

GRADE 2 RATIONALIZED CREATIVE ARTS

Term 1

Topic 1: Creating and Exploration

Drawing

Shapes

There are two types of shapes

- Organic shapes
- Geometric shapes

Organic shapes are shapes that has no specific shapes and are associated with things in the environment like plants and animals .

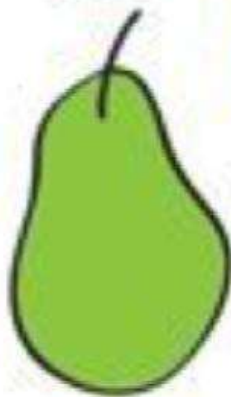
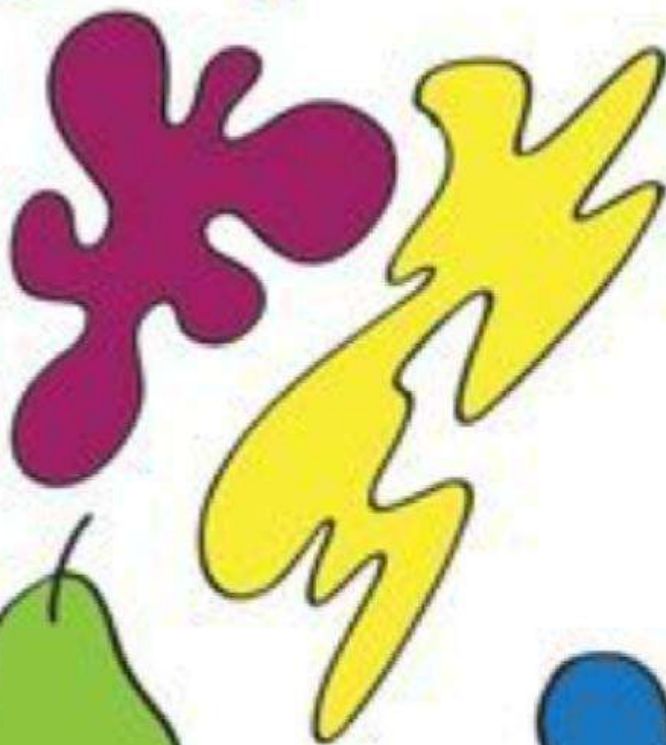
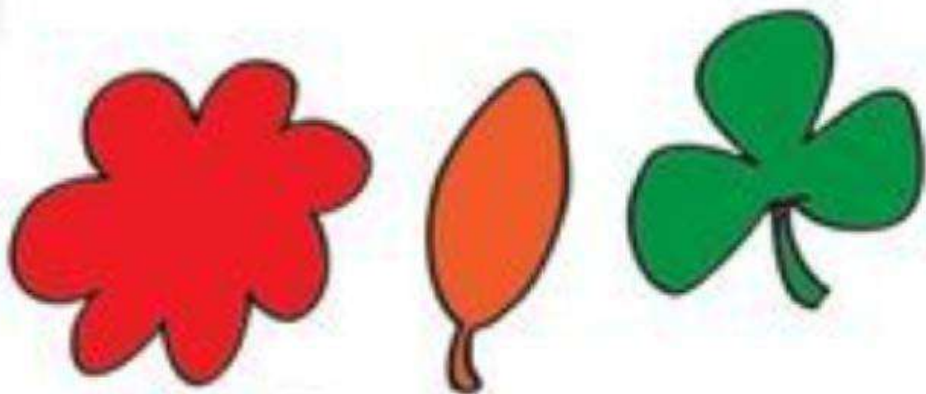
Examples of organic shapes



Organic shapes are irregular or asymmetrical



Organic Shapes

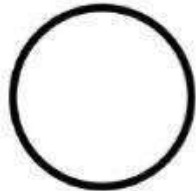


Geometric shapes have specific and perfect shapes. They are things like circles, rectangles, triangles, squares, oval.

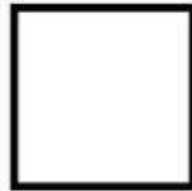
Examples of organic shapes



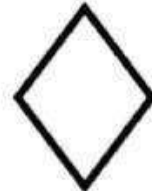
Rectangle



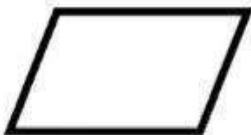
Circle



Square



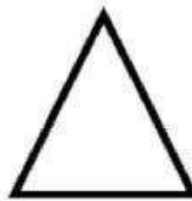
Rhombus



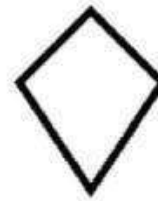
Parallelogram



Ellipse



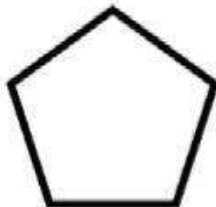
Triangle



Kite



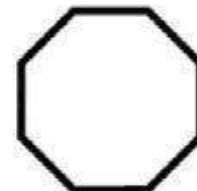
Trapezoid



Pentagon



Hexagon



Octagon

Geometric Shapes



square



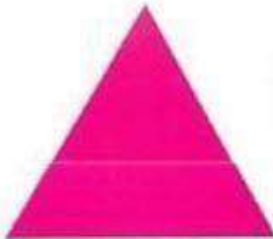
rectangle



circle



oval



triangle



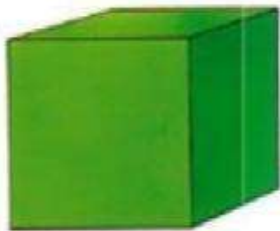
pentagon



hexagon



octagon



cube



sphere



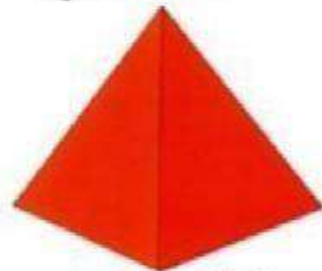
cylinder



cone



rectangular prism



pyramid

We can draw shapes using pencils,rulers, colours and erasers Learners can also use sticks to draw shapes on the soil.

Singing action songs on shapes

Learners are guided to sing action songs on shapes.

Examples of action songs on shapes are:

Make a circle,make a square

Make a circle, make a circle,

Draw it high in the sky. Use

your finger,use your finger,

Make it round,as round as pie.

Make a square, make a square,

Make the lines nice and straight.

Make a square, make a square

You could draw one or draw it eight

Make a triangle, make a triangle, Always
start at the top.

Make a tent shape for a triangle

Make three lines,and then you stop..

Shapes Song

(Sung to Frère Jacques)

This is a square, this is a square,
How can you tell? How can you
tell?

It has four sides,
All the same size,
It's a square, it's a square.

This is a circle, this is a circle,
How can you tell? How can you
tell?

It goes round and round,
No end can be found,
It's a circle, it's a circle.

This is a triangle, this is a triangle,
How can you tell? How can you
tell?

It only has three sides,
That join to make three points,
It's a triangle, it's a triangle.

This is a rectangle, this is a
rectangle,
How can you tell? How can you
tell?

It has two short sides,
And it has two long sides,
It's a rectangle, it's a rectangle.



Making shapes using body movements groups learners to make shapes, they can lie down, sit or stand while making the shapes.

Learners can change from one shape to the other according to how you direct them.

For example they can make a circle shape then quickly change to rectangle then to triangle and so on.

Equally learners can make shapes by touching their body parts.

A learner can curl to make a circle, you can bend to make a rectangle.

Drawing shapes

Organic shapes

Guide learners to go outside the classroom and observe organic shapes in the environment.

They should observe things like trees, plants, animals, leaves, rocks, rivers.

Let them come back to class and draw shapes they have observed.

Geometric shapes

There are five basic geometric shapes;-

- Circle
- Rectangle
- Triangle
- Square
- Oval

Show the learners these shapes and let them draw and name the shapes

Modelling shapes

We can model shapes using clay or plasticine.

Guide learners to bring clay soil.

Individually let learners model the shapes they know.

Learners to display their work after modelling for other learners to view and talk about it.

Learners to clean their working area.

Rhythm

Rhythm is a regular or repeated patterns of beats. The beats maybe long or short.

Ways of Creating Rhythm

You can create rhythm by use of:-

- body movements
- Clapping
- Tapping
- Beating drums
- Stamping
- Snapping.

Guide learners to sing a familiar song.

‘The wheels on the bus’

The wheels on the bus go round and round.

Round and round.

Round and round.

The wheels on the bus go round and round,

All through the town!

The people on the bus go up and down.

Up and down.

Up and down.

The people on the bus go up and down,

All through the town!

Guide learners to sing as you clap following the beats of the song ,you can also tap or beat a drum to accompany the song.

Then guide learners to clap ,tap or drum as you sing , the created beats create very enjoyable rhythm that will automatically make the body to start moving along.

Now learners can sing the song, 'The wheels on the bus go round and round' in groups as they clap,tap or drum as they dance along the rhythm. The teacher to record and take videos .

Individually let learners sing and creat rhythm of their own. They can add beats like clapping, drumming, tapping, matching, or walking.

Learners to talk about each learners play .

Melody

Melody is one of the basic element of music. It is the most recognizable part of music. In this section learners will learn to recognize variations to melodies and create new texts to music.

Identifying melodic variations

Variation technique is one of the commonest way of developing music and adding flavor.

Composers use this technique to create new sections in the music, while still maintaining the feel of the original melody. The tune changes without making it entirely different.

Song a familiar song then hum the tune with variations and let the learners repeat or imitate the new tune with variations.

Improvising simple melodic variations

- Choose one or two of the learners to sing a familiar song
- Guide them to make variations as others sing back.
- Guide learners into groups and let each group choose a familiar song to work with some variations.
- Let learners record the new song with variations in groups.

Improvising lyrics/ text to tunes.

1. Guide learners to sing a familiar song then set other words to the song 2. Guide learners to to repeat or imitate the changes.
3. An example of a familiar tune that could be used is ' are you sleeping '
4. Set the new words to the tune to create etiquette song.

Are you sleeping

Are you sleeping

Brother John

Brother John

Morning bells are ringing

Morning bells are ringing

Ding dong dong

Change the words to:-

Please and thank you

Please and thank you

Sounds so nice

Sounds so nice

Manners are important

Manners are important

Be polite

Be polite

Making presentation of own composition

- Guide each group to make their presentations, giving short review of how they made the project and the familiar songs they have used to come up with the new songs.
- After each presentation conduct a discussion where the rest of the class can give feedback to the presenters.

Turning

Turning is a movement involving rotation around the long axis of the body.

Turning exercises assist the body to develop flexibility of the spine and strengthen muscles.

They also help to keep a correct body poise.

Maintaining body control balance during turning is important.

Teaching points for turning skill.

- From the starting position maintain balance. Movement should be precise regardless of whether it is quarter, half or full turn. If done from a jump, ensure landing is soft with knees bent.
 - Before exposing learners to activities on turning, let them watch a video clip where performers make various types of turns. A good and relevant video clip to watch is one involving gymnastics performance because gymnastics involves a lot of turning. As much as possible let them watch video clip involving children, gymnastics so that they are able to identify with the performers
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and give them initial confidence and motivation to get involved in variety of activities that involve turning.

Types of turning

1. Trunk turning

- Learners occupy personal space within the marked space, stand with both knees straight and feet firmly on the ground. The body is turned as far back as possible first to the right, holding the position to a count of 5, then left to a count of 5.
- Repeat the activity a few times
- The head should also turn as the trunk is turned.
- During the turn, there should be no pause in the forward position.
- Learners to reflect on the activity performance and be assisted in correcting mistakes.

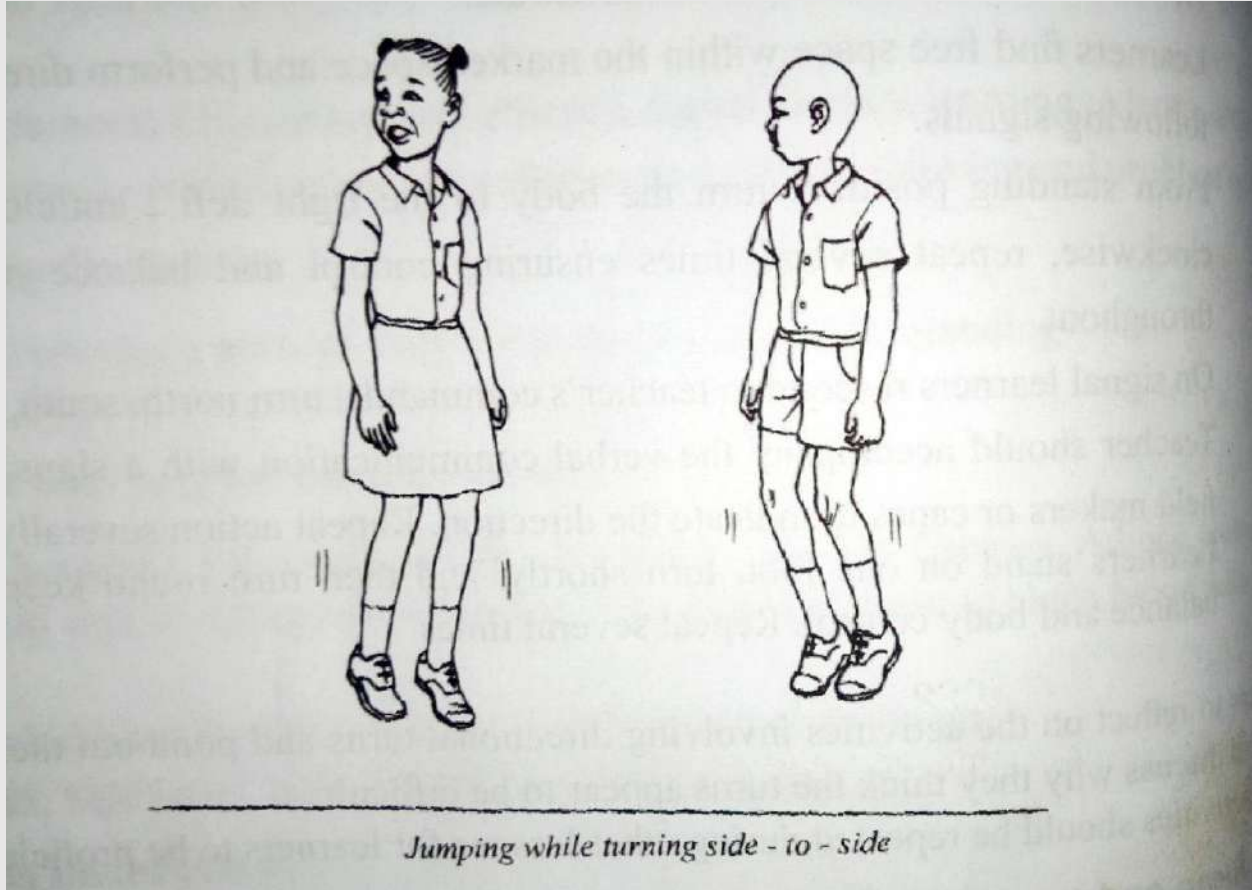
2. Multiple directions turn

- Demonstrate every activity during turning while all learners are watching then let volunteer learners to also demonstrate.
- Learners find free space within the marked space and perform directional turns following signals.
- From standing position, turn the body to the right, left, anticlockwise and clockwise, repeat several times ensuring control and balance maintenance throughout.
- On signal learners respond to teachers commands, turn north, south, east, west. Teacher should accompany the verbal communication with a sign posted on field markers or canes to indicate the direction. Repeat action severally..
- Learners stand on one foot, turn shortly and then turn round keeping good balance and body control. Repeat several times.

3. Jump and turn side to side

Instructions on performing the activity.

- Demonstrate the skill while learners watch.
 - Learners spread freely within the marked space, on signal they take a high jump and turn to the left and land softly. On another signal they jump, turn to right and land softly.
 - Emphasize straight body form. To encourage a good turn ask learners to bounce an imaginary Ball with each other. Activity can be repeated facing a partner jumping and turning opposite direction.
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4. Stepping over and turning under the stick.

Instructions on performing the activity

- In pairs, learners stand facing each other, holding the end of a cane / stick with both hands.
- They step over and turn under the stick without letting go.

5. Hip turning

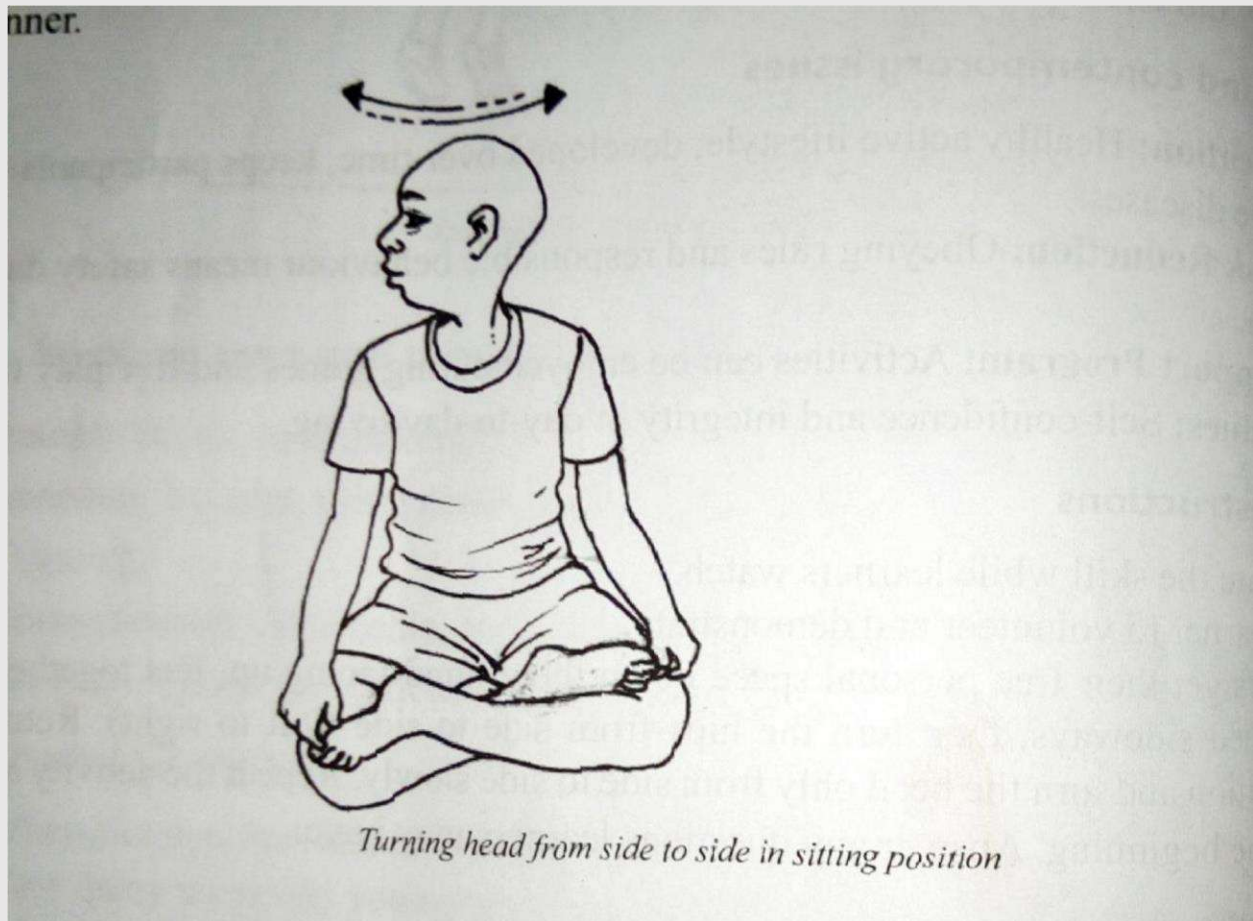
Instructions on performing the activity

- Demonstrate the skill while learners watch.
 - Ask one learner to volunteer and demonstrate.
 - All learners get their free personal space lie on the ground facing up, feet together and arms stretched sideways, then turn the hips from side to side (left to right). Return to starting position and turn the head only from side to side slowly. Repeat the activity all the way from the beginning.
-

6. Head turning

Instructions on performing the activity

- Demonstrate the skill while learners watch. Ask learners to demonstrate too. All learners then find their free space, sit with crossed legs and erect body. Knees are bent outwards and pressed down, hand resting on the knees grasping the toes under the knees. From an erect position the learner turns the head from side to side several times but in a controlled manner.



7. Trunk – arm swinging upwards

- Demonstrate the skill for the learners to understand it.
 - All learners on free space, start on kneeling position, then turn the head and trunk sideways and upwards with arms fully stretched. Activity should be repeated several times. Ask learners to vary the speed of turning from slow to fast, then fast to slow.
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Making simple costumes

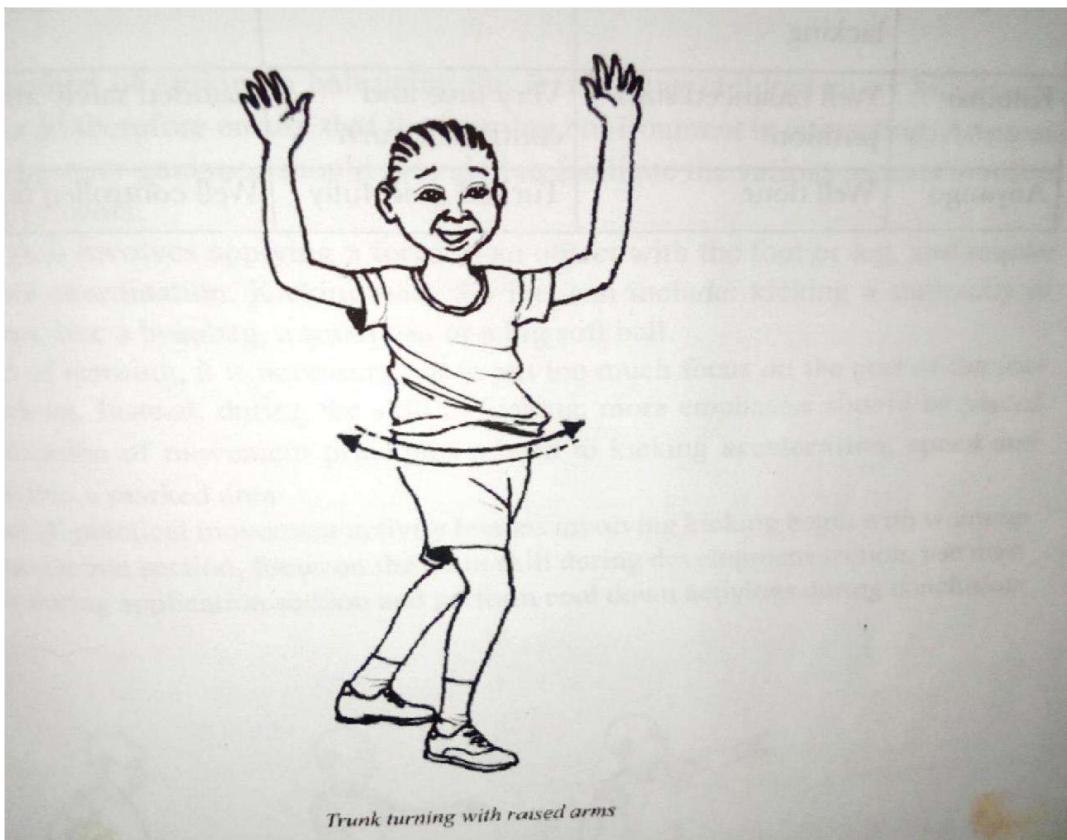
Learners to make simple costumes they can use in the skill of turning.

Learners are guided to look at pictures of simple costumes they can make.

Learners to watch video clips on how to make simple costumes from locally available materials.

Locally available materials that can be used in making simple costumes are;-

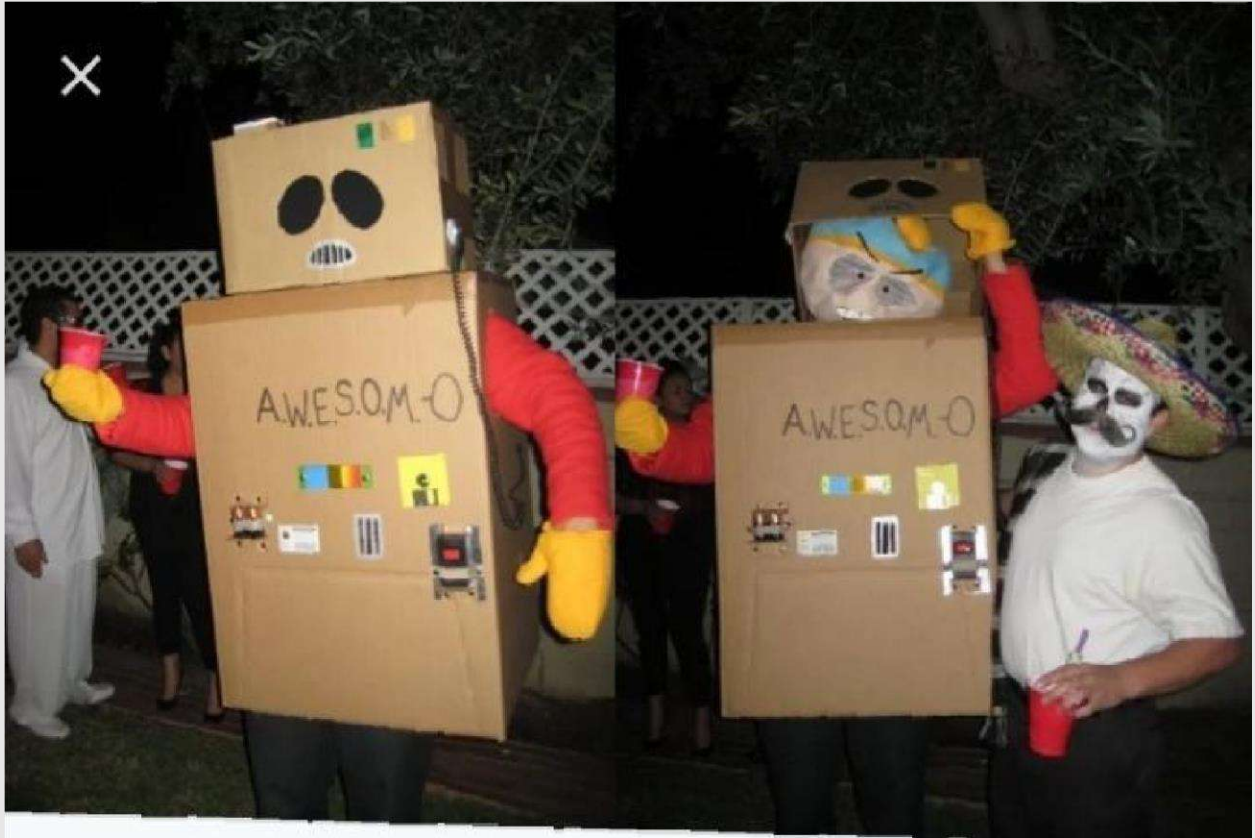
- Sisal,old cloths, newspapers,sacks, carrier bags, cardboards,ropes,strings,skins,
- Learners to look at pictures of costumes then decide on which ones to make.



Pictures of simple costumes made from locally available materials.







Guide learners to collect the locally available materials and assemble them before they start working. Learners should not buy anything for this purpose.

Let learners cut the pieces according to sizes that they want.

Let them use different techniques to join the pieces together, they can use needle work, glue, cello tapes, adhesives to join the pieces.

Guide learners to display their work then put on the costumes.

END OF TERM 1 WORK

STRAND: PERFORMANCE AND DISPLAY

Sub strand: African style singing games

African singing games are songs that children sing when playing.

Ask learners to name some of the songs they sing while playing

Examples of African singing games are;

- Nyama nyama nyama
- Kitambaa yangu imepotea
- Baringoo oyaya, baringo oyaya
- Bablican bablican

Guide learners to write one African singing game song they like

8. Ornaments and props used in African style singing games.

Ornaments are items that are worn by singers to enhance beauty in a song

Examples of ornaments in African singing game are;

- Beaded Headgears
- Beaded necklaces
- Bracelets
- Anklets
- Facial decorations

These ornaments are worn to add beauty and enhance movement while singing

Props on the other hand are moveable items that kids use while singing to help them maintain focus in a song.

Examples of props used in African singing games are;

- Ropes
 - Dolls
-

- Sticks
- Bottle tops
- Bean bags
- Handkerchief or pieces of clothes

Making ornaments and props to use when singing African singing games

We can use locally available materials to make ornaments like beaded necklaces and bracelets.

Bean bags can also be made locally.

Making beaded necklaces and bracelets for use to perform African singing games

Making a double strand necklace

Materials needed

Beads from local Environment,two strings and stoppers

Collect and prepare a day before the lesson.

Procedure

1. Tie one end of the string to prevent the beads from slipping of
 2. Pass the two strings into the beads,use different colours of beads to make your necklace beautiful
 3. Tie the ends of the strings after fitting stopper
 4. Wear the necklace for the day,then display it in class for discussion and assessment
 5. Picture of a double strand necklace below
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Double strand Bracelet

Making paper beads for bracelets

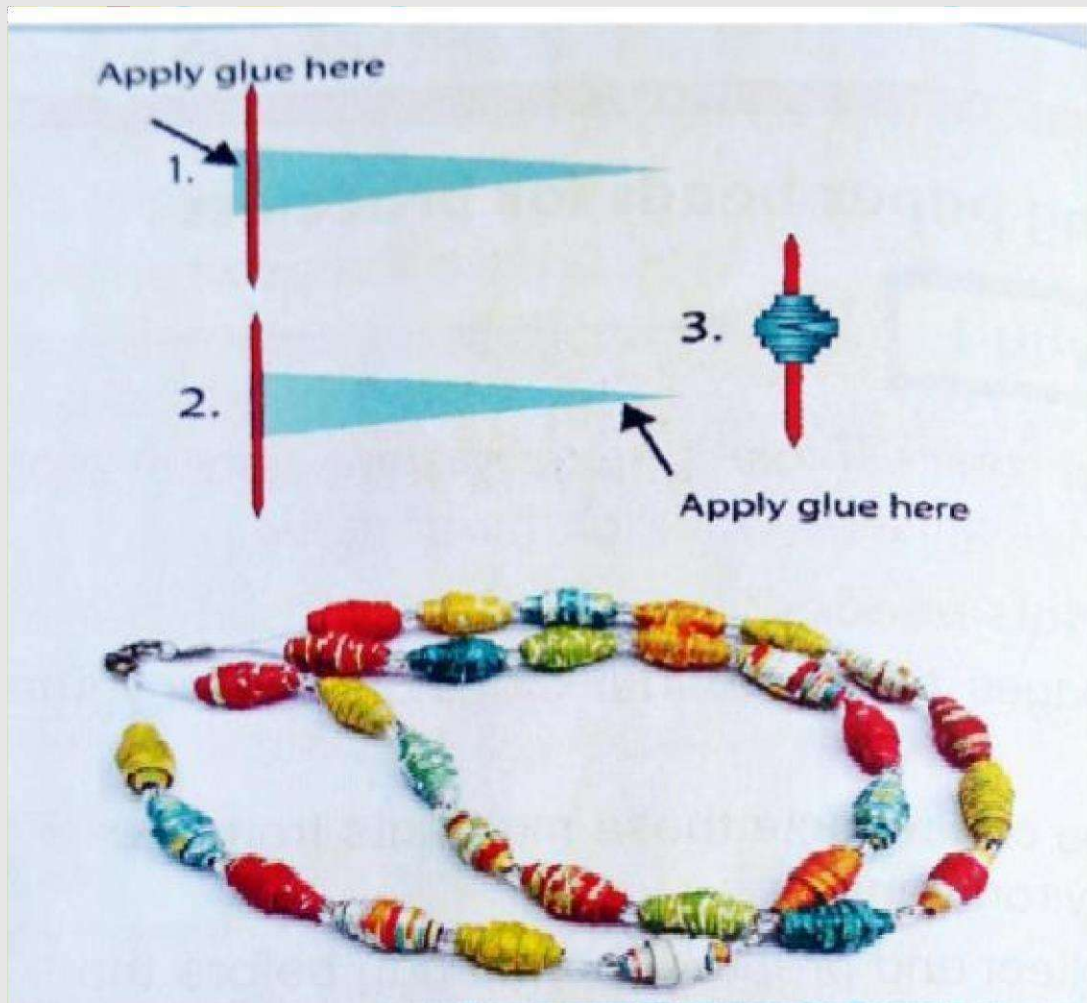
Materials needed

Four pages of a coloured magazine, ruler, glue and pencils

Procedure

1. Follow the steps below to cut and make paper beads from magazine pages
 2. Measure, mark and draw squares of 2cm sides each. Divide the lines diagonally
 3. Cut out the 2cm squares at least 10 pieces then cut along the diagonal lines
-

4. Roll the pieces onto a tooth pack, glue the tips and fold the pieces of paper starting from the wide end
5. Remove the stick. Your beads are ready for stringing
6. A double strand Bracelet below



Wear the bracelet for the day then display it in class for decoration and assessment

Now you have a bracelet and necklaces for use in performing African singing games

[Improvising bean bag](#)

Materials needed

Fabric or a piece of cloth, seeds like dry beans, rice, peas, maize seed, fine gravel.

Procedure

1. Cut out 5-inch by 5-inch fabric squares.
2. Lay the fabric – sides together and align the edges.
3. Sew three edges closed with straight stitch or leave a 3- inch gap
4. Flip the fabric inside out.
5. Use a funnel to fill the bean bag with dried beans, rice or peas.
6. Sew the gap,then your bean bag is ready.

African singing games songs

Examples of African singing games are:

- Nyama nyama nyama
- Twamtaka rafiki, twamtaka rafiki
- Barua yangu imepotea
- Mingle mingle mingle

Learners can stand in circles, lines or sit down as they sing these singing songs.

Learners to be in groups as they practice singing this songs

Each group to sing a different singing game song from the other groand

Performing an African singing game





The pictures above shows learners performing a singing game using props and ornaments and also incorporating with appropriate body movements.

SGuide your learners into groups,let them choose a singing game that they know and can perform it very well

Let them use the ornaments and props created earlier to make the performance more interesting.

Let them display various body movements as they perform the singing game.

Each group to display their performance as other learners watch and talk about it.

Hopping

Hopping is a form of movement in which the body is propelled up and down in a continuous motion by same supporting foot, either on the spot or in motion.

Greater strength and dynamic balance is required for hopping as only one foot is required to lift the body and smaller base of support is involved

It is an important skill to master for safebody management for example when one is pushed off balance or loses foot

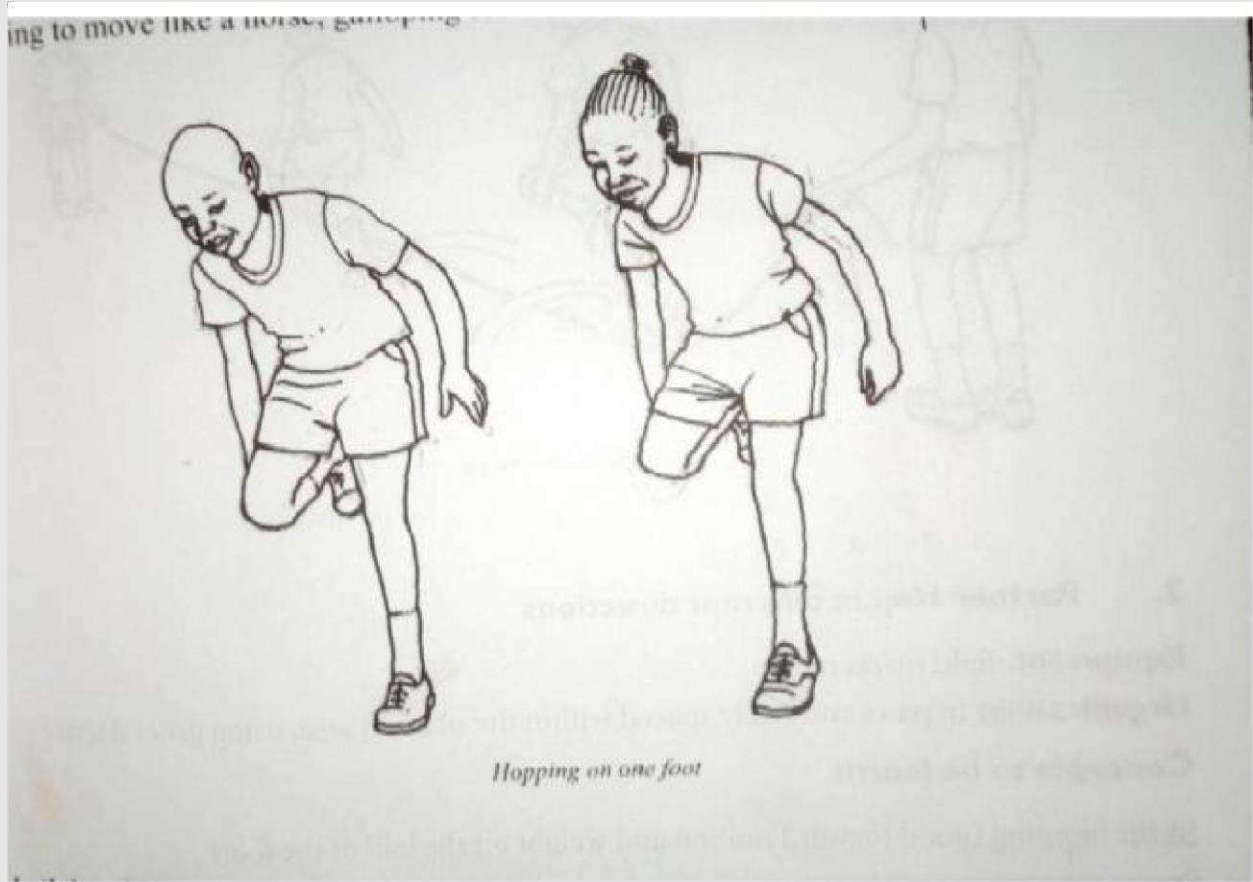
It is a necessary skill in games such as basket ball lay up shot,, triple jump, and many other balances.

Teaching points for Hopping

- Stand erect , weight on one foot, and other foot raised in slightly back with knee bent.
- Keep shoulders level, head high, and toes pointing forward
- Look straight ahead
- Bend knee of supporting foot,push from the floor and extend body upward into the air.
- Land n the same foot, toe first then ball of the foot, then heel, landing with bend knee.
- Continue hopping on the same foot.

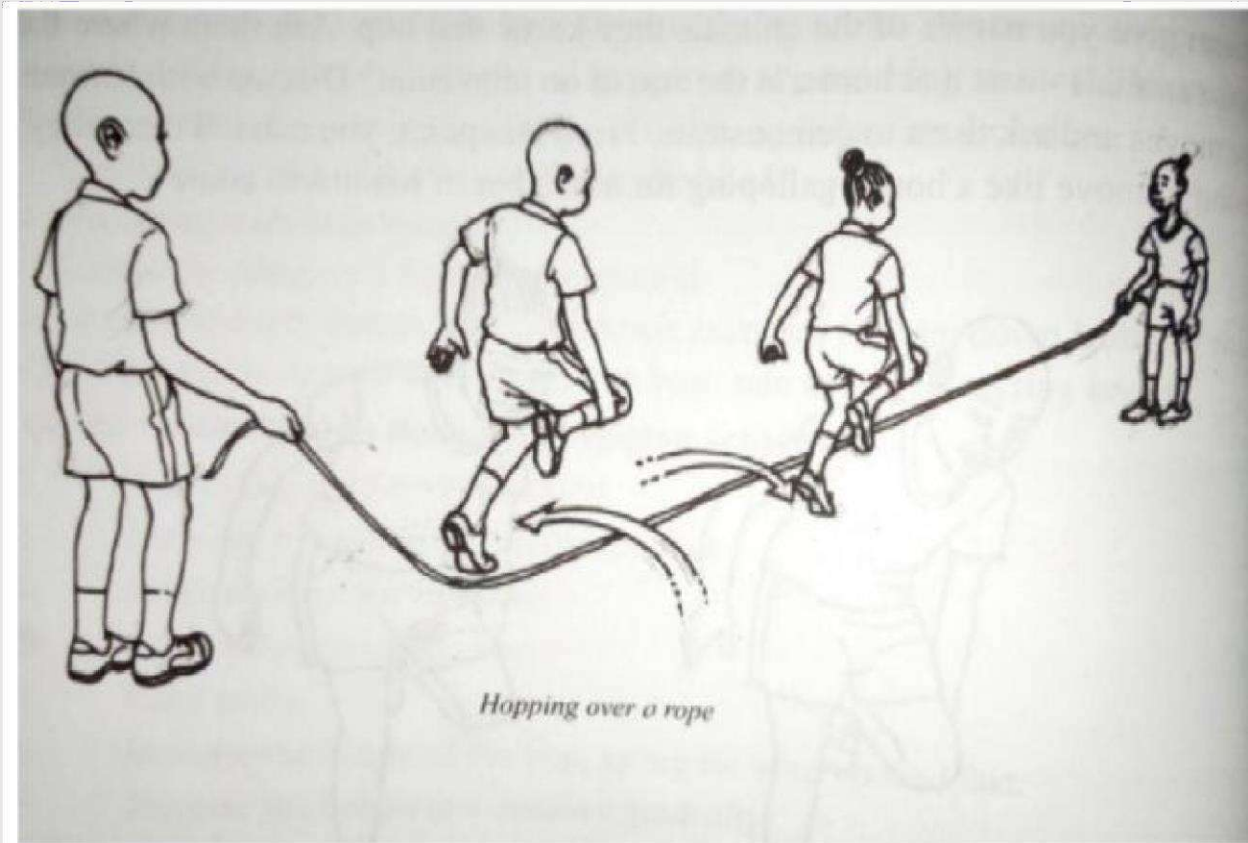
1. Hop on one foot

- On signal each learner starts to hop on the spot on one foot
 - After some time (signal them) change on hopping on the other foot
 - During each hop the other foot is held at right angle but at the knee • Parts of the body used to perform the skill are hands and legs
 - Animals that hop are horses and let learners name others.
-



2. Sideways hop over a rope

- Learners in groups line up, two of them holding a rope at a very low height.
 - The others hold one leg at the ankle joint and hop on the other leg from side to side the entire length of the rope
 - After all the group have taken turns, two of them should hold the rope so that the other two learners can also participate
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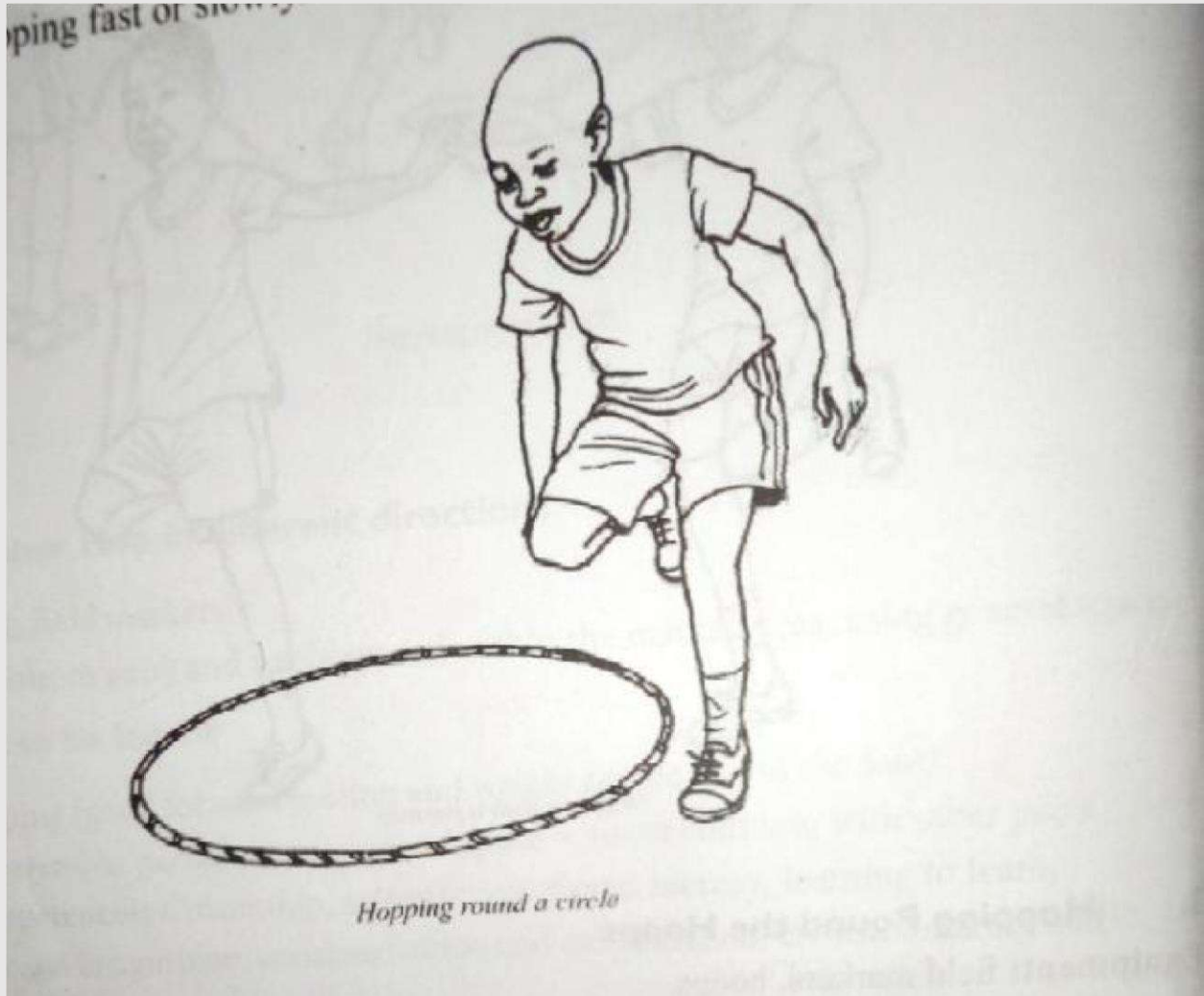
3. Partner Hop in different directions

- Learners join hands with partner and after teachers signal, they start hopping forward to a count of three, then hop backwards to a count of 3, then side to side to a count of 3. The activity can be repeated a few times but with 30 seconds rest pauses in between.
- Let learners do various things with their free hands, such as waving, beckoning, swinging the arms, as they hop.

4. Hopping round the Hoops

- Learners find the space where they put the hoop on the ground
 - On signal, each learner starts hopping in circular motion round the hoop
 - Ask them to hop at varying speed, fast, slowly
 - Ask them to change direction, clockwise and anti-clockwise
 - They can hop and out of the hoop
 - Ask them to change to hopping on the other leg
 - Activity is repeated a few times slowing short races, pause in between
-

- Ask learners to tell you which experience was easy, hopping clockwise or hopping anti-clockwise



5. Rhythm Hopping

- Individually, learners hop on One foot,then the other foot using foot sequences 1-1,2-2-3-3,4-4
- Make a hopping sequence that combines stationary hopping and hopping forward, hopping at low, medium and high levels.
- Reinforce good performance and correct mistakes.

6. Zigzag Hopping

- Learners to be in groups of 8-10,each forming a single file behind each other.



- Four cones/ Skittles are arranged at equal distance in front of each line of learners.
- On signal, the first learner starts hopping going round each cone using short steps, long steps and at low and high levels as much as possible
- After reaching the end, the learner goes back to the end of the line
- After all in the line have taken turns, the activity can start all over again.

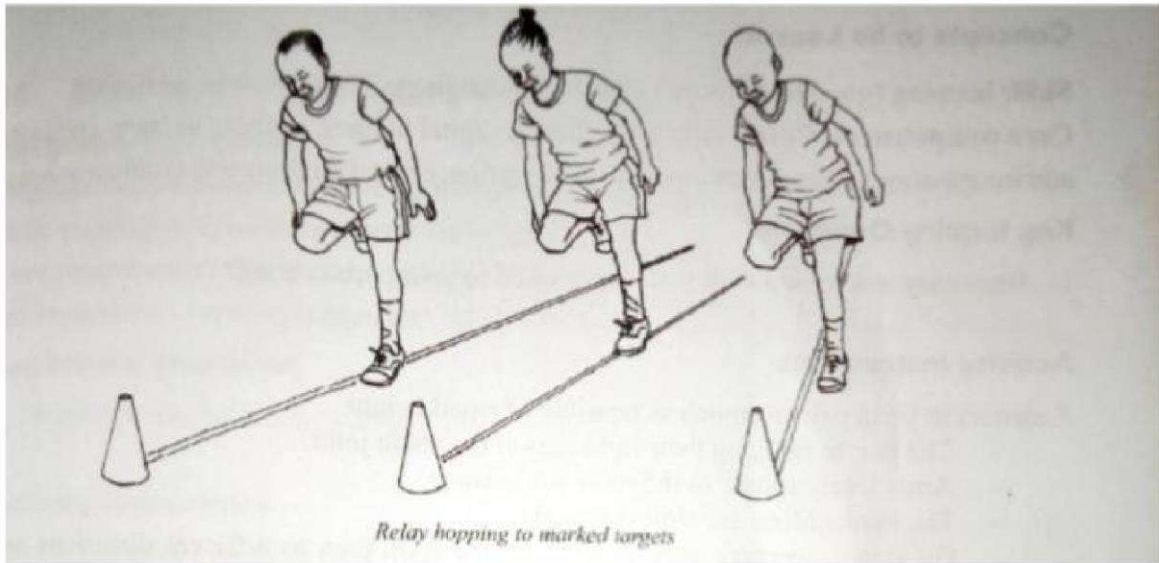
7. Pattern Hopping

Demonstrate the activity while learners watch.

- Ask the learners to be in free space within the marked area
- On signal, ask learners to hop marking letters A, B, C then D.
- On another signal, ask them to hop and make numerical patterns such as 2, 4, 7.
- These activities can be repeated several times. Ask learners to make their own choice patterns
- You can stop all learners, and then select a few individual learners to perform the alphabet and numerical patterns while others watch.
- Discuss the activity with learners, correct mistakes and make learners understand their performance.

8. Hopping Relay

- Learners to be in teams of 8-10 participants
- All in the team form a single file behind each other.
- Cones are placed about 10 metre distance from the front learner in each team.
- On signal, the first learner in each team races (hopping) to round the cone at the end and in front of her team and then changes to race back hopping on the other leg.
- The second learner in each team only takes turn to race after he or she has been touched by the one finishing.
- Race continues until all in each team has taken turns. The team whose all members take turns and finish first is declared the winner.
- Discuss the activity with all teams and find out if they enjoyed the activity.



9. Step hop to the beats

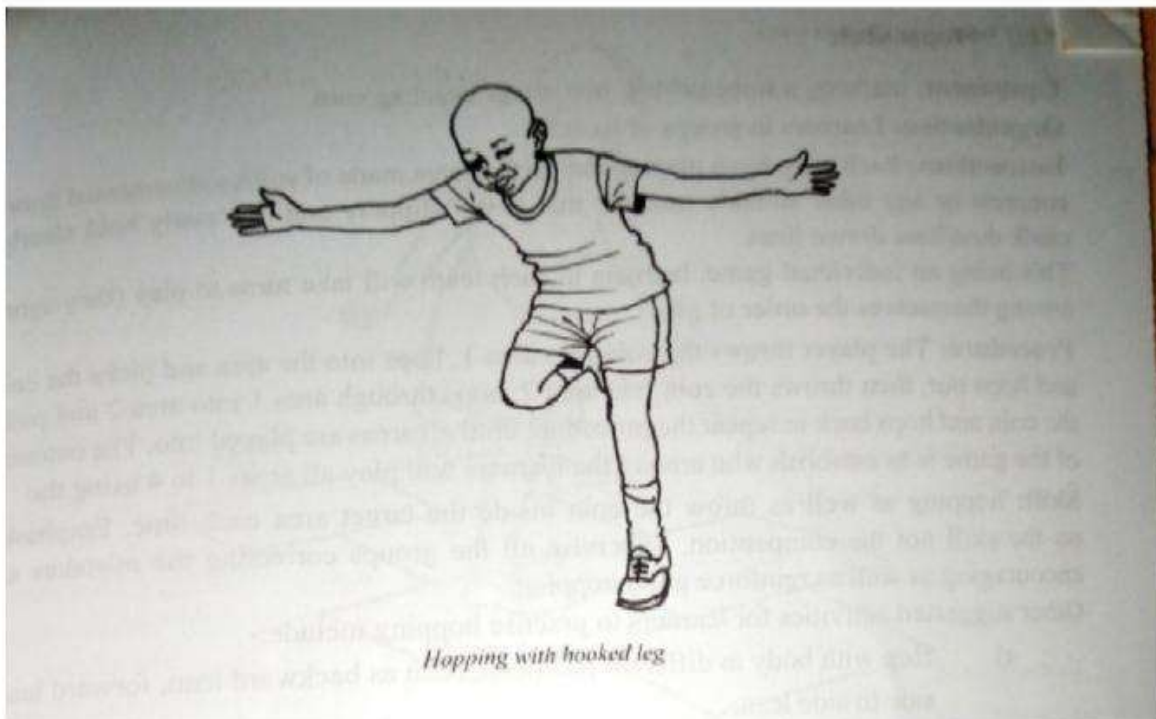
- Learners find own personal space within the marked area.
- Teacher has the drum/ shingles/ plastic containers and the cane
- Teacher produces some beats/ sounds by hitting the drum with the canes.
- Learners make hopping step forward, then backwards to three beats.
- Ask learners to hop fast, high and low.

- Ask them to change and hop using the other leg.
- Activity to stop after a few minutes, ensure some breaks in between.
- Discuss learners experiences after participation

10. Hooked leg hop

Learners to be in pairs as much as possible of equal height.

- The pair to hook up their right legs at the ankle joint.
- Arms freely spread to the sides for balance.
- The hooked legs are almost straight.
- On signal, learners start hopping on the spot, then to different directions and levels.
- Stop and hook up the left leg and continue the activity.
- Stop the activity at 30 seconds after change of legs
- Discuss with learners their experience and correct mistakes.



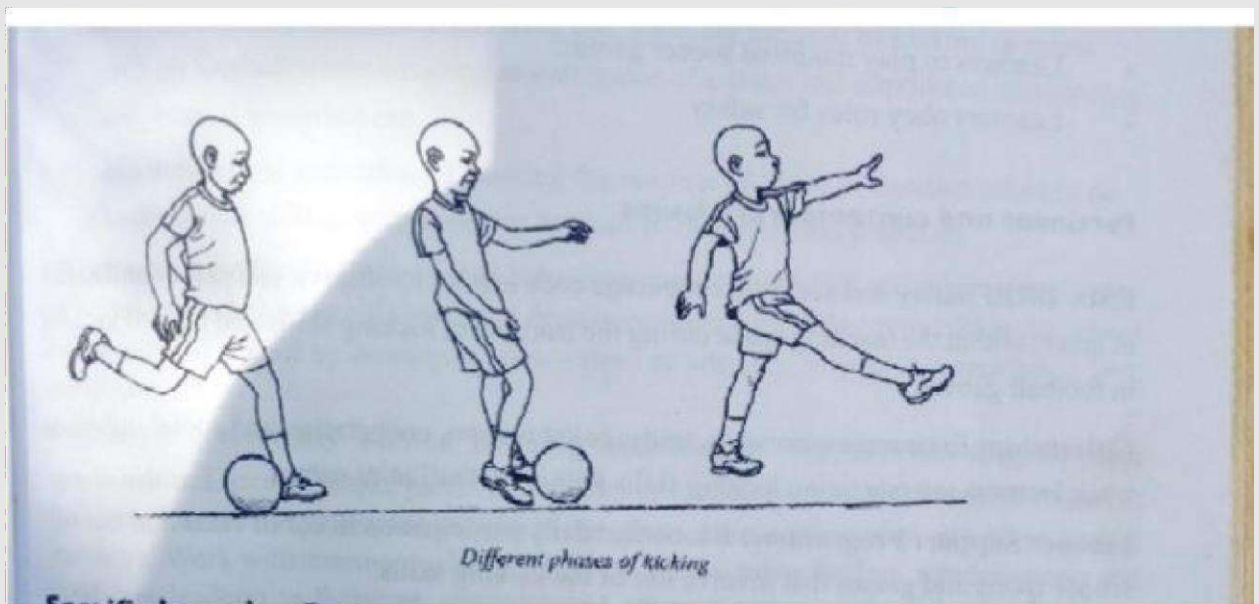
Guide learners to sing familiar action songs as they perform hopping skills.

11. Hopping with arms flinging backwards

- Learners freely occupying personal space within the marked area.
- On signal, they start hopping on the right foot, flinging both arms backwards and lifting left leg behind as if to touch the head
- On signal, they stop and start hopping on left leg lifting right knee upward, body and arms forward.
- Switch alternatively two more times

Kicking

- Kicking is a method of striking a ball using the feet. Young children enjoy kicking and the teacher should therefore ensure that the learning environment is interesting
- The kicking skill involves applying a force to an object with the foot or leg, and require good eye foot coordination
- Kicking with the feet include kicking a stationary or moving object, like a bean bag, a small can or



a big soft ball



- At this level of learning it is necessary not to put too much focus on the part of the foot used in kicking, instead emphasize should be placed on the application of movement principles related to acceleration, speed and distance within a marked area

Improvising a ball for kicking

Guide learners individually to improvise a ball using paper mache technique

Materials needed

Absorbent papers, water, glue, papier mache, strings, basins, buckets

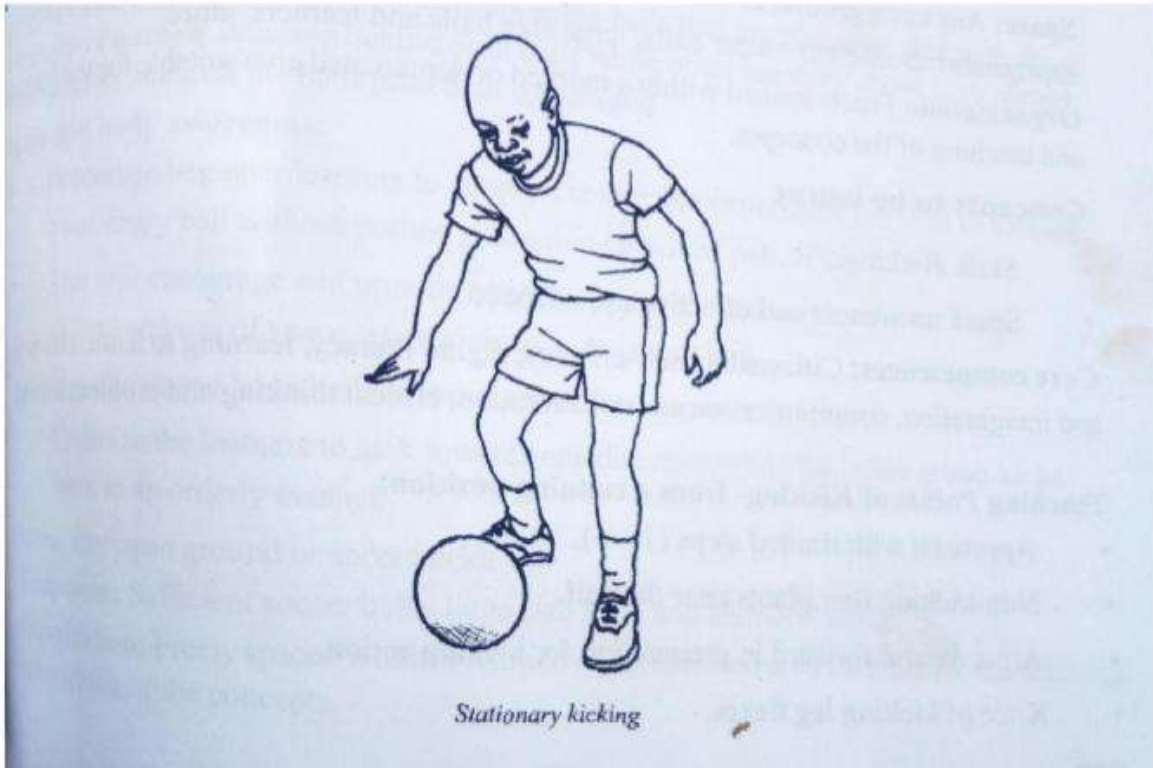
Procedure

1. Shredding absorbent papers and mixing with water to a pulp state
2. Adding paper glue and let it settle
3. Create mould by crumbling dry paper to a ball shape
4. Tying the crumbled ball with strings
5. Applying the papier mache around the ball
6. Drying
7. After drying the ball is ready for kicking

Guide learners to sing action songs related to kicking the ball, as they practice kicking the ball in different directions.

Learners to sing familiar action songs as they kick the ball

Types of different skills in kicking



2. Kicking from a run

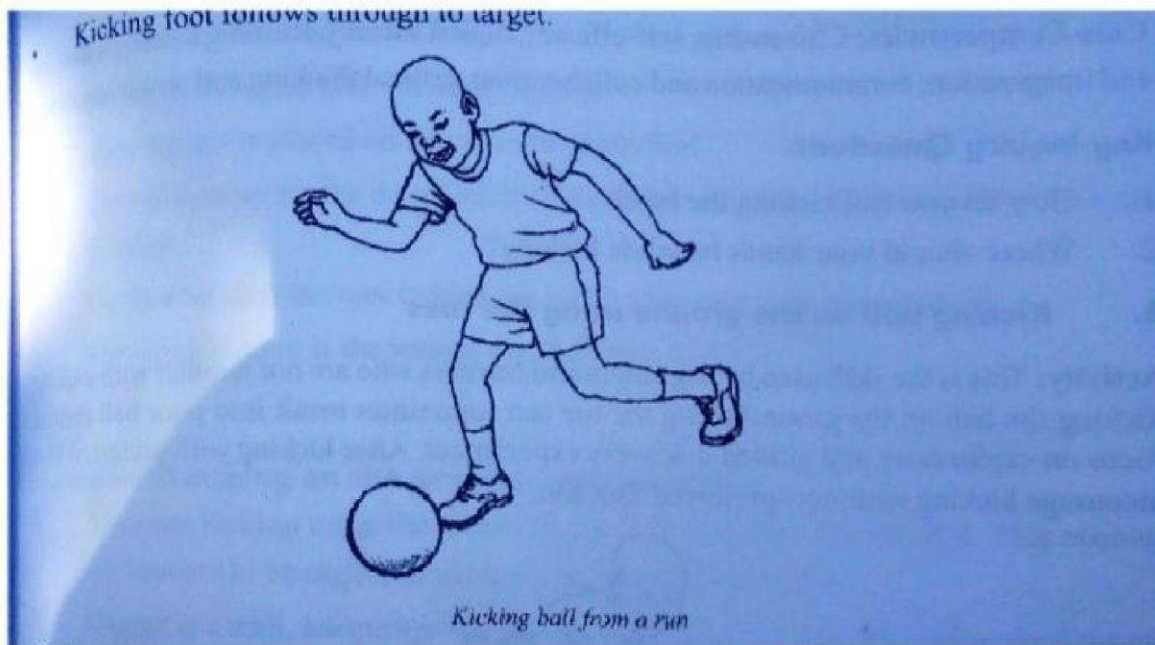
Teaching points of kicking from a running position

- Approach with limited steps(1–5)
- Non kicking foot plants near the ball
- Arms extend forward in preparation for kicking action
- Knee of kicking leg flexes
- Trunk leans forward at contact.
- Contact with ball is made directly below centre of ball(travel in the air) , contact with ball is made directly, behind center of ball (travel on the ground)
- Kicking foot follows through to the target.

3. Exploring general kicking – use of space and body awareness

This skill is performed by learners using balls that are placed on line with about 4-8 group of learners standing behind each ball while other learners, about 5-10 metres away stand in line with the balls placed on the ground.

- Encourage beginner learners to simply explore and experience the skill of kicking a stationary ball without putting restriction on which part of the foot in use.



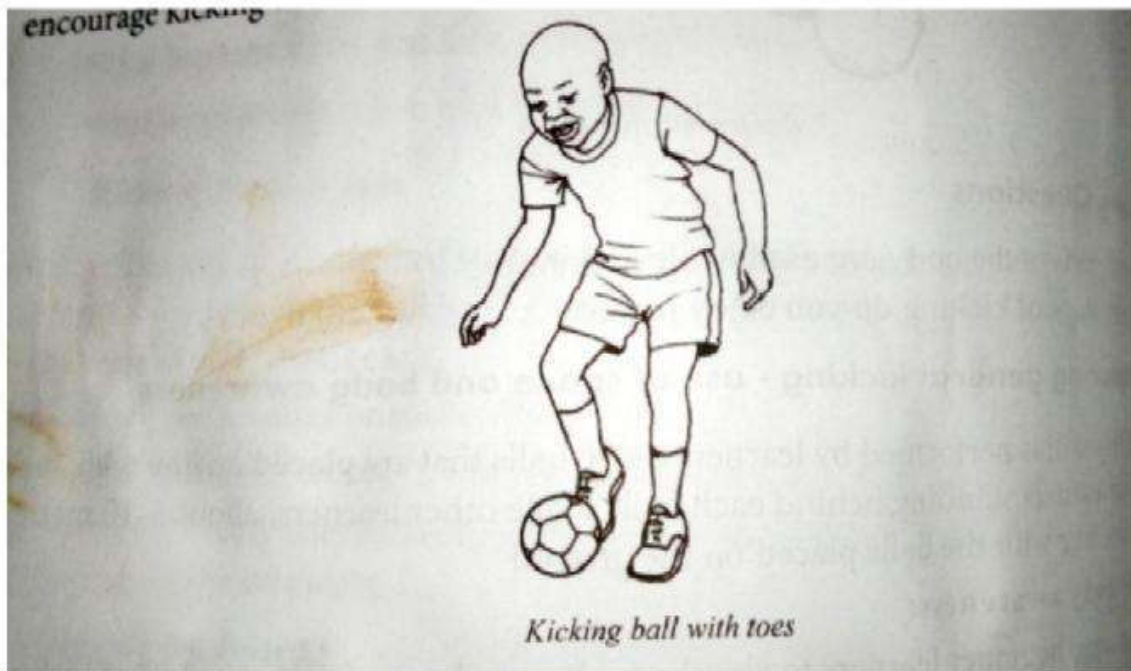
- This will encourage and provide opportunity for the learners to master body control and use of space when kicking a stationary ball.
- Use of soft and large balls at this stage of learning is encouraged.
- Organize the learners to kick towards one direction while the other group kicks back in an orderly manner.

4. Kicking ball on the ground using the toes.

Teaching points

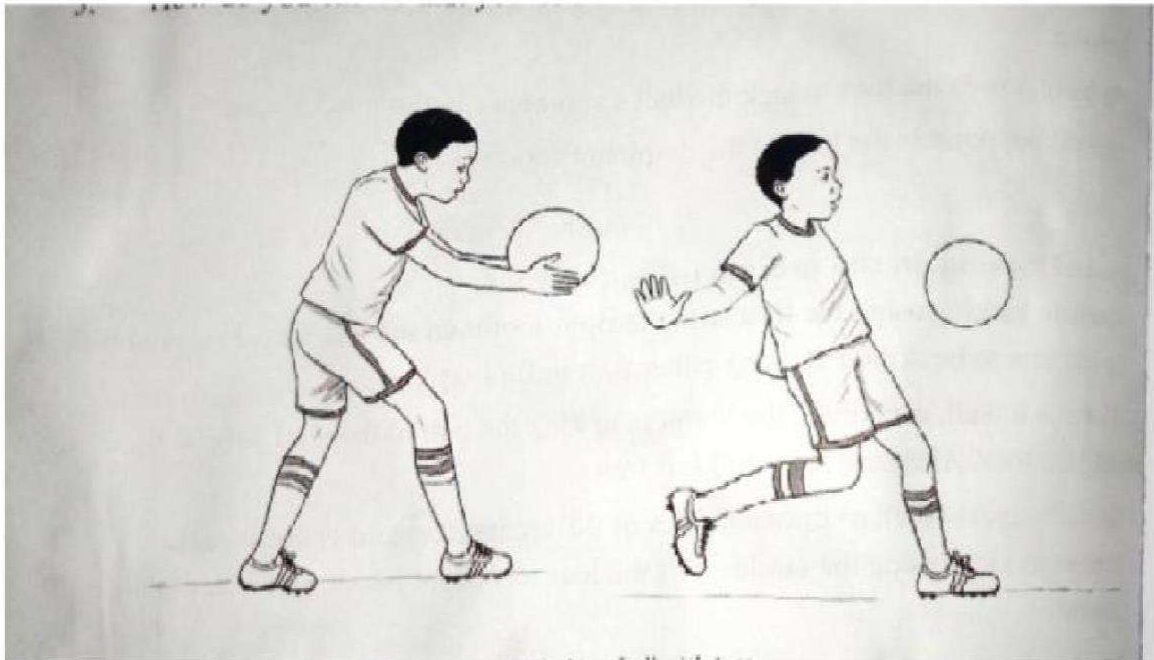
- Begin from a standing position with a small run towards a stationary ball in front.

- The ball is approached from behind
- The eyes are focused on the ball.
- The head and trunk lean forward slightly.
- Body weight is placed on the non dominant foot
- The learners swing the dominant kicking foot backwards, then forcefully forward to strike.
- The learner uses the toes to kick the ball a stationary ball placed about.
- The striking point is the toes of the dominant foot.
- Alternate kicking using the toes with the right foot then the left foot. This enables the learners to be skilled using either foot in future play.
- If there is a wall, encourage the learners to kick the ball to the wall several times using the toes. Alternate right and left foot.
- Put wall targets(such as drawn circles of different sizes and encourage the learners to kick inside the circles. Let the learners count number of successful strikes.
- Increase the size of the target at the start and decrease the size of the targets as the skill progression improves



5. Kicking ball held in the hand at different height levels

- Emphasize low height kick, medium height kick and high height kick.
- Focus on explanatory and guided discovery experiences.
- After kicking with preferred foot encourage kicking with non preferred foot too.
- A Ball can be kicked at different levels by contacting it with different parts of the feet



6. Kicking at different speed and flow

Teaching points

- S behind the ball and slightly to one side.
- Step forward on the non-kicking foot
- Keep eyes on the ball
- Swing kicking leg back and then forcefully forward from the hip.
- The snap down from the knee makes the ball have speed
- Follow through in the direction of the kick.



7. Kicking a target, and relationships(objects)

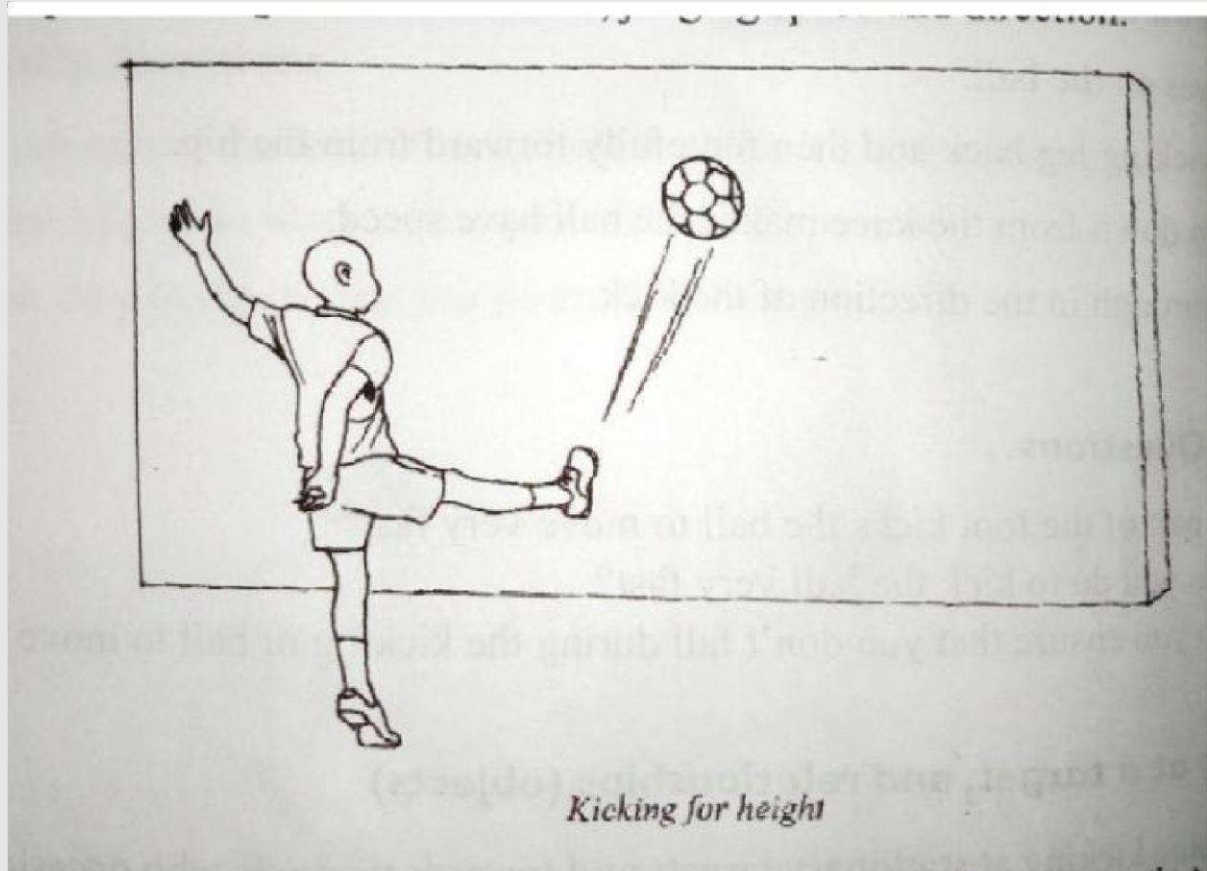
Combine kicking at stationary targets and towards partners who occasionally change positions.

Teaching points

- Approach with limited steps 1--5
- Non kicking foot plants near the ball
- Knee of kicking leg flexes
- Trunk lean forward at contact.
- Top of kicking foot contacts ball
- Kicking foot follows through to target.

8. Kicking a stationary ball for height

- When the ball is on the ground, place your foot underneath the ball and flick it in the air so that it hits the wall. Practise walking/ running up to the ball, kicking underneath the centre of the ball to the wall.
 - Practice the above with the inside of your foot using your toes.
 - Try to hit one of the target shapes on the wall.
-



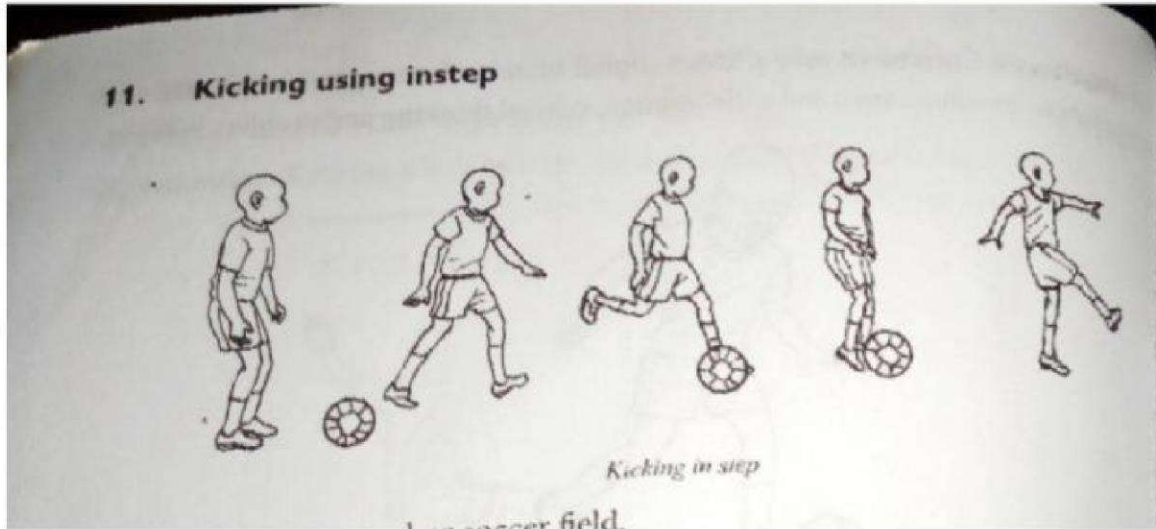
9. Kicking a stationary ball for accuracy

- Encourage learners to kick ball at different targets. These will include kicking to hit a wall, placing large and small targets to enable learners to kick at, kicking inside a goal post or under a stretched rope, kicking through and between chairs and kicking at cones.

10. Kicking a stationary ball, kicking at different levels, speed and flow

- Encourage learners to kick the ball (that involves the ball moving at different levels) speeds (slow, medium and fast) and focusing on the flow of the kick (leg swing, bend of knees, swinging of both arms and follow through)

11. Kicking using instep

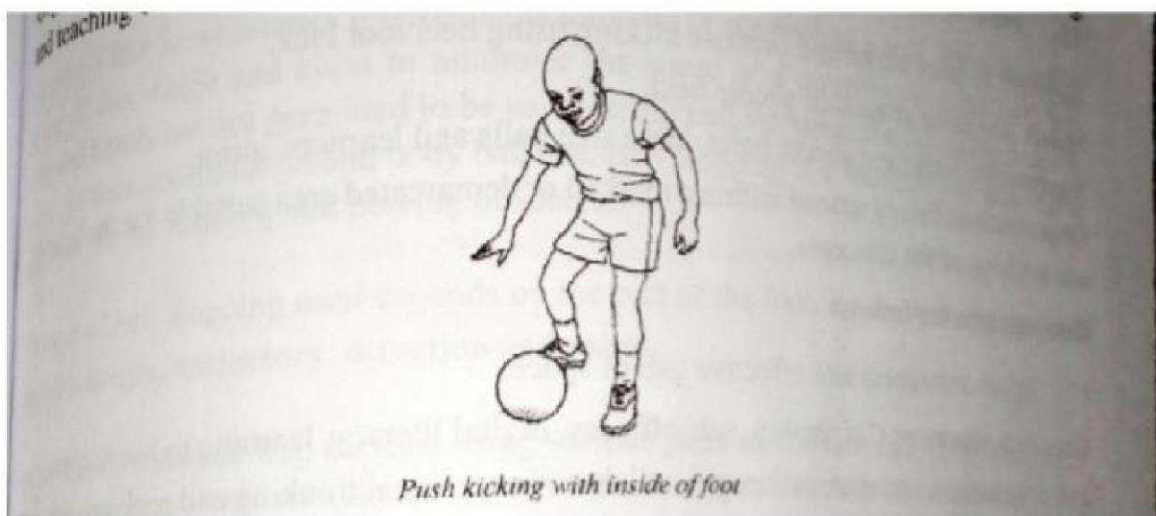


12. Kicking at a target, and relationships (with objects)

- Kicking at different and varying targets and learning about relationships.

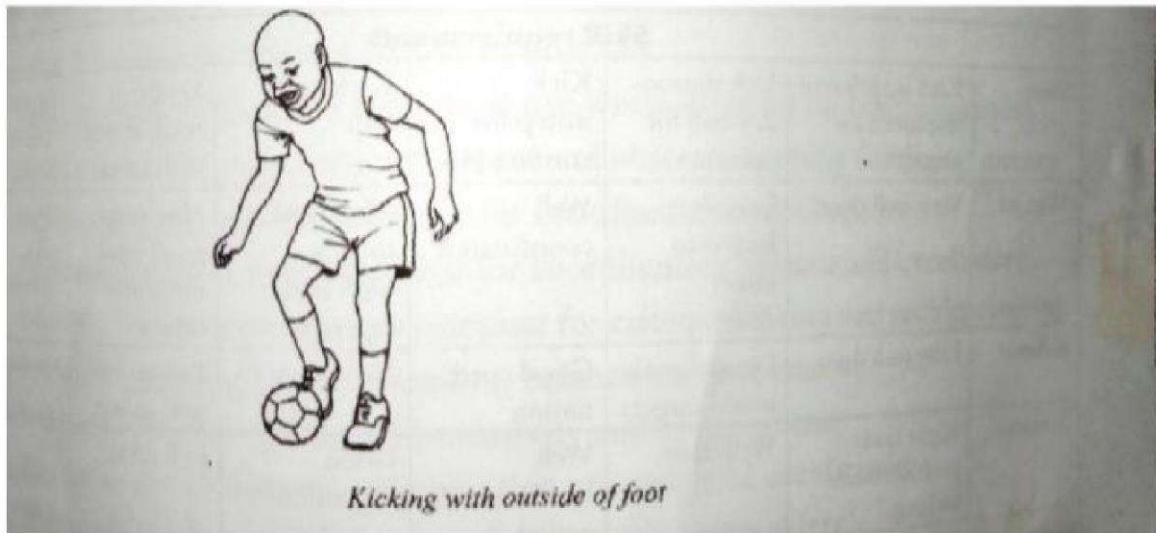
13. Push kick or inside of foot kick.

- Learners practice kicking using inside of the foot



14. Outside foot kick

Learners practice kicking using outside of the foot kick.



15. Heel kick

Teaching points

- Stand behind the ball and slightly to one side.
- Keep eyes on the ball
- Place non-kicking foot next to the ball.
- Swing kicking leg forwards and bring it back fast through to the contact ball
- Kick ball using the heel(behind section of the foot)
- Follow – through in the direction (backwards) of the target.

Playing musical instruments

9. Wind instruments

Wind instruments are instruments played by blowing.

Pictures of wind instruments

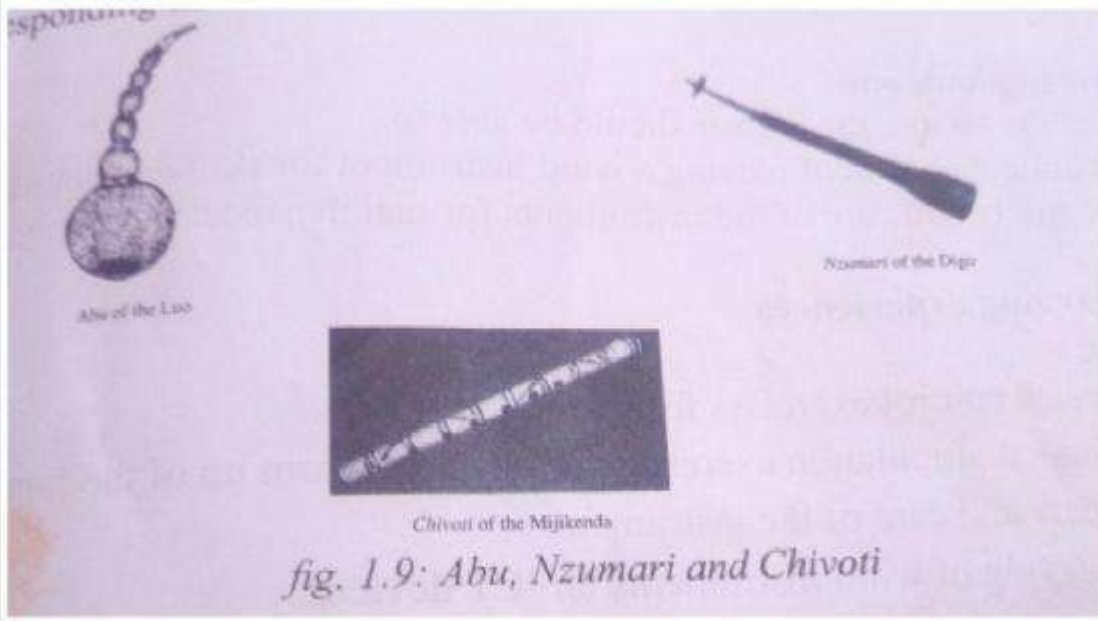
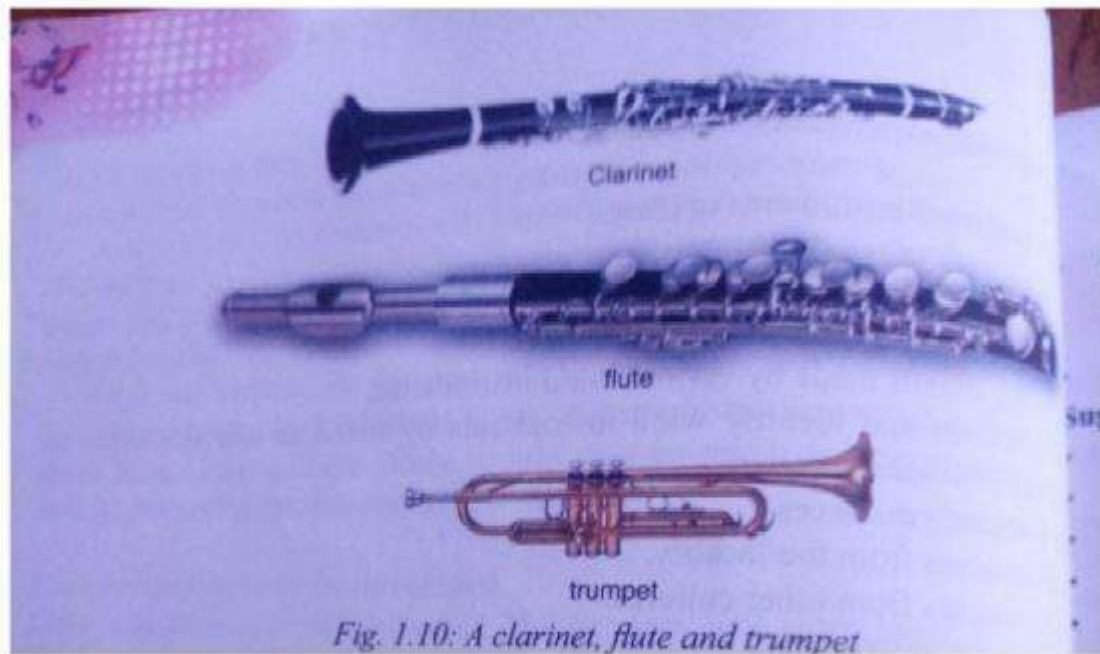


fig. 1.9: Abu, Nzumari and Chivoti



Examples of wind instruments are flute ,reeds, instruments, pipes,horns and whistles.

Examples of wind instruments are;- flute,reeds, instruments,pipes,horns and whistles

Improvising a wind instrument

Materials needed

Straws

Reeds

Cutting tools

Bottles

Water

Plastic bottles

Papers

Guide learners to use locally available materials to make simple wind instruments.

Guide learners to collect most of the materials themselves

Guide learners to work in groups

Steps for making simple wind instrument

1. Biro pen casing or lollipop straw holder can be blown across to produce some musical sounds, varying the rhythm of the sound produces a whistle like musical instrument
2. For reeds , plastic bottles or tubes use the cutting tools to cut out a good size,a length of about 6 inches should be sufficient for the learners little hands
3. Bore put a mouth hole on one end
4. Bore out the finger holes
5. Test the instruments

Playing the improvised wind instrument

- In groups learners to play the instruments they have improvised
- Give every learner an opportunity to play instruments
- Guide the learners on holding placement of the lips, fingering and breathe control.
- Guide learners to make body movements as they play the instruments.
- They can make body movements as they follow the rhythm of the musical instruments

They can make body movements such as swaying, walking, clapping, tapping, marching, stamping and more others

END OF TERM 2 WORK.

Grade 2 Rationalized Creative Arts Notes Term 3

Performing and Display

Rolls and Balances

Rolling involves transferring weight to adjacent body parts around a central axis. Many learners enjoy the sensation of rolling as it stimulates the vestibular system. Forward roll is an important skill in gymnastics and learning to roll is necessary in prevention of injuries when falling or over balancing.

Egg roll

Egg roll is also called tuck roll because the gymnast has to tuck their legs into their chest and hold them steady with their arms. The roll starts on their knees and then push with their elbows and knees to roll onto their side, and all the way over back to their knees.

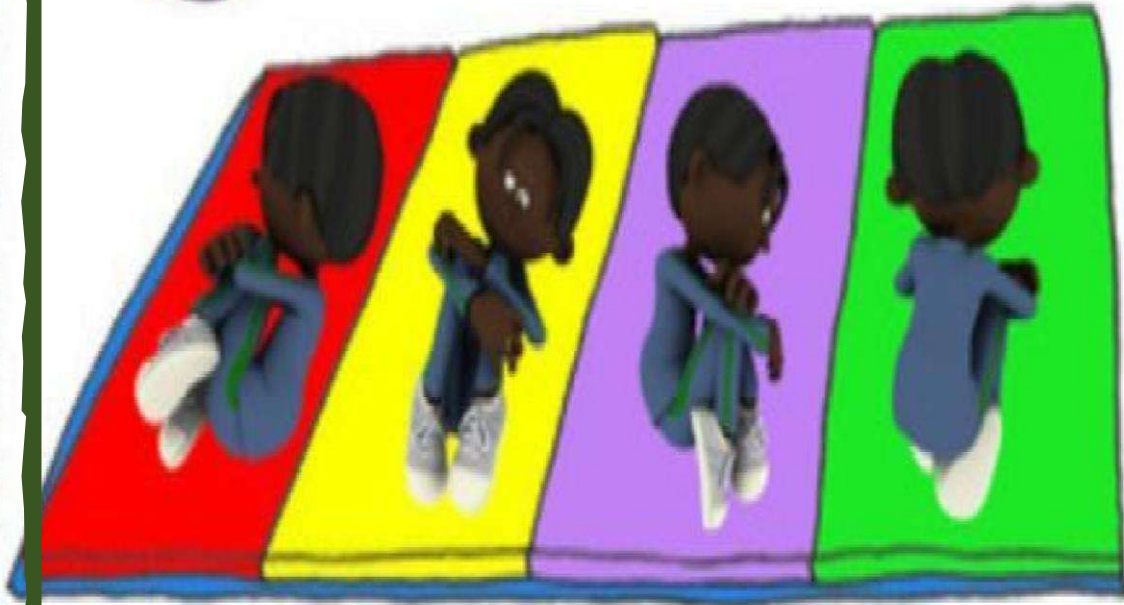
Teaching points for egg roll

1. Kneel on the floor
2. Tuck your knees into your chest and hold your arms tightly to the side of the body.
3. Keep your chin tucked in and shoulders just off the floor to keep the rounded shape
4. Roll to the left or right, until you return to your starting position, completing a full rotation of the body.

Pictures showing how to perform an egg roll



Egg Roll



Lie down on your back on the mat
Bring your knees up to your chest
Tuck chin towards knees
Keep elbows in
Rock back and forth



EGG ROLL

- < LAY SIDEWAYS AND GRAB YOUR KNEES WITH YOUR HANDS AND PULL YOUR SELF INTO A TIGHT BALL
- < STAY IN A BALL AND ROLL SIDEWAYS DOWN THE MAT
- < READJUST YOUR BODY IF YOU ROLL OFF THE MAT



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Safety measures to observe when performing egg roll

1. Perform egg on a safe place
2. The ground should be cleared from obstacles and sharp objects
3. Do warm up activities before Performing an egg roll
4. Always perform egg roll in a free space so that you don't injure each other.
5. Make sure you roll within the marked area

Learners to perform egg roll in groups. Learners to move to different directions as they perform egg rolling.

Balances

Balance is the ability to maintain one's body in an upright and steady position without failing. This could be in sitting, standing or moving with eyes open or closed. Balance is a significant component of learner's development. It is essential for learners to acquire the balance skill before they can progress to higher level gross motor skills like climbing, hopping, galloping or skipping.

Static balance is the ability to maintain one's equilibrium in a stationary position such as when standing on one foot, both feet such as in back to back balance or both hands (handstand)

Swan Balance

How to perform Swan Balance

1. Kneel on the floor with the feet together and knees apart
 2. Exhale completely. Place the palms flat on the floor with the fingers pointing towards the feet.
 3. Bring the wrists and forearms so that they touch
 4. Lean forward so that the abdomen rests on top of the elbows and chest rests on the upper. 5. Maintain the balance and slowly stretch the legs backward until they are straight
 6. Keep the feet together and place the tips of the toes on the floor.
 7. Raise the head slightly and focus the gaze on a fixed point Infront at eye level
 8. In the final position, all the weight of the body should Rest on the hands and the tips of the toes.
-

9. Hold the position for as long as is comfortable breathing slowly and deeply or retain the breath of holding the final position only for few seconds. Do not strain.
10. Lower the knees to the floor and sit up in and inhale. Relax the whole body.
11. Beginners may increase the duration gradually over a period of weeks.
12. Practice 3 rounds.

[Pictures showing how to perform Swan Balance](#)



Improvising markers

Guide learners to collect locally available materials like coloured papers, pieces of clothes, sticks, old manilla papers.

Learners to tie pieces of clothes on top of sticks.

They can also stick pieces of coloured papers on top of sticks.

Pin the sticks round the field to be used.

Also fold the manilla papers to make cone shapes then mark the fields using the cones.

Guide learners to practice and perform egg rolling and swan balance inside the field marked with markers.

Learners to sing action songs as they perform egg rolling and swan balances.

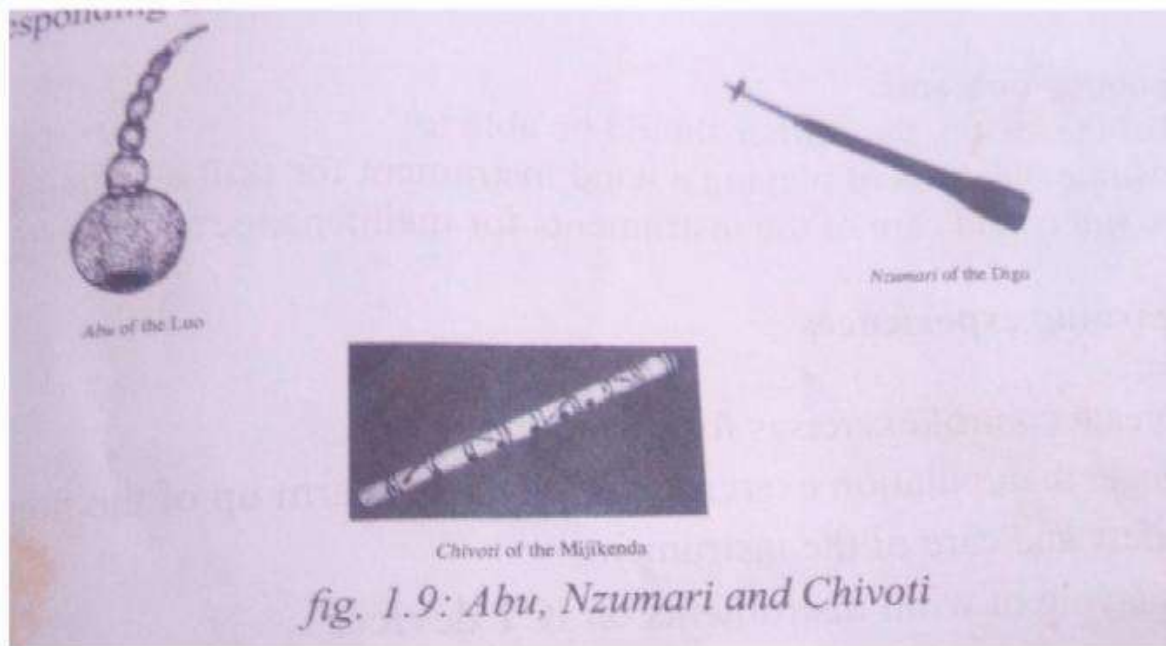


Wind instruments

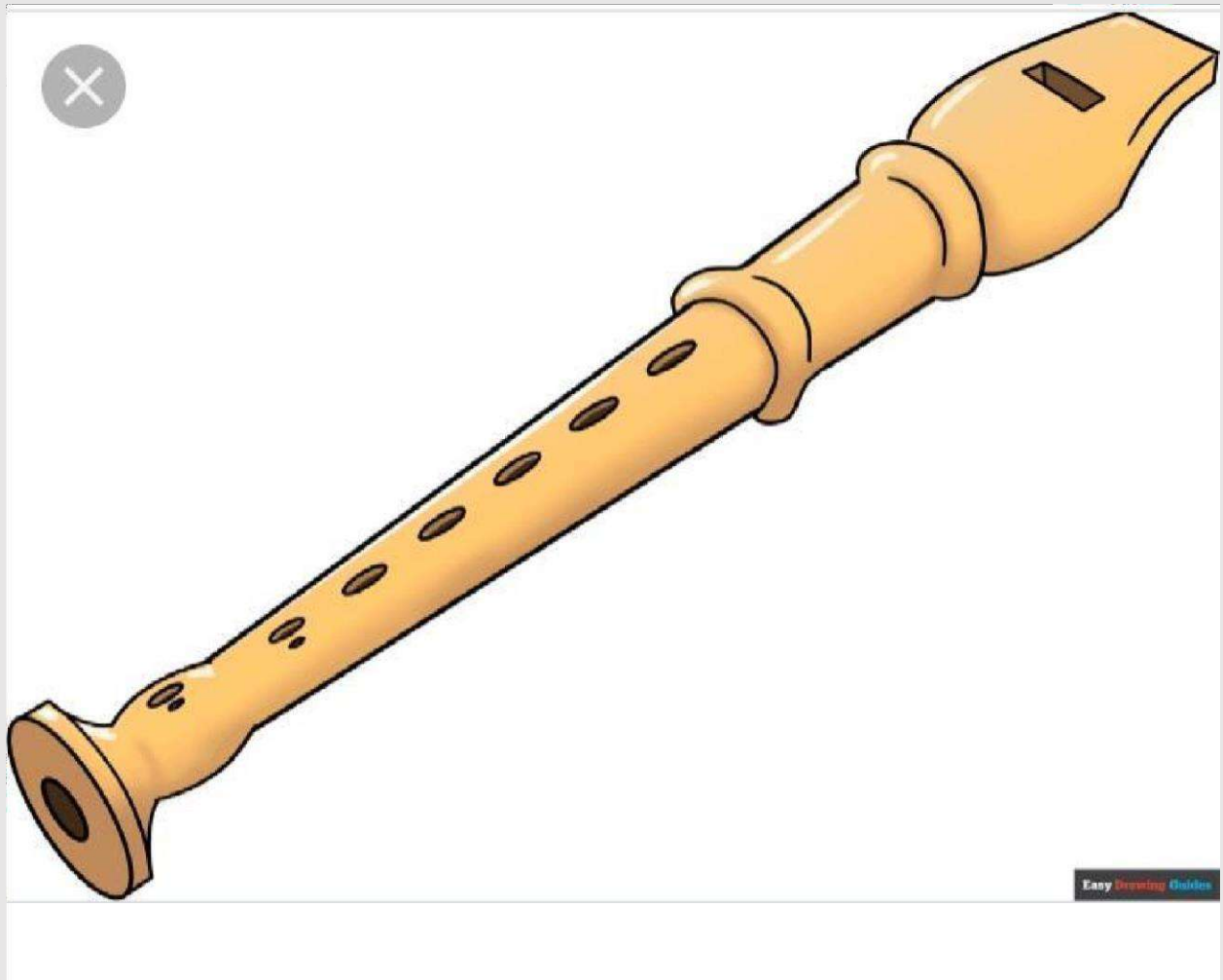
Wind instruments.

Wind instruments are instruments played by blowing.

Make a chart or pictures of wind instruments to show learners



Flute



Picture of a traditional wooden flute



Improvising a flute

Materials needed

- Reeds
- Plastic pipes
- Tubes
- Cutting tools
- Straws

Guide learners to collect locally available materials to make a simple flute. Guide learners to make simple flutes in groups.

Step to follow when making a flute

1. For reeds, plastic pipes or tubes use the cutting tools to cut out a good size , a length of about 6 inches should be sufficient for the learners little hands.
2. Bore out a mouth hole on one end
3. Bore out the finger holes.
4. Test the flute to compare the sound

Playing the improvised wind instrument

- Give every learner an opportunity to play the instrument they have improvised • Guide the learners on holding placement of the lips,, fingering and breath control.
- Let learners practice playing the instrument in groups, in pairs and individually

Modelling

Coiling Technique

Coiling involves the rolling out of clay into a long thin sausage like form that is wound round like a spring.. You can make pots and vessels with coils by placing them round the circumference and gradually increasing the height. Item that can be made from clay by coiling Technique are pots and vessels

Pictures showing coiling Technique modelling



CONNECT COILS GOOD!





Materials needed in modelling using coiling Technique

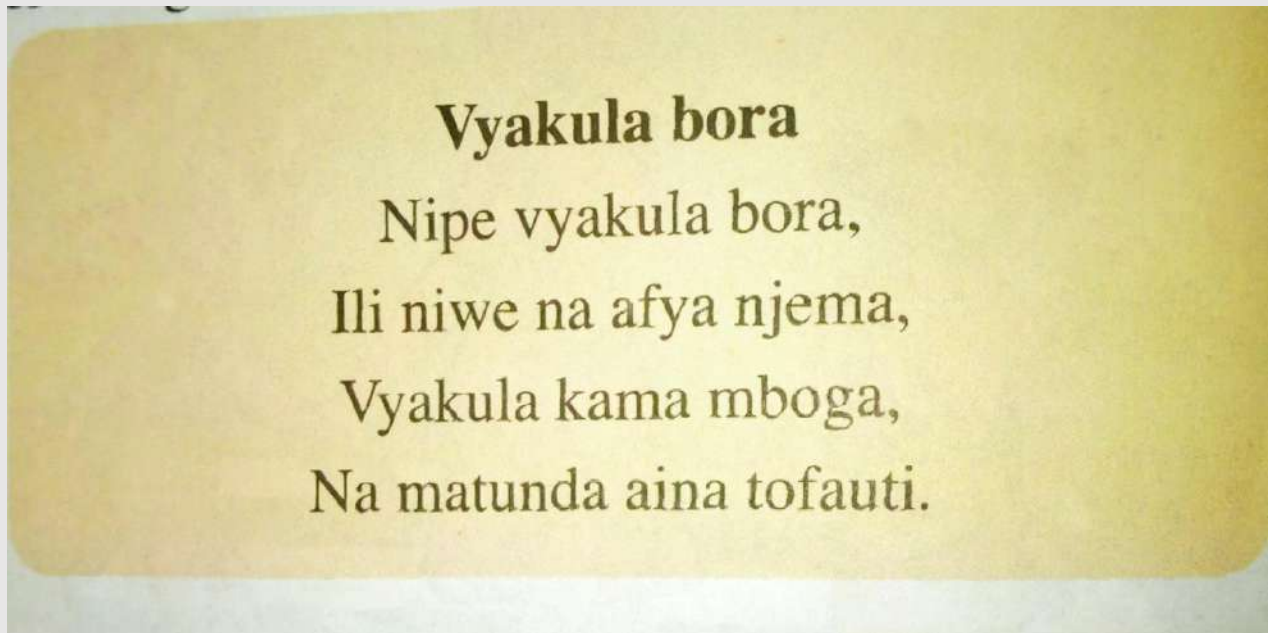
- Clay
- Water
- Container
- Scraper or small knife

Procedure for modelling using coiling Technique

- 1 Form a base.
- 2 Roll out a coil.
- 3 Attach the coil using a bonding pinch.
- 4 Thin and raise the pot wall using a flat pinch.
- 5 Scrape smooth and shape using a rib or scraper.
- 6 Repeat steps 2 through 5 until you reach the desired size or run out of clay.

Songs

Topical songs Example of a topical song.



- Topical songs are songs sung to pass messages on this that happen in the society.
 - Such messages can be on a child's right to education, road safety, Environment, personal hygiene, health and nutrition.
 - singing loudly or softly while pronouncing words clearly helps in passing the messages in a song.

Performing a topical song

- Guide learners into groups of 8 learners
 - Let learners discuss a familiar topical song they know or they have ever heard
 - Learners can also use digital devices to search for topical songs they can watch and listen to.
 - Learners to observe how topical songs are performed. For knowledge acquisition
 - Guide learners to perform their own topical song by ensuring that they pass out the message of the song clearly and accurately
 - Guide them to use the correct gestures and facial expressions
-

Singing games – Western style

The participants in a singing game

A singing game is a children's game in which the players perform certain actions to the words of a song.

Singing games is usually performed when child are playing in the field.

Singing game consist of playing, singing and making body movements.

Western style singing games are songs sung in English words by children when singing.

Singing games include the following features; selection, counting, clapping, skipping , action and ball games

Examples of western style singing games are skipping rope songs;

- Skip and skip
- Babligan babligan
- Mingle, mingle, mingle
- The bus in the town

Costumes and props used in western style singing games

Costumes are special clothes won when performing singing games to enhance the beauty of the participants and also to make the performance more interesting.

Costumes can improvised using locally available materials like papers, sisal, cartons, banana fibres, feathers and beads.

The costumes are mostly headgears, face masks, sisal skirts, anklets, bracelets and more others .

Why do we need singing costumes in singing games

- For safety
- Uniformity
- To make the performance more interesting



- For identification
- For easy movement

Props on the other hand are moveable items that kids use while singing to help them maintain focus in a song.

Examples of props used in western style singing games are;

- Ropes
- Bean bags
- Dolls
- Bottle tops • Handkerchiefs
- Sticks.

Formations use in western style singing games

Water Safety

Games played in water

Examples of games played in water by kids are:-

1 Passing the cup

This is a super competitive water game enjoyed by kids and adults alike. Here are steps on how to perform passing the cup:-

1. Divide learners into groups/ team
 2. Each team has to sit in a straight line facing forward.
 3. OThe person at the end of the queue has to face backwards.
 4. Two buckets are placed at the end of the line for each team
-

5. The front bucket has to be filled with water and the bucket at the back has to be empty.
6. The people sitting at the front of the line are given a cup and they have to fill it with water and pass it back to their team mates over the head until it reaches the last person who pours it into the empty bucket. They then pass the cup forward and the process starts again.
7. The team whose bucket gets filled fastest will win

2. Fill in the bucket

This is a fun water game that requires a sponge and two buckets for each player. Two buckets have to be placed adjacent to one another, with only one filled with water. The goal is to soak the sponge in the bucket, run to the other side and squeeze the sponge in the bucket. The player whose bucket gets full first wins.

3. Jumping rope with water

The simple jumping rope activity can become a great water game. Each player must hold a container full of water and jump the rope ten times. Whoever has spilled the least amount of water wins.

This is simple game with little preparation required but it guarantees to get the participants in a competitive mood with lots of water being splashed.

4 Water Bucket race

All you need is a few buckets, two for each player. Once the race starts, the player has to run with a bucket full of water and dump the water in the empty bucket at the other end. Whoever has the most amount of water wins.

A variation to this activity can be teams of two whereby player A runs to player B, dumps water, and player B then runs back to player A, dumps water, and player A then runs back to player A's place.

END OF THE YEAR

