Grade 6 Creative Arts

Term 2 - 63 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 35-minute lessons | PDF and editable Word

ABOUT THIS PACK

63 complete, ready-to-teach Grade 6 Creative Arts lesson plans for Term 2, covering weaving, gymnastics, melody, athletics and descant recorder.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.5	Weaving	10
1.6	Gymnastics	12
1.7	Melody	12
2.1	Athletics	15
2.2	Descant Recorder	14

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Weaving and the plain weave

By the end of the lesson, the learner should be able to: a) explain warp and weft; b) identify a plain weave

> **Plain weave**
> Weaving is making fabric by passing threads over and under each other at right angles. The warp is the set of threads stretched lengthwise on the loom; the weft is the thread passed across them from side to side.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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Weaving and the plain weave

Strand 1.0 Creating and Executing > Sub-strand 1.5 Weaving | Lesson 1 of 10 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) explain warp and weft; b) identify a plain weave

KEY INQUIRY QUESTION(S)

- Why is recycling beneficial to the environment?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Safety**	Learners follow safety rules when using materials and moving about.
PCI	**Climate change and environmental conservation**	Examples link to caring for the school and home environment.

LEARNING RESOURCES

Woven articles to examine (a sisal mat, a kikoi, a basket, a sack) | Pictures of plain weave close up | A demonstration card loom

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

weaving | warp | weft | plain weave | loom | serrated card loom | shuttle | beating | selvedge | tassel

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Look closely at a sack or a kikoi. How are the threads joined to make fabric?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Take learners through "Plain weave" (key ideas on the next page), explaining as you go. Use woven articles to examine (a sisal mat, a kikoi, a basket, a sack), pictures of plain weave close up, a demonstration card loom. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Name one article made with plain weave."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Plain weave

Weaving is making fabric by passing threads over and under each other at right angles. The warp is the set of threads stretched lengthwise on the loom; the weft is the thread passed across them from side to side.

In plain weave (1/1), the weft goes over one warp thread, under the next, over the next, and so on; the next row does the opposite. In a 2/2 weave (basket weave), it goes over two and under two. Plain weave is the simplest and strongest weave, used in sacks, sisal mats and many cloths.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is the warp?	**The threads stretched lengthwise on the loom**
2	What is the weft?	**The thread passed across the warp from side to side**
3	Describe plain weave (1/1).	**Over one, under one, with each row the opposite of the last**
4	Name one article made with plain weave.	**Any one, for example a sack, sisal mat, kikoi**

WATCH OUT FOR

Learners mix up warp and weft. A memory aid: the weft goes "left and right".

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can explain warp and weft confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can explain warp and weft accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly explain warp and weft, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet explain warp and weft without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Weave strips of paper over and under on the desk to see the pattern.
Learners ready for more	Look at a basket. Is it 1/1 or 2/2 weave? (Answer: A correct identification from close observation)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "weaving and the plain weave" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

ELIMU254

Recycling materials for weaving

Strand 1.0 Creating and Executing > Sub-strand 1.5 Weaving | Lesson 2 of 10 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) collect and prepare recyclable materials for weaving; b) explain why recycling helps the environment

KEY INQUIRY QUESTION(S)

- Why is recycling beneficial to the environment?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
PCI	**Safety**	Learners follow safety rules when using materials and moving about.
PCI	**Climate change and environmental conservation**	Examples link to caring for the school and home environment.

LEARNING RESOURCES

Stiff card or cardboard (about 20 cm by 30 cm) for the loom | Ruler, pencil and round-ended scissors (teacher cuts thick card) | Yarn, wool, sisal fibre, strips of old cloth or plastic bags in different colours | A shuttle made of card or a flat stick | A comb or fork for beating the weft | A blunt darning needle

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

weaving | warp | weft | plain weave | loom | serrated card loom | shuttle | beating | selvedge | tassel

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "What happens to old clothes and plastic bags that are thrown away?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Take learners through "Practical: preparing yarns" (key ideas on the next page), explaining as you go. Use stiff card or cardboard (about 20 cm by 30 cm) for the loom, ruler, pencil and round-ended scissors (teacher cuts thick card), yarn, wool, sisal fibre, strips of old cloth or plastic bags in different colours. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Why sort materials by colour?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Practical: preparing yarns

Materials: old T-shirts, plastic bags, wool off-cuts, sisal; round-ended scissors; groups.

Recyclable materials: wool and yarn off-cuts, sisal or banana fibre, strips of old T-shirts and cloth (about 1 cm wide), and strips of clean plastic bags. Sort them by colour and roll each into a small ball.

Recycling reduces rubbish and plastic in soil and rivers, saves money and raw materials, and reduces burning of waste, which pollutes the air.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name three recyclable materials for weaving.	**Any three, for example wool off-cuts, sisal, T-shirt strips, plastic bag strips**
2	How wide are cloth strips cut?	**About 1 cm**
3	Give two benefits of recycling.	**Any two, for example less rubbish, less plastic pollution, saves money, less burning**
4	Why sort materials by colour?	**To plan colour variation in the weaving**