Grade 9 Creative Arts and Sports

Term 1 - 44 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

44 complete, ready-to-teach Grade 9 Creative Arts and Sports lesson plans for Term 1, covering careers in Creative Arts and Sports, components of Creative Arts and Sports, drawing and painting and rhythm.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Careers in Creative Arts and Sports	10
1.2	Components of Creative Arts and Sports	10
2.1	Drawing and Painting	12
2.2	Rhythm	12

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

Careers in Creative Arts and Sports

By the end of the lesson, the learner should be able to: a) name the three areas of Creative Arts and Sports; b) identify careers in each

> **Three areas, many careers**
> Visual arts: painter, illustrator, graphic designer, photographer, sculptor, fashion designer, animator, interior designer.
> Performing arts: musician, composer, sound engineer, actor, playwright, director, dancer, choreographer.

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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Careers in Creative Arts and Sports

Strand 1.0 Foundations of Creative Arts and Sports > Sub-strand 1.1 Careers in Creative Arts and Sports | Lesson 1 of 10 | 40 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) name the three areas of Creative Arts and Sports; b) identify careers in each

KEY INQUIRY QUESTION(S)

- What are the career opportunities related to Creative Arts and Sports?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Career guidance**	Developed through the activities in this lesson.
PCI	**Life skills**	Learners practise decision making and working with others.

LEARNING RESOURCES

Digital or print resources on careers | Pictures of creative and sports spaces | Learners' exercise books

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

career | entrepreneur | performing arts | visual arts | sports science | talent | portfolio

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 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	6	Greet the class and ask: "Key question: what are the career opportunities related to Creative Arts and Sports?" 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	9	Take learners through "Three areas, many careers" (key ideas on the next page), explaining as you go. Use digital or print resources on careers, pictures of creative and sports spaces, learners' exercise books. 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	10	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	9	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	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Which career combines sport and health?"	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Three areas, many careers
Visual arts: painter, illustrator, graphic designer, photographer, sculptor, fashion designer, animator, interior designer.
Performing arts: musician, composer, sound engineer, actor, playwright, director, dancer, choreographer.
Sports: athlete, coach, referee, sports journalist, physiotherapist, fitness trainer, sports manager.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name three visual arts careers.	**For example painter, photographer and graphic designer.**
2	Name three performing arts careers.	**For example musician, actor and dancer.**
3	Name three sports careers.	**For example coach, referee and physiotherapist.**
4	Which career combines sport and health?	**Physiotherapist (or fitness trainer).**

WATCH OUT FOR

Learners think only performers earn. Many careers support the arts and sport.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Sort career cards into the three areas.
Learners ready for more	Research one career and list what training it needs. (Answer: Answers will vary)
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 "careers in Creative Arts and Sports" 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.

Roles in creative and sports spaces

Strand 1.0 Foundations of Creative Arts and Sports > Sub-strand 1.1 Careers in Creative Arts and Sports | Lesson 2 of 10 | 40 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) describe roles in creative and sports spaces; b) link roles to careers

KEY INQUIRY QUESTION(S)

- What are the career opportunities related to Creative Arts and Sports?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "Who works at a music festival besides the singers?" 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	9	Take learners through "Behind the scenes" (key ideas on the next page), explaining as you go. Use digital or print resources on careers, pictures of creative and sports spaces, learners' exercise books. 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	10	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	9	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	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Name two non-player roles at a stadium."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Behind the scenes
Theatre: director, actors, stage manager, lighting and sound technicians, costume designer.
Recording studio: producer, sound engineer, session musicians. Gallery and exhibitions: curator, artists, framers.
Stadium: athletes, coaches, referees, medics, groundsmen, commentators.
Interact with a real or virtual space to observe roles.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Name three roles in a theatre.	**For example director, actor and lighting technician.**
2	Who records and mixes music?	**A sound engineer.**
3	What does a curator do?	**Selects and arranges artworks in a gallery.**
4	Name two non-player roles at a stadium.	**For example referee and medic.**

WATCH OUT FOR

Learners forget technical roles. Point them out.