PP1 Creative Activities

Term 1 - 82 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 30-minute lessons | PDF and editable Word

ABOUT THIS PACK

82 complete, ready-to-teach PP1 Creative Activities lesson plans for Term 1, covering scribbling and doodling, dot joining, colouring plants, finger painting, colouring animals, painting shapes, printing: pattern making, mosaic, collage, modelling using the ball technique, modelling using the slab technique, weaving, paper folding, creating shapes and forms, 3D forms, beading, bracelet making, musical rhymes, singing games, playing music from ICT devices and musical sounds.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1.1	Scribbling and Doodling	4
1.1.2	Dot Joining	3
1.2	Colouring Plants	3
1.2.1	Finger Painting	2
1.3	Colouring Animals	3
1.3.1	Painting Shapes	3
2.1	Printing: Pattern Making	4
3.1	Mosaic	4
3.2	Collage	5
4.1	Modelling Using the Ball Technique	2
4.2	Modelling Using the Slab Technique	3
5.1	Weaving	6
5.2	Paper Folding	3
6.1	Creating Shapes and Forms	5
7.1	3D Forms	4
8.1	Beading	4
8.2	Bracelet Making	4
9.1	Musical Rhymes	5

9.2	Singing Games	5
9.3	Playing Music from ICT Devices	5
10.1	Musical Sounds	5

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

Holding a crayon

By the end of the lesson, the learner should be able to hold drawing tools correctly

> **Holding drawing tools**
> Show the pinch grip: thumb and first finger hold the crayon, the middle finger supports it.
> Children practise drawing in the air, then in a sand tray with a finger, then on paper.

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.

CONTENTS

No.	Lesson	Topic	Page
1	Holding a crayon	1.1.1 Scribbling and Doodling	6
2	Free scribbling	1.1.1 Scribbling and Doodling	9
3	Doodling patterns	1.1.1 Scribbling and Doodling	12
4	Showing our drawings	1.1.1 Scribbling and Doodling	15
5	Joining dots to make lines and shapes	1.1.2 Dot Joining	18
6	Dot pictures	1.1.2 Dot Joining	21
7	Our dot pictures	1.1.2 Dot Joining	24
8	Colours around us	1.2 Colouring Plants	27
9	Colouring a plant	1.2 Colouring Plants	30
10	Our garden wall	1.2 Colouring Plants	33
11	Painting with our fingers	1.2.1 Finger Painting	36
12	Free choice painting and clean-up	1.2.1 Finger Painting	39
13	Colours of animals	1.3 Colouring Animals	42
14	Colouring animals	1.3 Colouring Animals	45
15	Our animal display	1.3 Colouring Animals	48
16	Using a brush	1.3.1 Painting Shapes	51
17	Painting shapes	1.3.1 Painting Shapes	54
18	Free painting and display	1.3.1 Painting Shapes	57
19	What is printing?	2.1 Printing: Pattern Making	60
20	Repeating patterns in a row	2.1 Printing: Pattern Making	63
21	Printing a border	2.1 Printing: Pattern Making	66
22	Our printed patterns	2.1 Printing: Pattern Making	69
23	Materials for mosaic	3.1 Mosaic	72
24	Tearing paper pieces	3.1 Mosaic	75
25	Making a mosaic picture	3.1 Mosaic	78
26	Our mosaics	3.1 Mosaic	81
27	Collecting collage materials	3.2 Collage	84
28	Sorting collage materials	3.2 Collage	87
29	Making a collage (1)	3.2 Collage	90
30	Making a collage (2): working together	3.2 Collage	93
31	Collage gallery	3.2 Collage	96

32	Rolling balls	4.1 Modelling Using the Ball Technique	99
33	Free modelling and display	4.1 Modelling Using the Ball Technique	102
34	Making a slab	4.2 Modelling Using the Slab Technique	105
35	Cutting shapes from slabs	4.2 Modelling Using the Slab Technique	108
36	Free modelling and display	4.2 Modelling Using the Slab Technique	111
37	Woven things around us	5.1 Weaving	114
38	Over and under with our bodies	5.1 Weaving	117
39	Weaving one strip	5.1 Weaving	120
40	Weaving more strips	5.1 Weaving	123
41	Finishing a woven mat	5.1 Weaving	126
42	Weaving gallery walk	5.1 Weaving	129
43	Folding in half	5.2 Paper Folding	132
44	Making a fan and a cup	5.2 Paper Folding	135
45	Folding fun and display	5.2 Paper Folding	138
46	Meeting the device	6.1 Creating Shapes and Forms	141
47	Opening the drawing app	6.1 Creating Shapes and Forms	144
48	Drawing shapes on the screen	6.1 Creating Shapes and Forms	147
49	Making pictures from shapes	6.1 Creating Shapes and Forms	150
50	Showing our screen pictures	6.1 Creating Shapes and Forms	153
51	Collecting construction materials	7.1 3D Forms	156
52	Building towers and houses	7.1 3D Forms	159
53	Making a toy	7.1 3D Forms	162
54	Display, store and care	7.1 3D Forms	165
55	Beads around us	8.1 Beading	168
56	Making paper beads	8.1 Beading	171
57	Stringing beads in a pattern	8.1 Beading	174
58	Our beadwork	8.1 Beading	177
59	Bracelet materials	8.2 Bracelet Making	180
60	Card bracelets	8.2 Bracelet Making	183
61	Threaded and twisted bracelets	8.2 Bracelet Making	186
62	Bracelet show	8.2 Bracelet Making	189

63	Listening to rhymes	9.1 Musical Rhymes	192
64	Clapping the beat	9.1 Musical Rhymes	195
65	Rhymes from our communities	9.1 Musical Rhymes	198
66	Reciting in pairs and groups	9.1 Musical Rhymes	201
67	Our rhyme show	9.1 Musical Rhymes	204
68	What is a singing game?	9.2 Singing Games	207
69	Playing a circle singing game	9.2 Singing Games	210
70	Singing games with props	9.2 Singing Games	213
71	Singing games from different cultures	9.2 Singing Games	216
72	Our singing games festival	9.2 Singing Games	219
73	Devices that play music	9.3 Playing Music from ICT Devices	222
74	Turning music on, off, up and down	9.3 Playing Music from ICT Devices	225
75	Moving to music	9.3 Playing Music from ICT Devices	228
76	Playing along with recorded music	9.3 Playing Music from ICT Devices	231
77	Our music performance	9.3 Playing Music from ICT Devices	234
78	Listening walk for animal sounds	10.1 Musical Sounds	237
79	Animal sound matching	10.1 Musical Sounds	240
80	Songs with animal sounds	10.1 Musical Sounds	243
81	Animal sounds are music	10.1 Musical Sounds	246
82	Our favourite animal sounds	10.1 Musical Sounds	249

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Holding a crayon

Strand 1.0 Picture making techniques > Sub-strand 1.1.1 Scribbling and Doodling | Lesson 1 of 4 | 30 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 hold drawing tools correctly

KEY INQUIRY QUESTION(S)

- What would you like to draw?
- What do you see in the environment?
- What material do you use for drawing?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Co-operation**	Developed through the activities in this lesson.
VALUE	**Turn taking**	Developed through the activities in this lesson.
PCI	**Safety**	Learners follow safety rules when using materials and moving about.
PCI	**Health education**	Examples link to healthy habits at home and at school.

LEARNING RESOURCES

Large sheets of paper (old newspapers or manila) | Thick crayons, pencils and charcoal | A sand tray or the ground for finger drawing

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

draw | scribble | doodle | crayon | pencil | line | circle

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
4 min	7 min	8 min	7 min	4 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Key question: what material do you use for drawing? Show children crayons, pencils and charcoal." 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	7	Take learners through "Holding drawing tools" (activity steps on the next page), explaining as you go. Use large sheets of paper (old newspapers or manila), thick crayons, pencils and charcoal, a sand tray or the ground for finger drawing. 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	8	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	7	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	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Where do the crayons go after?"	Say the key idea in their own words and answer the exit question in the exercise book.

ACTIVITY STEPS

Holding drawing tools

Show the pinch grip: thumb and first finger hold the crayon, the middle finger supports it.

Children practise drawing in the air, then in a sand tray with a finger, then on paper.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Show me how you hold your crayon.	**Child shows the pinch grip**
2	Name something we draw with.	**A crayon (answers vary)**
3	Draw a big line on your paper.	**Child draws**
4	Where do the crayons go after?	**Back in the tin**

WATCH OUT FOR

A fist grip; gently reposition the fingers. Left-handed children are fine.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Use thick, short crayons.
Learners ready for more	Draw lines up and down the page. (Answer: Child draws)
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 "holding a crayon" 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.