in composing rhythmic patterns?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Digital devices (tablets, computers, music composition apps)

Organisation of Learning:

Introduction (5 minutes):

1. Briefly review the previous lesson's content (focus on basic rhythms and note values).
2. Introduce the day's topic by discussing the importance of time signatures in music composition.
3. Allow learners to explore resources to read about 2/4 time signature and engage in a brief group discussion on their findings.

Lesson Development (30 minutes):

Step 1: Understanding 2/4 Time

- Explain what 2/4 time means, highlighting that it has two beats per measure and each beat is a quarter note.
- Demonstrate with clapping exercises to establish a sense of the rhythm.

Step 2: Creating Rhythmic Notes

- In pairs, students will use different colored pens to create notes that equal two crotchet beats on a blank sheet. For instance, they can use combinations of quarter notes and rests creatively to fill one measure.

Step 3: Composing a Four-Bar Pattern

- Using digital devices, guide students to compose a four-bar rhythmic pattern in 2/4 time. They should input their rhythmic notes into a chosen music composition app.

Step 4: Sharing and Feedback

- Students will share their compositions with the class. Encourage feedback on their use of rhythm and adherence to the 2/4 time signature.

Conclusion (5 minutes):

- Summarize the key points covered in the lesson: time signatures, rhythmic patterns, and the process of composition.
- Conduct a brief interactive activity, such as clapping the rhythms of a few students' compositions to reinforce understanding.
- Preview the next lesson which will involve exploring different time signatures and their effect on music styles.

Extended Activities:**1. Rhythmic Challenge:**

- Assign students to create a short dance sequence that incorporates their four-bar rhythmic pattern.

2. Research Project:

- Have students research a specific genre of music that commonly uses the 2/4 time signature (like polka or march) and prepare a short presentation on their findings.

3. Rhythm Game:

- Create a game where pairs of students compete to create the most interesting four-bar compositions with specific rules or themes.

Teacher Self-Evaluation:

WEEK 5: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Athletics (Javelin)

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Carve a javelin according to the right specifications.
2. Appreciate each other's carved javelins.

Key Inquiry Questions:

- How do you carve a javelin?
- Which safety considerations are important in carving a javelin?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Selected materials and tools

- Sketched images of javelins
- Top Scholar PE & Sports (pg 43)

Organization of Learning:

Introduction (5 minutes):

1. Review Previous Lesson: Recap any related content from the previous session on javelins and their significance in athletics.
2. Discussion: Guide learners through the relevant sections of the learning resources, focusing on the construction and technique of javelin carving.

Lesson Development (30 minutes):

Step 1: Materials Preparation

- Objective: Introduce the selected materials and tools.
- Learners will gather the materials needed for carving a javelin. Discuss each tool's purpose and importance. Ensure that every student understands how to use these tools correctly.

Step 2: Design and Sketch

- Objective: Create a plan for their javelin.
- Each student will use sketched images to outline their javelin design on paper, focusing on the shape and the pointed end. Encourage creativity while keeping specifications in mind.

Step 3: Carving Process

- Objective: Begin carving the javelin.
- In pairs, learners will start carving their javelins, focusing on accurately shaping the negative parts. Remind them to observe craftsmanship and shape the javelin to resemble their design.

Step 4: Finishing Touches

- Objective: Detail and refine the carvings.
- Students will sand, texture, or varnish their javelins to provide a smooth finish. Emphasize the importance of safety while handling tools during this phase.

Conclusion (5 minutes):

- Summarize Key Points: Review the techniques discussed and processes followed during carving javelins. Ask students what they learned and any challenges they encountered.
- Interactive Activity: Organize a short appreciation round, where students display their carved javelins and provide constructive feedback to one another.
- Preview Next Session: Briefly introduce what will be covered in the next class regarding the practical uses of javelins in sports.

Extended Activities:

- Javelin Research Project: Have students research the history of javelin throwing and create a short presentation or poster to share with the class.
- Safety Guidelines Poster: Create a poster highlighting the safety precautions involved in using tools and carving materials, which can be displayed in the classroom.

Teacher Self-Evaluation:

WEEK 5: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Athletics (Javelin)

Specific Learning Outcomes:

- By the end of the lesson, students should be able to:

1. Identify the phases of throwing a javelin from a video clip.
2. Discuss each phase of throwing a javelin with peers.
3. Search the internet for video clips demonstrating the javelin throwing technique.
4. Acknowledge and summarize the phases of throwing a javelin in their notebooks.

Key Inquiry Questions:

- What are the phases of throwing a javelin?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Digital devices (tablets/laptops)
- Video clips (YouTube or educational athletics websites)
- Textbook: Top Scholar PE & Sports (pages 44-46)

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson focusing on general athletics and throwing techniques.
- Direct students to read excerpts from pages 44-46 of the Top Scholar PE & Sports textbook that pertain to javelin throwing. Have a brief discussion to emphasize understanding the key concepts.

Lesson Development (30 minutes):

Step 1: Introduction to Javelin Throwing

- Show a short video clip (2-3 minutes) demonstrating the javelin throw.
- After viewing, ask students to jot down their initial thoughts about the phases they observed.

Step 2: Group Discussion and Identification

- Divide the class into small groups (4-5 students).
- Each group will use digital devices to search for additional video clips on javelin throwing.
- They should identify specific phases in the javelin throw (e.g., grip, stance, run-up, release, follow-through) and discuss the importance of each phase within their group.

Step 3: Note-taking and Synthesis

- Instruct students to note down the identified phases from their discussions in their notebooks.
- Encourage them to include details about what happens in each phase and why it's important for a successful throw.

Step 4: Class-wide Sharing

- Ask each group to share one phase along with their findings with the class.
- Facilitate a short whole-group discussion to compare what different groups found and clarify any misconceptions.

Conclusion (5 minutes):

- Summarize the key points discussed about the phases of throwing a javelin.
- Conduct a brief interactive activity, such as a “think-pair-share” where students reflect on what they learned and pair up to share their thoughts.
- Preview the next session’s topic, which will involve practical applications of the learned phases through a hands-on activity. Encourage students to consider their favorite phase of the javelin throw for discussion next time.

Extended Activities:

1. Research Project: Assign students to research famous javelin athletes and report on their techniques and achievements.
2. Practical Application: Organize a mini javelin throwing competition where students can apply the phases learned in a safe and controlled environment (using foam javelins or similar).
3. Create a Sequence Video: Have students work in groups to create a short video demonstrating the phases of javelin throwing, providing voiceovers to explain each phase.

Teacher Self-Evaluation:

WEEK 5: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Athletics (Javelin)

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Practice the phases of javelin using different grills.
2. Enjoy practicing the phases of javelin with the different grills.

Key Inquiry Question:

- Which safety measures should one follow while throwing a javelin?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Open field
- Javelins
- Digital devices
- Top Scholar PE and Sports, pp. 47-48

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on athletics and introduce the javelin as today's focus.
- Guide learners in reading and discussing relevant content from the learning resources. Encourage them to share their previous experiences or knowledge about javelin, end with discussing the importance of safety while practicing.

Lesson Development (30 minutes):**Step 1: Warm-up Activity**

- Begin with light stretching and jogging in place to ensure that everyone is physically prepared and to reduce the risk of injury.

Step 2: Introduction to Javelin Phases

- Discuss and demonstrate the key phases of javelin throwing:
 1. Grip and hold
 2. Approach (running towards the throwing line)
 3. Throw (the actual release of the javelin)
- Emphasize the technique and form during each phase.

Step 3: Practical Practice Using Grills

- Divide the class into groups and assign each group a specific grill. Each grill should represent a different phase:

- Grill 1: Focus on grip and hold

- Grill 2: Focus on approach

Grill 3: Focus on throwing form

- Rotate groups after 3 minutes to ensure learners experience all phases.

Step 4: Individual Practice

- Provide each learner an opportunity to practice throwing the javelin with their adopted technique, reminding them of safety practices while doing so.

Conclusion (5 minutes):

- Summarize the key points learned about the javelin phases.

- Reinforce safety measures when practicing javelin.

- Conduct a brief interactive quiz to reinforce understanding—ask questions regarding the phases of javelin and safety tips.

- Preview the next lesson about competitive javelin throwing and techniques to improve distance.

Extended Activities:

- Create a journal entry reflecting on their practice experience today and what they learned about each phase of javelin.

- Research famous javelin throwers and present a short summary of one athlete's achievements and techniques in the next class.

- Encourage learners to set personal goals for their javelin throws for the upcoming practices.

Teacher Self-Evaluation:

WEEK 5: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Athletics (Javelin)

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Execute the javelin throw following the throwing phases for skill acquisition.
2. Appreciate each other's throwing effort by giving constructive feedback.

Key Inquiry Question(s):

- How do you throw the javelin?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self-esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Top Scholar PE & Sports pg 44-46
- Open field
- Javelins

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson on the fundamentals of athletics.
- Guide learners to read and discuss relevant content from the learning resources, highlighting key concepts about javelin throwing (e.g., rules, techniques).

Lesson Development (30 minutes):**Step 1: Theoretical Understanding**

- Discuss the five phases of a javelin throw: preparation, grip, stance, throw, and follow-through.
- Emphasize the importance of each phase and how they contribute to an effective throw.

Step 2: Demonstration

- Demonstrate the javelin throw using a proper technique.
- Highlight how to hold the javelin, body positioning, and the motion of the throw.

Step 3: Individual Practice

- Split learners into small groups. Each learner takes turns practicing the javelin throw while other group members observe and take notes on the phases.
- Encourage students to use digital devices to record their throws for reflection.

Step 4: Feedback Session

- After practicing, learners will watch their recorded throws and provide constructive feedback to one another, focusing on the phases of the throw and areas for improvement.

Conclusion (5 minutes):

- Summarize the key points covered in the lesson, highlighting the throwing phases and the importance of feedback.
- Conduct a brief interactive activity, such as a Q&A or group discussion, to reinforce the main topics learned.
- Prepare learners for the next session by previewing upcoming topics such as competitive javelin throwing and strategies for improvement.

Extended Activities:

- Javelin Technique Poster: Learners can create a poster that illustrates the five phases of the javelin throw with images and captions explaining each phase.
- Mini-Competition: Organize a friendly competition where learners can apply their skills in throwing. This helps them gauge their improvement and build sportsmanship.
- Video Analysis Assignment: Have learners analyze a video of a professional javelin thrower to identify the techniques and phases used. They can present their findings to the class.

Teacher Self-Evaluation:

WEEK 6: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing Creative Arts and Sports

Sub Strand: Athletics (Javelin)

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Describe the javelin's appearance from photos.
2. Select suitable materials and tools for carving a javelin implement.
3. Sketch a javelin implement on charts or books.
4. Enjoy drawing the javelin implement.

Key Inquiry Question(s):

- What materials can be used to make a javelin while conserving the environment?

Core competencies	Value s	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Photos, pictures, and images of javelins

- Top Scholar PE and Sports, pg 43
- Digital devices (tablets or computers)

Organisation of Learning:

Introduction (5 minutes):

- Begin with a quick review of the previous lesson's key points.
- Introduce the topic of the javelin, inviting learners to share what they know about its shape, use, and materials.
- Engage learners by asking them to look through the provided learning resources and discuss what they notice about javelins in the images.

Lesson Development (30 minutes):

Step 1: Observation

- Divide learners into small groups.
- Provide each group with various images of javelins.
- Instruct students to note the shape, length, thickness, and estimated weight. They will share their observations with the class.

Step 2: Material Identification

- Guide learners to brainstorm materials that can resemble the javelin while considering environmental conservation.
- Discuss potential eco-friendly materials that could be used to create a javelin implement, such as bamboo, recycled plastics, or wood from sustainable sources.

Step 3: Drawing the Javelin

- Instruct students to draw their version of a javelin implement based on the images and discussions.

- Encourage them to include details about their anticipated materials and dimensions.
- They should use charts or books to create their sketches and label the features.

Step 4: Gallery Walk

- Allow students to display their javelin sketches around the classroom.
- Facilitate a “gallery walk,” where students can browse each other's work, providing feedback and discussing different design choices.

Conclusion (5 minutes):

- Summarize the key points of the lesson: what a javelin is, how it can be represented, and materials for making one.
- Conduct a brief interactive quiz or game where students can answer questions about javelins and what they learned today.
- Preview the next session focusing on the history of javelin throwing and related sports activities.

Extended Activities:

- Research Project: Have students select a different athletic implement (e.g., discus, shot put) and conduct research on its design, materials, and history.
- Community Challenge: Encourage students to create a javelin prototype from recyclable materials at home and bring it to class for a mini-competition on distance throwing.
- Drawing Contest: Organize a contest where students can submit their best javelin drawings, considering creativity and environmental themes in their designs.

Teacher Self-Evaluation:

WEEK 6: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts

Sub Strand: Athletics (Javelin)

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify the types of grips used in javelin after viewing a video clip.
2. Describe the different types of javelin grips.
3. Demonstrate the different types of grips.
4. Acknowledge the different types of javelin grips.

Key Inquiry Question(s):

- Which type of javelin grip do you know?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Top Scholar PE and Sports, pg 44

- Digital devices
- Video clips on javelin grips
- Javelins
- Open field for practice

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing what was learned in the previous lesson.
- Ask students to share any key points or skills related to athletics they remember.
- Introduce the javelin grip topic by guiding learners to read and discuss the relevant content from Top Scholar PE and Sports. Emphasize understanding the different grips as a starting point.

Lesson Development (30 minutes):

Step 1: Watch and Identify

- In small groups, guide learners to use digital devices to watch a video clip that demonstrates various javelin grips.
- Ask each group to list the different types of grips they observe in the clip.

Step 2: Describe

- Have each group discuss their observations and come up with a brief description of each grip type. Prompts such as “What does each grip look like?” and “How might it affect the throw?” can help guide discussions.
- Each group will present their descriptions to the class, facilitating peer learning.

Step 3: Demonstrate

- Move outside to the open field where learners can practice.

- In partners, learners will take turns demonstrating the grips they learned. Encourage them to use one of the grips for their throw and observe their partner's grip as well.

Step 4: Reflect and Acknowledge

- Back in the classroom, facilitate a discussion asking students to share which grip they found most comfortable and why.
- Encourage learners to recognize the significance of selecting the appropriate grip for maximizing throwing performance.

Conclusion (5 minutes):

- Recap the key points discussed about javelin grips and the learning outcomes achieved throughout the lesson.
- Conduct a brief interactive quiz or game where students have to match descriptions to the correct grip type, reinforcing their knowledge.
- Briefly preview what will be covered in the next lesson, such as techniques for throwing the javelin.

Extended Activities:

- Have students research famous athletes known for their javelin techniques and presentation. They can create a poster or a digital presentation on their findings to share with the class.
- Organize a mini-javelin competition where students can apply their newly learned grips and techniques in a fun, engaging way.
- Encourage students to keep a journal of their practice sessions, noting which grips they used and how they felt about their performance.

Teacher Self-Evaluation:

WEEK 6: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Handball

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify the steps of making a lark's head knot.
2. Describe the steps of making a lark's head knot.
3. Search for a video on the steps of making lark's head macrame knots.
4. Acknowledge the steps followed in making a lark's head knot.

Key Inquiry Question:

- What steps do you follow in making a lark's head knot?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Digital devices
- Video clips
- Teacher's notes

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on basic knot tying and its applications in sports and creative arts.
- Introduce the concept of the lark's head knot and its significance in handball and macrame.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (30 minutes):

Step 1: Outline the Steps of Making a Lark's Head Knot

- In groups, learners will discuss the components of the lark's head knot. They will outline the steps on paper (twisting, folding, pulling).

Step 2: Describe the Steps of Making a Lark's Head Knot

- Each group takes turns describing their outlined steps to the class. Encourage them to speak clearly and use proper terminology.

Step 3: Search for Video Clips

- Using the digital devices provided, learners will search for video clips that demonstrate making a lark's head knot. They will select one clip and note the key steps shown.

Step 4: Team Presentations

- After watching the videos, each group presents the steps they learned, comparing them with their initial outlines and verbal descriptions. They should highlight any differences and discuss which method they found easiest to understand.

Conclusion (5 minutes):

- Summarize key points: the steps to create a lark's head knot and its relevance to creative arts.
- Conduct a brief interactive activity, such as a quick quiz or a hands-on demonstration where students practice making the knot with provided materials.
- Prepare learners for the next session by providing a preview of upcoming topics: Different types of knots and their uses in both arts and sports.

Extended Activities:

- Have learners create a small project using the lark's head knot, such as a keychain, bracelet, or decorative item.
- Encourage students to research and present on how knots are used in different cultures or sports.
- Introduce a class challenge to see who can make the most lark's head knots in a specific time frame, promoting teamwork and skill mastery.

Teacher Self-Evaluation:

WEEK 6: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Handball

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

- 1.Practice making a lark's head macramé knot.
2. Enjoy making the lark's head macramé knot.

Key Inquiry Question:

- How do you make a lark's head macramé knot?

Core competencies	Val ues	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Weaving materials.
- Visual Arts textbook, page 120.

Organisation of Learning:

Introduction (5 minutes):

- Begin with a brief review of the previous lesson focusing on basic macramé techniques.
- Ask learners to share what they know about knots and their uses in crafts.
- Guide learners to read and discuss the relevant content on lark's head knots from the learning resources, emphasizing the importance of the knot in macramé projects.

Lesson Development (30 minutes):

Step 1:

- Gather your materials (two lengths of cord and an anchor cord).
- Hold the anchor cord horizontally in front of you.

Step 2:

- Take one length of cord, fold it in half to create a loop. This will form the base of your knot.

Step 3:

- Place the loop behind the anchor cord and then bring the ends of the cord over the anchor cord.

Step 4:

- Tuck the ends of the cord through the loop and pull tight to secure the knot. Repeat the process with the second length of cord.
- Allow learners time to practice each step, providing assistance as needed.

Conclusion (5 minutes):

- Summarize the key steps in making a lark's head knot and ask learners to share their experiences.
- Conduct a brief interactive activity where students can demonstrate their knots to a partner.
- Preview the next session, discussing what types of knots or patterns they may learn next.

Extended Activities:

- Encourage learners to explore other macramé patterns that use the lark's head knot as a starting point. For instance, ask them to integrate their knots into a small decorative project, such as a keychain or wall hanging.
- Create a "Knot Diary" where students document different types of knots they learn throughout the unit, including illustrations and personal reflections on their learning experience.

Teacher Self-Evaluation:

WEEK 6: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Handball

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Search for clips on the 4 basic macrame knots used for weaving.
2. Outline the steps for making the basic macrame knots used for weaving.
3. Appreciate the basic macrame knots used in weaving.

Key Inquiry Question:

- What are the basic macrame knots used for weaving?

Core competencies	Value s	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Digital devices (tablets or computers)

- Video clips demonstrating macrame knots
- Samples of macrame projects

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing the previous lesson on handball, emphasizing the skills learned and their importance in teamwork.
- Transition into the topic of macrame, explaining its relevance in creative arts.
- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding the concepts of macrame knots.

Lesson Development (30 minutes):

Step 1: Introduction to Macrame Knots

- Explain what macrame is and its history.
- Introduce the four basic macrame knots: Lark's Head, Half Hitch, Square Knot, and Spiral Knot.
- Show a brief video clip highlighting each knot.

Step 2: Group Observation

- Divide the class into small groups.
- Ask each group to search for clips on each of the four knots using digital devices.
- Each group should observe and take notes on the methods used for making each knot.

Step 3: Group Discussion

- Have groups discuss their findings, sharing insights and clarifying any doubts about the knot-making process.
- Encourage students to outline the steps they believe are involved in creating each knot.

Step 4: Demonstration

- Invite a few learners to demonstrate how to tie one of the knots using samples.
- Provide guidance and corrections as needed to ensure understanding of the techniques.

Conclusion (5 minutes):

- Summarize the key points discussed, highlighting the names and functions of the four basic knots.
- Conduct a brief interactive activity, such as a quick quiz or group sharing of favorite macrame projects to reinforce the main topics.
- Prepare learners for the next session by previewing upcoming topics related to creative arts or further exploration of macrame projects.

Extended Activities:

1. Create a Macrame Project: Assign learners to create a simple macrame item (such as a keychain or plant hanger) at home using the knots learned in class.
2. Research Assignment: Have students research the history and cultural significance of macrame in different countries and present their findings in the next class.
3. Art Showcase: Organize a mini art show where students can display their macrame projects and demonstrate the knots to classmates.

Teacher Self-Evaluation:

WEEK 7: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Handball

Specific Learning Outcomes:

- By the end of the lesson, learners will be able to:

1. Practice tying knots using basic macrame knots.
2. Appreciate each other's efforts in tying knots used for weaving.

Key Inquiry Question(s):

- How do you tie a knot using the basic macrame knots?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self-esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Weaving materials (cord, scissors, braiding boards)
- Resource person (expert in macrame or weaving techniques)

Organisation of Learning:**Introduction (5 minutes):**

- Begin by reviewing what was learned in the previous lesson related to macrame or weaving.
- Guide the learners to read a brief overview of the types of knots commonly used in macrame. Encourage discussion around why techniques and teamwork matter in creative arts.

Lesson Development (30 minutes):**Step 1: Demonstration**

- The teacher or resource person demonstrates how to tie the first basic macrame knot, such as the square knot. Use simple language and clear instructions to ensure all students can follow along.

Step 2: Practice

- Students pair up and practice tying the square knot as shown, with one student demonstrating and the other providing feedback. Encourage learners to help each other and discuss what they find easy or challenging.

Step 3: Explore Additional Knots

- Introduce another basic macrame knot (e.g., the half hitch). The resource person demonstrates this knot, emphasizing the differences and applications of each knot in weaving.

Step 4: Collaborative Practice

- Allow students time to practice both knots (square knot and half hitch) independently or in pairs. They should encourage and appreciate each other's efforts as they practice, fostering a supportive environment.

Conclusion (5 minutes):

- Summarize the key points and the specific knots learned during the lesson.
- Conduct an interactive activity such as a "knot-tying challenge" where pairs show off their best knot.
- Preview the next session, highlighting what knots or techniques will be explored next.

Extended Activities:

- Homework: Students can create a simple macrame bracelet at home using the knots taught in class and bring it to share with the class.
- Research Task: Learners research other macrame projects they would like to try and prepare a short presentation on how different knots are used in those projects.
- Class Exhibition: Plan a mini-exhibition where students can display their macrame projects and explain the knots used.

Teacher Self-Evaluation:

WEEK 7: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Handball

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify the materials used to weave a handball goal net.
2. Outline the steps to follow in weaving a handball goal net using lark's head macrame knots.
3. Search the internet for a clip showing the weaving of a handball goal net using lark's head macrame knots.
4. Acknowledge the steps involved in weaving a handball goal net.

Key Inquiry Question(s):

- Which locally available materials can be used to weave a handball goal net?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Suitable weaving materials (e.g., rope, twine, or netting fabric)
- Digital devices (tablets or computers with internet access)
- Video clips demonstrating the weaving process

Organisation of Learning:

Introduction (5 minutes):

- Review: Start with a quick recap of the previous lesson related to creative arts or sports. Ask students questions to gauge their retention.
- Discussion: Guide learners to read and discuss relevant content from the digital resources, highlighting the importance of handball goal nets and the materials needed.

Lesson Development (30 minutes):

Step 1: Researching Materials

- Activity: In groups, learners will use their devices to search online for locally available materials suitable for weaving a handball goal net.
- Outcome: Each group will compile a list of at least three different materials and share their findings with the class.

Step 2: Viewing the Weaving Process

- Activity: Groups will watch a selected video clip that demonstrates how to weave a handball goal net using lark's head macrame knots.
- Discussion: After viewing, groups will discuss the techniques seen in the video and what materials were used.

Step 3: Outlining Steps

- Activity: Groups will outline the main steps followed in the video to create a handball goal net.
- Sharing: Each group will present their outlined steps to the class for feedback and clarification.

Step 4: Crafting the Knowledge

- Activity: Individually, learners will note down the steps to weave a handball goal net using the lark's head macrame knots based on their group discussions and video content.
- Wrap-Up: Learners will be asked to think about how they could apply this knowledge practically.

Conclusion (5 minutes):

- Summary: Recap the key materials needed, the steps to weave the goal net, and the importance of teamwork in creative arts and sports.
- Interactive Activity: Conduct a quick quiz or a brief discussion to reinforce the main topics.
- Preview: Prepare learners for the next session by introducing the next topic related to creative arts or the skills in handball.

Extended Activities:

- Home Assignment: Learners can create a design plan for their own handball goal net, including sketches of the materials they would use and steps to follow.
- Research Project: Groups can research the history of handball and the evolution of goal net designs, presenting their findings in the next class.
- Creative Workshop: Organize a session where learners can bring in materials to practice weaving small nets or other macrame forms, fostering hands-on experience.

Teacher Self-Evaluation:

WEEK 7: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Handball

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

1. Weave a handball goal net using the lark's head macrame knots.
2. Appreciate each other's effort in weaving a handball net goal net.

Key Inquiry Question(s):

- How do you weave a handball goal net?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self-esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Open field
- Weaving materials (e.g., rope, netting, scissors)

Organisation of Learning:**Introduction (5 minutes):**

1. Review the previous lesson on teamwork and the importance of collaboration in sports.
2. Introduce the current topic by asking students what they know about handball nets and their purpose in the game.
3. Discuss key concepts related to weaving, especially the lark's head knot.

Lesson Development (30 minutes):**Step 1: Demonstration**

- The teacher will demonstrate how to create a lark's head knot and the method to start weaving the handball goal net.
- Show different sections of the net and explain their purpose.

Step 2: Group Formation

- Divide the class into small groups of 4-5 students each.
- Distribute the weaving materials to each group, ensuring everyone has enough to work with.

Step 3: Collaborative Weaving

- Each group will start weaving their handball goal net using the lark's head knot technique.
- Encourage students to communicate and share responsibilities within their group to ensure everyone is participating.

Step 4: Final Touches

- Groups will assess their nets, making necessary adjustments to ensure the nets are even and meet the specifications.
- Have each group prepare to present their finished net to the class, focusing on the knotting technique and their collaborative process.

Conclusion (5 minutes):

1. Summarize the key points covered in the lesson, emphasizing the techniques learned and the importance of teamwork.
2. Conduct a brief interactive activity, such as a "Weaving Circle," where students share what they enjoyed most about the activity.
3. Preview the next session, which will focus on game strategies in handball and how the goal nets play a crucial role in gameplay.

Extended Activities:

1. Research Project: Have students research the history of handball and its regulations, focusing on how goal nets are designed today.
2. Art Integration: Create artwork depicting handball players in action or artistic representations of the handball goal net, exploring different weaving styles.
3. Field Day Activity: Organize a mini handball tournament. Each team must create their own goal net and use it in a friendly match, reinforcing both the weaving skills and the sport itself.

Teacher Self-Evaluation:

WEEK 7: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Handball

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Fix the net onto the goal posts.
2. Use the nets to practice shooting in a handball game.

Key Inquiry Question:

- How do you fix a handball goal net on the goal posts?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self-esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Weaved handball goal net
- Handball goal posts
- Open field
- Handball

Organization of Learning:**Introduction (5 minutes):****1. Review the Previous Lesson:**

- Ask students to recall key concepts from last week's lesson on handball and its basic rules.

2. Group Discussion:

- Guide learners to read and discuss the importance of having properly fixed nets in handball, focusing on how it affects gameplay.

Lesson Development (30 minutes):**Step 1: Understanding the Goal Setup**

- Introduce the handball goal posts and nets, explaining their roles in the game.
- Demonstrate how to properly align the nets with the goal posts before fixing them.

Step 2: Fixing the Nets

- In groups, students will work together to attach the nets to the goal posts.
- Provide each group with instructions on how to secure the nets properly.
- Circulate and assist groups, ensuring they are fixing the nets correctly.

Step 3: Practicing Shooting

- Once the nets are secured, gather students for a demonstration on effective shooting techniques in handball.
- Emphasize the importance of aiming and following through with their shots.

Step 4: Group Practice Session

- Allow each group to practice shooting into the newly fixed nets.
- Encourage positive feedback among peers and self-assessment of their shooting techniques.

Conclusion (5 minutes):**1. Summarize Key Points:**

- Recap the process of fixing the nets onto the goal posts and the importance of practice in handball shooting.

2. Interactive Activity:

- Play a quick game where students shout out different techniques they learned during the shooting practice.

3. Preview of Next Session:

- Discuss what students might learn next, such as advanced shooting techniques or defensive strategies in handball.

Extended Activities

- Handball Match: Organize a friendly match where learners can apply their newly acquired skills in a real game scenario.
- Reflective Journaling: Have students write a short reflection on what they learned today, focusing on teamwork and technique.
- Research Activity: Assign students to research famous handball players or significant handball tournaments and present their findings in the next class.

Teacher Self-Evaluation:

WEEK 7: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Handball

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify the types of passes used in handball.
2. Describe the types of passes used in handball.
3. Search the internet for clips on the types of passes used in handball.
4. Acknowledge the passes used in handball.

Key Inquiry Question(s):

- What types of passes are used in the handball game?

Core competencies	Value s	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Digital devices (tablets or laptops)

- Top Scholar PE and Sports (pg 18-20)
- Video clips of handball passes
- Pictures illustrating different handball passes

Organisation of Learning:

Introduction (5 minutes):

- Start by reviewing the previous lesson on handball fundamentals.
- Ask learners questions to provoke discussion about handball, such as recalling any passes they remember.
- Guide learners to read and discuss relevant sections from Top Scholar PE and Sports, highlighting the importance of passing in handball.

Lesson Development (30 minutes):

Step 1: Viewing and Identifying Passes

- In pairs, learners will use digital devices to watch a video clip showcasing different types of passes in handball.
- After watching, each pair will list the types of passes they observed.

Step 2: Group Discussion

- Each pair will share their identified passes with the class.
- The teacher will facilitate a discussion to elaborate on the characteristics of each pass, ensuring clarification of terminology such as “chest pass,” “bounce pass,” and “overhead pass.”

Step 3: Describing Execution

- In small groups, learners will briefly describe the stages of execution for each type of pass they discussed.

- Encourage them to focus on body positioning, grip, and follow-through while describing the passes.

Step 4: Hands-on Practices

- If space permits, organize a short practice session where learners can try out each type of pass in a controlled environment (e.g., a gym or on the field).
- The teacher will provide feedback on their techniques.

Conclusion (5 minutes):

- Summarize the key points: the types of passes and their execution.
- Conduct a brief interactive quiz (e.g., using a show of hands or an online tool) to reinforce the main topics.
- Preview the next lesson, which will focus on gameplay and strategies in handball.

Extended Activities:

- Research Assignment: Learners can research famous handball players and their passing techniques, creating a presentation or poster to share with the class.
- Handball Matching Game: Create cards with different handball passes and their descriptions. Learners can play a matching game in pairs to reinforce their knowledge.
- Video Analysis: Students can record themselves performing different passes and submit a video for peer review based on their execution and technique.

Teacher Self-Evaluation:

WEEK 9: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Handball

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Demonstrate the passing skills in handball.
2. Appreciate each other's effort in passing the handball.

Key Inquiry Question(s):

- How do you pass in a handball game?
- What are the qualities of a good pass?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Open field

- Handball equipment
- Digital devices for recording
- Top Scholar PE and Sports textbook, pages 20-21

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson's content on the basics of handball and its rules.
- Guide learners to read and discuss the main concepts related to passing in handball using the textbook. Discuss the importance of passing effectively in a game.

Lesson Development (30 minutes):

Step 1: Explanation of Passes

- Explain the different types of passes in handball: jump pass, side pass, and flick pass.
- Highlight the qualities of a good pass: accuracy, speed, and timing.

Step 2: Individual Practice

- Allow learners to practice individually the jump pass.
- While practicing, encourage them to focus on their stance, grip, and follow-through.

Step 3: Group Practice

- Divide the class into small groups. Each group will practice the side pass with a partner.
- Prompt learners to give constructive feedback to each other concerning their technique and encourage collaboration.

Step 4: Recording and Review

- Using digital devices, learners will record themselves practicing the flick pass.

- After recording, guide them to review their footage and identify areas for improvement.

Conclusion (5 minutes):

- Summarize the key points covered: the types of passes and the qualities that make a good pass.
- Conduct a brief discussion where students share what they learned and appreciated in each other's efforts during practice.
- Prepare learners for the next session by previewing upcoming topics, such as defensive strategies in handball.

Extended Activities:

- Assign a project where students could create a short video tutorial demonstrating the three types of passes in handball. This could help deepen their understanding and also assist others in learning the skills.
- Organize a mini handball tournament to practice passing skills in a game context, encouraging teamwork and sportsmanship.

Teacher Self-Evaluation:

WEEK 9: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Handball

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify the types of dribbling in a handball game.
2. Describe the types of dribbling as used in a handball game.
3. Search the internet for clips on the types of dribbling in a handball game.
4. Acknowledge the different types of dribbling used in handball.

Key Inquiry Questions:

- What is dribbling?
- What are the types of dribbling in a handball game?

Core competencies	Value s	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Top Scholar PE and Sports (pg 29)
- Digital devices (tablets/laptops)
- Video clips of handball dribbling techniques
- Pictures illustrating handball dribbling types

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on basic handball skills.
- Ask students what they remember about dribbling in handball.
- Guide learners to read and discuss relevant content from Top Scholar PE and Sports, emphasizing the key concepts of dribbling.

Lesson Development (30 minutes):**Step 1: Explaining Dribbling**

- In groups, learners will discuss and write down their understanding of what dribbling is in the context of handball. They should consider the importance of dribbling in the game.

Step 2: Watching the Clip

- Each group will watch a selected video clip on the different types of dribbling in handball. Encourage students to take notes as they watch.

Step 3: Identifying Types of Dribbling

- After watching the video, learners will identify and list the types of dribbling shown in the clip. Groups will compare notes to ensure they have different perspectives.

Step 4: Describing Dribbling Types

- Finally, each group will describe the different types of dribbling they identified. They will prepare a brief presentation (1-2 minutes per group) to share their findings with the class.

Conclusion (5 minutes):

- Summarize the key points about dribbling types and their significance in handball.
- Conduct an interactive quiz where students match dribbling terms to their definitions or performances.
- Prepare learners for the next session by previewing: "Next time, we will learn about dribbling techniques in real gameplay situations."

Extended Activities:

1. Research Project: Learners can choose a famous handball player and research their dribbling style. They can present their findings to the class.
2. Practice Session: Set up a mini handball tournament where learners can practice dribbling within games, focusing on using various types of dribbling.
3. Creative Design: Have learners create a poster illustrating and describing the different types of dribbling in handball. These could be displayed around the gym.

Teacher Self-Evaluation:

WEEK 9: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Handball

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Execute dribbling in handball for skill acquisition.
2. Appreciate each other's effort in dribbling in the handball game.

Key Inquiry Question:

- How do you dribble in a handball game?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self-esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Open Field
- Handball pitch
- Handball (equipment)
- Top Scholar PE and Sports, pages 30-31

Organisation of Learning:**Introduction (5 minutes):**

- Begin by reviewing the previous lesson to refresh students' memories.
- Guide learners to read and discuss relevant content from the learning resources, focusing on key concepts related to dribbling in handball. Engage students with questions to encourage participation.

Lesson Development (30 minutes):**Step 1: Introduction to Dribbling Techniques**

- Explain the importance of dribbling in handball.
- Demonstrate high and low dribbling techniques. Encourage students to focus on their body stance and hand positioning.

Step 2: Group Practice - High and Low Dribbling

- Divide students into small groups.
- Provide each group with a handball and enough space to practice.
- Instruct students to practice dribbling both high and low, emphasizing control and balance.

Step 3: Record and Reflect

- Ask students to record a short video of themselves practicing the dribbling techniques.
- Suggest that they reflect on their performance by watching their video and noting areas for improvement.

Step 4: Peer Appreciation

- Reconvene as a class and allow students to share their recordings.
- Encourage them to provide positive feedback to each other, highlighting good techniques and effort.

Conclusion (5 minutes):

- Summarize key points from the lesson, reinforcing the skills learned about dribbling.
- Conduct a brief interactive activity, such as a quick game of “Simon Says” focusing on dribbling motions, to reinforce the main topics.
- Prepare students for the next session by previewing the upcoming topics, like game strategies or teamwork in handball.

Extended Activities:

- Homework Assignment: Encourage students to practice dribbling at home or at a local park, aiming for at least 10 minutes a day, and come back ready to share their experiences.
- Group Challenge: Organize a mini-tournament where students can use their dribbling skills in a friendly game of handball, focusing on teamwork and collaboration.

Teacher Self-Evaluation:

WEEK 9: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Handball

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Identify the different types of shots in a handball game.
2. Describe the types of shots in a handball game.
3. Search the internet for clips on the types of shots in handball.
4. Acknowledge the importance of the different types of shots in a handball game.

Key Inquiry Question:

- What are the different types of shots in a handball game?

Core competencies	Value s	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases

		• Citizenship • Learner Support Programmes • Value in Sports
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Learning Resources:

- Top Scholar PE and Sports, pages 32-34
- Digital devices for internet access
- Video clips related to handball shots
- Pictures illustrating handball shots

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson briefly by asking learners to recall key concepts from the last class.
- Guide learners to read the relevant content from the provided learning resources (pages 32-34), focusing on handball shot types. Encourage discussion about the basic shots they are familiar with.

Lesson Development (30 minutes):

Step 1: Watch Clips

- In pairs, learners will use digital devices to watch selected video clips that demonstrate different types of shots in handball.
- Each pair takes notes on the shots they observe.

Step 2: Identify Shots

- After watching, pairs will work together to list out the different types of shots they noted, such as the jump shot, volley shot, and underhand shot.

Step 3: Discuss

- Each pair will share their findings with the class. Initiate a discussion by asking guiding questions:

- What shots did you identify?
- How are these shots executed (what are the key techniques)?
- Why is each shot important in a game?

Step 4: Demonstrate

- In small groups, learners will demonstrate some of the shots they discussed. Each group should demonstrate at least one shot while others provide feedback on the execution.

Conclusion (5 minutes):

- Summarize the key points covered during the lesson, reiterating the types of shots and their significance.
- Conduct a brief interactive Q&A session or a “think-pair-share” exercise where learners can reflect on what they learned.
- Provide a preview of the next session by mentioning that learners will dive deeper into gameplay strategies that utilize these shots.

Extended Activities:

1. Handball Shot Analysis Assignment: Learners can choose one type of shot to research further, writing a short paragraph about its execution and strategic use in a game.
2. Create a Handball Tutorial: In pairs, learners can create a video tutorial demonstrating one type of shot and explaining its importance in handball.
3. Handball Mini-Tournament: Organize a small tournament where learners can specifically practice and implement the types of shots discussed.

Teacher Self-Evaluation:

WEEK 9: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Handball

Specific Learning Outcomes:

- By the end of the lesson, students should be able to:

1. Apply passing, dribbling, and shooting skills in a mini game while observing safety and without gender bias.
2. Value each other's efforts in passing, dribbling, and shooting during the mini handball game.

Key Inquiry Question:

- How does playing handball enhance the health of an individual?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Teams
- Handball equipment (balls, goals)
- Handball pitch

Organisation of Learning:**Introduction (5 minutes):**

1. Begin by reviewing the previous lesson on teamwork and basic handball skills.
2. Discuss the learning resources available for today's lesson and emphasize the importance of safe play and valuing teamwork.

Lesson Development (30 minutes):**Step 1: Warm-Up Drills**

- Engage students in warm-up exercises to prepare for the game.
- Include dynamic stretches focusing on the arms and legs, followed by basic ball-handling drills to refresh passing, dribbling, and shooting skills.

Step 2: Skills Refresher

- Split students into small groups to practice passing, dribbling, and shooting with a partner.
- Circulate and provide feedback on techniques, emphasizing the value of cooperation and safety practices during drills.

Step 3: Mini Handball Game Setup

- Organize students into teams for a mini handball game on the pitch.

- Review the rules of the game, including safety protocols and the importance of not having gender bias in teams.

Step 4: Mini Handball Game

- Conduct the mini handball game where teams apply the learned skills.
- Encourage students to communicate, support each other, and acknowledge each other's efforts regardless of outcomes.

Conclusion (5 minutes):

1. Summarize key points such as the importance of teamwork, safety, and the skills practiced during the lesson.
2. Conduct a brief interactive activity to reinforce the concepts, such as a “reflection circle” where each student shares one thing they enjoyed or learned.
3. Prepare students for the next lesson by previewing upcoming topics, such as advanced passing techniques or strategy development in handball.

Extended Activities:

- Skill Journals: Encourage students to keep a handball skill journal where they can reflect on their practice sessions, note improvements, and set goals for their next practice.
- Health Discussion: Assign students to research and present how different sports, including handball, can improve physical and mental health, leading to a class discussion.

Teacher Self-Evaluation:

WEEK 10: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Handball

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Execute a jump shot in a handball game.
2. Appreciate each other's effort in shooting using the jump shot.

Key Inquiry Question:

- How do you perform a jump shot?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self-esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Top Scholar PE and Sports (pg 35-36)
- Open field
- Handball pitch
- Handball

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson: Discuss the basics of handball, including rules and basic skills.
- Guide learners to read and discuss relevant content from the learning resources, focusing on jump shots and their importance in the game.

Lesson Development (30 minutes):**Step 1: Demonstration**

- The teacher will demonstrate the jump shot technique, highlighting the stance, approach, jump, and release of the ball.
- Emphasize key points such as timing, balance, and follow-through. Use visual aids or slow-motion video clips to illustrate these elements.

Step 2: Group Practice

- In groups of 4-5, students will practice the jump shot. Each student takes turns executing the jump shot while the others observe.
- Encourage students to provide constructive feedback to each group member.

Step 3: Individual Practice with Technology

- Learners will practice the jump shot individually and use digital devices (tablets or smartphones) to record their technique.
- Instruct students on how to focus on their form and aim while recording.

Step 4: Self-Assessment and Peer Feedback

- After the recording, students will watch their videos and evaluate their own performance.
- Encourage students to share constructive feedback with a partner, discussing what they did well and what they can improve.

Conclusion (5 minutes):

- Summarize key points covered during the lesson, including the steps of executing a jump shot and the importance of teamwork and support.
- Conduct a brief interactive warm-up game (e.g., handball dribble relay) to reinforce skills.
- Prepare learners for the next session by introducing upcoming topics related to advanced handball techniques or game strategies.

Extended Activities:

- Home Practice: Learners should practice the jump shot at home or in their community sports facilities and keep a journal of their experiences and progress.
- Video Analysis: Encourage students to find a video of a professional handball player executing a jump shot and write a short analysis of their technique.
- Jump Shot Challenge: Organize a friendly skill competition in the next class where students can perform jump shots from different angles and positions, fostering a fun learning environment.

Teacher Self-Evaluation:

WEEK 10: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Handball (Assessment)

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to attempt the questions on Handball.

Key Inquiry Question(s):

- What are the essential rules and strategies for playing Handball?

- How can teamwork and communication impact a game's outcome?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self-esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Assessment books: *Top Scholar PE and Sports*, pg 36.

Organisation of Learning:**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson on Handball, highlighting key rules and strategies discussed.
- Guide learners to read and discuss relevant content from *Top Scholar PE and Sports*, focusing on the importance of understanding the game's rules and strategies.

Lesson Development (30 minutes):**Step 1: Pair Work**

- Divide the class into pairs. Each pair discusses the key rules of Handball that were reviewed in the previous lesson.
- Prompt them to share their thoughts on why these rules are important for fair play.

Step 2: Individual Reflection

- Learners individually read the Handball assessment questions found on pg 36 of the assessment book.
- Ask them to think critically about each question, jotting down any thoughts or answers that come to mind.

Step 3: Group Discussion

- Regroup as a class and facilitate a discussion where learners can share their answers to the assessment questions.
- Encourage open dialogue, allowing peers to agree or disagree respectfully while offering their reasoning.

Step 4: Complete the Assessment

- Instruct learners to complete the Handball assessment on their own, applying what they've discussed and learned.
- Remind them to refer back to the book for clarification on any questions they find challenging.

Conclusion (5 minutes):

- Summarize key points from the lesson, reinforcing the importance of the rules and tactics in Handball.
- Conduct a quick interactive activity where learners form a circle and share one crucial rule or strategy they learned today. This will help reinforce knowledge.
- Briefly preview the next session, letting learners know they will focus on the skills needed for practical play, such as passing and shooting techniques.

Extended Activities:

1. Handball Mini-Games: Lesson extensions can include organizing mini-games with different teams applying the rules discussed, emphasizing teamwork and communication.
2. Research Project: Learners can research the history of Handball or different styles of play in various countries and present their findings in small groups.
3. Skill Building Drills: Provide practice drills for shooting and passing that they can try at home or during physical education class to improve their skills.

Teacher Self-Evaluation:

WEEK 10: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Composing Melody

Specific Learning Outcomes:

- By the end of the lesson, learners will be able to:

1. Outline the qualities of a good melody.
2. Discuss the qualities of a good melody in reference to the melodies sung.
3. Sing the melody in the learner's book using tonic sol-fas and hand signs.
4. Acknowledge the qualities of a good melody through practical examples.

Key Inquiry Question(s):

- What are the qualities of a good melody?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- MTP Performing Arts pg 69-70
- Selected Songs
- Digital Devices (e.g., tablets or computers for music samples)

Organisation of Learning:

Introduction (5 minutes):

- Review Previous Lesson: Ask students to recall key points from the last lesson, fostering a brief discussion.
- Guide Reading and Discussion: Direct students to read specific sections from MTP Performing Arts (pg 69-70) together, focusing on identifying qualities of a good melody.

Lesson Development (30 minutes):

Step 1: Understand the Qualities of a Good Melody

- Group Discussion: In pairs, learners will discuss the qualities of melodies they enjoy. Questions to consider include: What makes a melody catchy? What emotions does it evoke?
- Share Findings: Each pair will share one quality they discussed.

Step 2: Analyze Melodies

- Group Singing: In small groups, learners will pick a familiar song and sing it together while identifying specific qualities of the melody. For example, they can focus on repetition, range, or rhythm.
- Reflection: Ask each group to reflect on the qualities of the melody they sang.

Step 3: Singing with Tonic Sol-Fa

- Demonstration: Teach the tonic sol-fa system briefly (do, re, mi, fa, sol, la, ti).
- Practice: Have learners practice singing a designated melody from their learner's book using tonic sol-fa and hand signs.

Step 4: Acknowledge and Discuss Qualities

- Class Discussion: As a class, discuss the melodies sung, asking students to identify qualities observed in their singing.
- Summarize Key Points: Highlight the important qualities discussed and ensure understanding.

Conclusion (5 minutes):

- Summarize Key Points: Quickly recap the qualities of a good melody outlined during the lesson.
- Interactive Activity: Conduct a quick game where students identify the qualities of a melody from brief clips of songs played on digital devices.
- Preview Next Session: Introduce upcoming topics by asking students to ponder what makes a melody unforgettable, setting the stage for the next lesson.

Extended Activities:

1. Create Your Melody: Have students compose their short melodies writing them down in their music notebooks and presenting them to the class.
2. Melody Research Project: Assign groups to research a famous melody from different genres of music and understand its qualities, presenting their findings to the class.
3. Melody Scavenger Hunt: Use digital devices to search for songs with specific qualities (e.g., use of repetition, emotional impact) and share their findings with the class.

Teacher Self-Evaluation:

WEEK 10: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Composing Melody

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

- 1.Outline steps that guide one in composing a four-bar melody in C major.
- 2.Compose four-bar melodies in C major.
- 3.Enjoy composing four-bar melodies in C major.

Key Inquiry Question(s):

- How do you compose a four-bar melody in C major?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- MTP Performing Arts pg 71-73

- Digital devices

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on music theory and basic melody composition.
- Guide learners to read and discuss relevant content from the learning resources. Focus on the structure of a melody and the significance of the C major scale.

Lesson Development (30 minutes):

Step 1: Understanding Melody Structure

- Discuss the components of a melody (e.g., pitch, rhythm) and the characteristics of a four-bar melody.
- Explain the 2/4 time signature and how it affects the rhythm of the melody.

Step 2: Outlining the Steps to Compose

- In groups, learners brainstorm and list the steps in composing a four-bar melody. Possible steps could include:
- Choose a key (C major).
- Decide on rhythm (using 2/4 time).
- Create a motif (a short musical idea).
- Expand on the motif to complete four bars.

Step 3: Composing in Groups

- Each group uses digital devices or staff paper to compose their own four-bar melody in C major.
- Ensure they follow the steps discussed and include a clear rhythm.

Step 4: Performing Melodies

- Each group takes turns to perform their composed melody in front of the class.
- Encourage peer feedback focusing on what they liked about each performance.

Conclusion (5 minutes):

- Summarize the key points discussed during the lesson: the steps to composing a four-bar melody and the characteristics of C major.
- Conduct a brief interactive activity, such as a quick quiz or discussion, to reinforce the concepts learned.
- Preview the next session, where learners will explore harmony and accompaniment to enhance their melodies.

Extended Activities:

- Solo Composition Task: Learners can take a solo task to create another four-bar melody at home, employing variations in rhythm or additional notes.
- Listening Exploration: Encourage students to listen to different songs in C major and identify four-bar phrases within the music.
- Melody Challenges: Have a "melody of the week" challenge where students share their compositions with the class for constructive critique.

Teacher Self-Evaluation:

WEEK 10: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Composing Melody

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Outline the steps to follow in creating a card design inspired by composed melodies.
2. Discuss the steps to follow in creating a card design inspired by composed melodies.
3. Search the internet for clips and more information on creating a card design.

Key Inquiry Question(s):

- Which steps do you follow in creating a card design?

Core competencies	Value s	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- MTP Performing Arts
- Digital devices

Introduction (5 minutes):

- Begin with a brief review of the previous lesson, recalling the concepts of melody and design.
- Engage learners in a discussion about how melodies can inspire visual art like card design. Guide them to explore relevant content from digital resources.

Lesson Development (30 minutes):**Step 1: Research**

- In pairs, learners will use digital devices to search for information and video clips about the process of card design. Provide specific websites or keywords to assist their search.

Step 2: Outline Steps

- Each pair outlines the steps they found in their research on creating a card design. They should consider aspects like theme selection, materials needed, sketching ideas, and finalizing the design.

Step 3: Discuss Findings

- Groups share their outlined steps with the class. Encourage discussions that compare and contrast different techniques and ideas discovered during their research.

Step 4: Connect Melody to Design

- As a class, brainstorm how to link specific musical elements (like rhythm, harmony, and mood) to visual elements in their card designs. Document these connections on the board.

Conclusion (5 minutes):

- Summarize the key points discussed on the steps in creating a card design and how melodies can inspire this process.
- Conduct a quick interactive quiz or activity answering “What is the first step in designing a card?” to reinforce the main topics.

- Provide a preview of the next lesson focusing on the actual creation of the card designs inspired by melodies.

Extended Activities:

1. Create Your Card Design: Students can choose a specific melody they like and create a card using the outlined steps discussed in this lesson.
2. Reflection Journal: Have students write a reflection on how melodies inspire their creative process and how they feel when they listen to different types of music.
3. Art Gallery Walk: Organize an art display where students showcase their card designs and explain the melody that inspired their design choices.

Teacher Self-Evaluation:

WEEK 11: LESSON 1 & 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Composing Melody

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Create a card design inspired by the composed melody.
2. Appreciate the use of melody in creative arts and sports for expression.

Key Inquiry Question(s):

- How do you create a card design inspired by a composed melody?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Colored paper

- Scissors
- Glue
- Markers, colored pencils
- Found objects (papers, buttons, beads, straws)
- Examples of music notation

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on melody composition and its importance in expressing emotions.
- Ask students to share what melodies they composed and the feelings they were trying to convey.
- Introduce today's activity: creating a card design inspired by their melodies.

Lesson Development (30 minutes):

Step 1: Designing the Card

- Introduce the concept of a one-fold window seasonal card.
- Explain how the melody can inspire the overall theme of the card.
- Instruct students to decide on the occasion for their card (e.g., birthday, holiday) based on their melody.

Step 2: Cutting and Creating the Window

- Demonstrate how to cut a window on the front page of the card.
- Guide students in carefully cutting their own windows, ensuring they handle scissors safely.
- Encourage them to think about how the window will complement their melody representation.

Step 3: Illustrating Inside the Card

- Instruct students to create illustrations inspired by the feelings evoked by their melody inside the window.
- Encourage the use of colors and shapes that represent the melody's mood.
- Remind them to incorporate music notation signs in their illustrations, linking art with music.

Step 4: Embellishing and Signing the Card

- Allow students to decorate the window with found objects like buttons, beads, and straws.
- They should include the melody or its notation on the card's front or inside.
- Provide guidance on using calligraphy techniques for signing their cards, reinforcing the skill.

Conclusion (5 minutes):

- Summarize the key points discussed: the relationship between melody and creative expression, and how this influenced their card designs.
- Conduct a brief interactive activity: Have some students share their cards, explaining how their melody inspired the design.
- Preview the next session where students will explore how to perform their melodies and the use of different art styles to express them further.

Extended Activities:

- Create a class gallery where students can display their cards and share audio recordings of their melodies.
- Encourage students to write a short poem or story that connects to their melody and card design, enriching their creative expression.
- Organize a "Melody & Art Day" event, where students perform their melodies and showcase their art to parents and peers.

Teacher Self-Evaluation:

WEEK 11: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Composing Melody

Specific Learning Outcomes:

By the end of the lesson, learners should be able to:

1. Perform simple pieces of music in C major using voice or any western instrument.
2. Enjoy performing the simple pieces of music in C major.

Key Inquiry Question(s):

- How can we collaborate to perform music in C major?
- What techniques can we use to enhance our musical performance?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes • Value in Sports

Learning Resources:

- Musical instruments (e.g., keyboards, guitars, recorders).

- Sheets of music in C major.
- Digital devices for recording (e.g., tablets, smartphones).

Organisation of Learning:

Introduction (5 minutes):

1. Review the previous lesson: Recap the basics of C major, highlighting its scale and importance in music.
2. Discuss the day's objectives: Explain that they will be performing and recording music in C major while enjoying the process.

Lesson Development (30 minutes):

Step 1: Teacher Demonstration

- The teacher performs a simple piece in C major on a selected instrument, demonstrating rhythm and melody.
- Discuss the elements of the piece, such as tempo, dynamics, and expression.

Step 2: Watch and Learn

- Show video clips featuring performances of simple pieces in C major by various musicians.
- Encourage students to observe different styles and techniques used in the performances.

Step 3: Group Collaboration

- Split students into pairs or small groups.
- Each group selects a simple piece in C major to practice together, focusing on timing and melody.
- Circulate to provide guidance and answer any questions.

Step 4: Recording Performance

- Each group performs their piece while another group records their performance using the digital devices.
- Reinforce the idea of feedback and self-evaluation by suggesting they discuss what went well and what could improve after listening to their recordings.

Conclusion (5 minutes):

- Summarize key points: Review how to perform in C major and the importance of collaboration.
- Conduct a brief interactive activity: Have a few groups share their recordings, allowing the class to provide positive feedback.
- Preview upcoming topics: Explain that in the next class, they will explore creating original melodies using the techniques they learned.

Extended Activities:

- Encourage students to write their own short piece in C major and perform it in the next class.
- Create a group project where students research and present on different artists or composers known for their work in C major.
- Have students explore online music composition software to experiment with creating their melodies in C major.

Teacher Self-Evaluation:

WEEK 11: LESSON 4 & 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 7	CREATIVE ARTS & SPORTS			

Strand: Creating and Performing in Creative Arts and Sports

Sub Strand: Composing Melody

Specific Learning Outcomes:

- By the end of the lesson, learners should be able to:

1. Perform simple pieces of music in C major.
2. Perform melodies with Curwen hand signs and other gestures or body movements to create a warm-up routine.
3. Appreciate the use of melodies in Creative Arts and Sports for expression.

Key Inquiry Question(s):

- How do Musical, Visual Arts, and Physical fitness skills contribute to composing melody?

Core competencies	Values	PCIs
• Critical thinking and Problem solving • Digital literacy • Creativity and Imagination • Communication and Collaboration • Learning to learn • Self- efficacy	• Respect • Integrity • Responsibility • Love • Unity • Patriotism	• Safety and Security • Self – awareness and Self- esteem • Environmental Education and Conservation • Lifestyle diseases • Citizenship • Learner Support Programmes

		• Value in Sports
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Learning Resources:

- Melodies
- Open Field
- Digital devices

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson by asking students to recall what they learned about melodies.
- Guide learners to read and discuss relevant content from the learning resources. Emphasize important concepts such as melody, rhythm, and expression in music, visual arts, and sports.

Lesson Development (30 minutes):

Step 1: Curwen Hand Signs Introduction

- Introduce the Curwen hand signs and their significance in music.
- Demonstrate how to use the signs while performing melodies in C major.
- Allow students to practice the signs as a class, showing how each sign corresponds to a note.

Step 2: Pair Up for Melody Performance

- Organize students into pairs and assign them a simple melody in C major to practice together.
- Encourage them to incorporate Curwen hand signs and gestures while performing.

- Walk around to provide support and feedback as they practice.

Step 3: Create a Warm-Up Routine

- In the same pairs, have students create a warm-up routine using the melodies and Curwen signs they practiced.
- Encourage them to include body movements that enhance expression and fun in their warm-ups.

Step 4: Group Performance and Feedback

- Each pair presents their warm-up routine to the class.
- After each performance, facilitate a feedback session where peers can share what they enjoyed and what could be improved.

Conclusion (5 minutes):

- Summarize the key points learned: the importance of Curwen hand signs, performing melodies, and expressing ideas through music.
- Conduct a brief interactive activity, such as a quick quiz or a hand sign challenge to reinforce the main topics covered.
- Prepare learners for the next session by previewing the upcoming topics on how melodies can be used in different creative arts, including dance and visual expressions.

Extended Activities:

1. Melody Composition: Encourage students to compose their own short melody in C major and perform it using Curwen hand signs, either in pairs or small groups.
2. Art Connection: Create a visual representation of a melody through drawing or painting, allowing them to express what they feel the melody represents.
3. Fitness Integration: Design a simple movement sequence (like a dance) that corresponds with a melody to highlight the connection between music and physical fitness.

Teacher Self-Evaluation:

