

Week	Lesso n	Strand	Sub- Strand	Specific-Learning Outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Refle ction
1	1	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Observeillustrations/actual samples of bats to identify the (knob, handle, grip, head, length and thickness) b) Identify the features of a rounders bat through practice. c) Appreciate the features of a rounders bat.	In groups, pairs or individually learners are guided to: Observe illustrations/actual samples of bats to identify the (knob, handle, grip, head, length and thickness) Identify the features of a rounders bat through practice.	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle Creative Arts Curriculum Design Grade 5	Oral questions Oral Report Observation Written exercise	
	2	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Identify the features of a rounders bat through practice. b) Carve a bat for playing the game of rounders from wood. c) Appreciate the features of a rounders bat.	In groups, pairs or individually learners are guided to: Identify the features of a rounders bat through practice. Carve a bat for playing the game of rounders from wood.	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle Creative Arts Curriculum Design Grade 5	Oral questions Oral Report Observation Written exercise	
	3	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Identify the features of a rounders bat through practice. b) Carve a bat for playing the game of rounders from wood. c) Appreciate the features of a rounders bat.	In groups, pairs or individually learners are guided to: Identify the features of a rounders bat through practice. Carve a bat for playing the game of rounders from wood.	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle Creative Arts Curriculum Design Grade 5	Oral questions Oral Report Observation Written exercise	
	4	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Collect locally available materials for marking a rounder’s post b) Use locally available materials to mark and improvise rounders’ posts c) Observe caution while collecting locally available materials.	In groups, pairs or individually learners are guided to: Collect locally available materials for marking a rounder’s post Use locally available materials to mark and improvise rounders’ posts	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle Creative Arts Curriculum Design Grade 5	Oral questions Oral Report Observation Written exercise	
	5	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Collect locally available materials for marking a rounder’s post b) Use locally available materials to mark and improvise rounders’ posts c) Observe caution while collecting locally available	In groups, pairs or individually learners are guided to: Collect locally available materials for marking a rounder’s post Use locally available materials to mark and improvise rounders’ posts	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle Creative Arts Curriculum Design Grade 5	Oral questions Oral Report Observation Written exercise	
	6	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Improvise a ball using recyclable materials (papers/ papier mache, rubber bands, plastic among others) for playing rounders. b) Decorate the ball using suitable techniques (spray painting) c) Display safety measures while handling spray painting for self and others.	In groups, pairs or individually learners are guided to: Improvise a ball using recyclable materials (papers/ papier mache, rubber bands, plastic among others) for playing rounders. Decorate the ball using suitable techniques (spray painting)	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle Creative Arts Curriculum Design Grade 5	Oral questions Oral Report Observation Written exercise	
2	1	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Improvise a ball using recyclable materials (papers/ papier mache, rubber bands, plastic among others) for playing rounders. b) Decorate the ball using suitable techniques (spray	In groups, pairs or individually learners are guided to: Improvise a ball using recyclable materials (papers/ papier mache, rubber bands, plastic among others) for playing rounders.	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle Creative Arts Curriculum Design Grade 5	Oral questions Oral Report Observation Written exercise	

				painting) c) Display their improvised balls for peer feedback.	Decorate the ball using suitable techniques (spray painting)				
	2	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Warm-up while singing appropriate songs observing expressive elements-dynamics, gestures, facial expressions b) Execute batting (stance) using the improvised bat -observing safety rules c) Value the safety of other players when playing the game of rounders.	In groups, pairs or individually learners are guided to: Warm-up while singing appropriate songs observing expressive elements-dynamics, gestures, facial expressions Execute batting (stance) using the improvised bat -observing safety rules	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle Creative Arts Curriculum Design Grade 5	Oral questions Oral Report Observation Written exercise	
	3	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Warm-up while singing appropriate songs observing expressive elements-dynamics, gestures, facial expressions b) Execute batting (grip) using the improvised bat -observing safety rules c) Value the safety of other players when playing the game of rounders.	In groups, pairs or individually learners are guided to: Warm-up while singing appropriate songs observing expressive elements-dynamics, gestures, facial expressions Execute batting (grip) using the improvised bat -observing safety rules	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle Creative Arts Curriculum Design Grade 5	Oral questions Oral Report Observation Written exercise	
	4	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Warm-up while singing appropriate songs observing expressive elements-dynamics, gestures, facial expressions b) Execute batting (swing) using the improvised bat -observing safety rules c) Value the safety of other players when playing the game of rounders.	In groups, pairs or individually learners are guided to: -up while singing appropriate songs observing expressive elements-dynamics, gestures, facial expressions Execute batting (swing) using the improvised bat -observing safety rules	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle Creative Arts Curriculum Design Grade 5	Oral questions Oral Report Observation Written exercise	
	5	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Warm-up while singing appropriate songs observing expressive elements-dynamics, gestures, facial expressions b) Execute batting follow-through and post running) using the improvised bat -observing safety rules c) Value the safety of other players when playing the game of rounders.	In groups, pairs or individually learners are guided to: Warm-up while singing appropriate songs observing expressive elements-dynamics, gestures, facial expressions Execute batting follow-through and post running) using the improvised bat -observing safety rules	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle Creative Arts Curriculum Design Grade 5	Oral questions Oral Report Observation Written exercise	
	6	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Warm-up while singing appropriate songs observing expressive elements-dynamics, gestures, facial expressions b) Execute batting follow-through and post running) using the improvised bat -observing safety rules c) Value the safety of other players when playing the game of rounders.	In groups, pairs or individually learners are guided to: Warm-up while singing appropriate songs observing expressive elements-dynamics, gestures, facial expressions Execute batting follow-through and post running) using the improvised bat -observing safety rules	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle Creative Arts Curriculum Design Grade 5	Oral questions Oral Report Observation Written exercise	
3	1	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Distribute rounders bats equitably among themselves b) Demonstrate fielding in the game of rounders c) Value the safety of other players when playing the game of rounders.	In groups, pairs or individually learners are guided to: equitably among themselves Demonstrate fielding in the game of rounders	Why is it important to follow-through after hitting the ball?	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle Creative Arts Curriculum Design Grade 5	Oral questions Oral Report Observation Written exercise	
	2	Creating and Execution	Rounders	By the end of the lesson, the learner should be able to: a) Distribute rounders bats	In groups, pairs or individually learners are guided to:	Why is it important to follow-	Wood, carving tools, sandpaper, polish, marked	Oral questions Oral Report	