

WHAT 0757478868 RATIONALIZED 2026 T123 SCHEME OF WORK LESSON PLANS, RECORD OF WORK, LATEST EXAM SERIES TERM 3 JESMA, COMPASS , SIGNAL ETC

GRADE 5 RATIONALISED CREATIVE ARTS LESSON PLANS TERM 3 2026

WEEK 1

Lesson 1, 2 & 3

SCHOO L	LEARNING AREA	GRAD E	ROL L	TIM E
	Creative Arts	5		

STRAND: PERFORMANCE AND DISPLAY **SUB-STRAND:** Performing a Kenyan Folk Dance

SPECIFIC LEARNING OUTCOMES: By the end of the lesson, the learner should be able to:

- Identify types of folk songs performed by indigenous Kenyan communities.
- Describe the components of a Kenyan folk dance (participants, body movement, costumes, body decorations, ornaments, formations, occasion, songs, props, and instruments).
- Appreciate the role of folk dance in society.

KEY INQUIRY QUESTION(S):

- What is the role of costumes in a Kenyan folk dance?
- What is the role of body decorations in a Kenyan folk dance?
- What is the role of props and instruments in a Kenyan folk dance?

LEARNING RESOURCES:

- Creative Arts Curriculum Design Grade 5
- Video clips of Kenyan folk dances, pictures, charts

ORGANISATION OF LEARNING: Learners will work in groups for discussion and observation.

INTRODUCTION: The teacher will play a short, vibrant video clip of a Kenyan folk dance (e.g., Maasai jumping dance, Isukuti dance) and ask learners to describe what they see and hear. This introduces the topic of folk dance and its various components.

LESSON DEVELOPMENT: The learner is guided to:

- **STEP 1:** In groups, identify and discuss different types of folk songs and dances performed by various indigenous Kenyan communities.
- **STEP 2:** Watch video clips or look at pictures and describe the key components of a Kenyan folk dance, creating a mind map that includes:
 - **Participants:** (soloist, chorus/response, instrumentalists, dancers).
 - **Appearance:** (costumes, body decorations, ornaments).
 - **Movement:** (body movements, formations).
 - **Context:** (occasion, songs, props, and instruments).
- **STEP 3:** Discuss the specific role and meaning of each component (e.g., how costumes identify a community, how props relate to the occasion).

CONCLUSION: The teacher will summarize that a folk dance is a rich performance made up of many different components that work together to tell a story or celebrate an occasion.

EXTENDED ACTIVITIES: Learners to ask a family member about a folk dance from their community and find out what costumes or props are used.

ASSESSMENT METHODS:

- Portfolio
- Observation schedule
- Oral questions

REFLECTION ON THE

LESSON: