

GRADE 3 RATIONALIZED CREATIVE ARTS COMPLETE NOTES

TERM 1

TOPIC 1: CREATION AND EXPLORATION

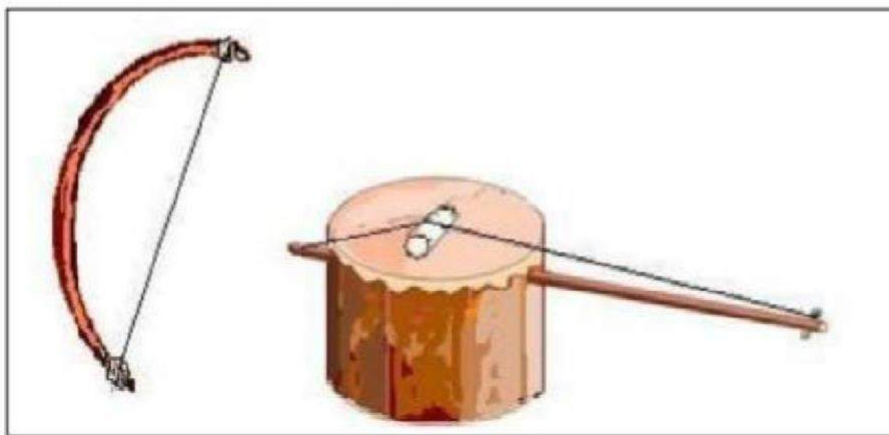
Painting

Kenyan musical instruments

Stringed musical instruments

- These are musical instruments that have strings.
- String instruments are played by plucking or rubbing strings
- A string instrument can have one,two or more number of strings.
- There are different types of string instruments found among the Kenyan communities.
- Fiddles are string instruments that have one or two strings

7. Bow - used to play the instrument.

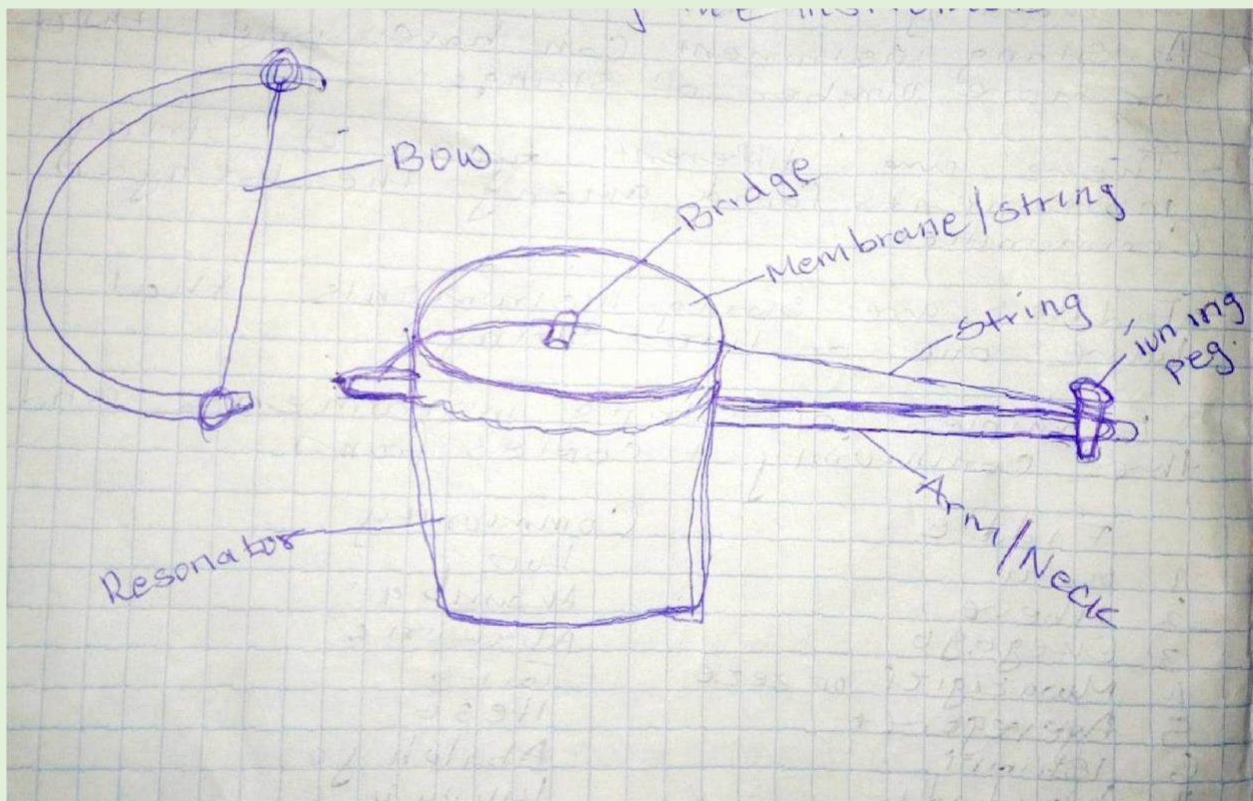


Examples of Kenyan single stringed musical instruments are and the community they come from;

Fiddle	Community
Orutu	Luo
Mbeve	Kamba

Ekegogo	Abakuria
Mwazigizi or zeze	Taita
Ageregeret	Teso
Ishiriri	Abaluhya
Wandindi	Kikuyu
Kimeng'eng	Kalenjin
Ong'eng'eng or Otere	Abagusii

Parts of a single stringed musical instrument and their functions.



1. **Arm/ Neck** _ for holding and supporting the instrument when playing.
2. **String** _ it is plucked to produce sound
3. **Resonator** _ makes the sound louder.
4. **Membrane/ skin** _ used to cover the resonator.
5. **Bridge** _ used to make the sound clearer by separating the string from the skin or membrane.
6. **Bow** _ used to play the instrument.

Painting

Painting is the application of colours on a surface.

Painting a single stringed musical instrument.

Materials needed

Colours, paints, brushes, water, pencils, manilla papers.

Procedure

1. Guide learners into groups.
2. Learners to collect the needed materials earlier before the lesson.
3. Learners to draw a single stringed musical instrument on a manilla paper.
4. Guide learners to get the paints ready by mixing paints with water.
5. Let learners use brushes or improvised brushes to apply paints on the picture.
6. Guide learners to use different colours to paint different parts of the single string musical instrument.
7. Guide learners to take the painted surface on the sun to dry.
8. Each group to display their work in class.
9. Let learners look at the painted pictures and talk about them.

Improvising a single stringed musical instrument

Materials needed: a small plastic tin, a long stick, a wire or strings, small skin or hide,

Procedure

1. Collect tools and materials
2. Make the arm or neck using the stick
3. Make holes through the plastic tin
4. Fix the arm or neck to the tin through the holes
5. Cover the open tin with a skin or a hard nylon paper to make a resonator.
6. Fix the string using the wire
7. Prepare the badge using a small piece of wood
8. Prepare the bow
9. Tune and play to test

Appreciating stringed musical instruments

- Stringed instrument comes in a variety of sizes hence children can also learn how to play.
- Orchestra music which is mostly western culture cannot be performed without stringed instruments
- Playing stringed instruments enhances enjoyment of music.

Rhythm

Rhythm refers to the pattern of sounds and silences that occur over time. It is the element of music that creates a sense of movement and forward momentum and is always described as the heartbeat or pulse of a piece of music.

Simple rhythmic patterns

Sing and clap the beat of the song 'Ten little Indians'

One little two little three little Indians

Four little five little six little Indians

Seven little eight little nine little Indians

Ten little Indian boys

Beat

A beat is the pulse of music.

When beats and rests are organized into pattern it becomes a **rhythmic pattern**

Clap the syllables of the song 'Ten little Indians'

One little two little three little Indians'

Four little five little six little Indians

Seven little eight little nine little Indians

Ten little Indian boys

- Beats can be short or long, for example;- In the song Ten little Indians'

One li- ttle two li- ttle three li- ttle in- dians

One is a long beat.

Li- ttle has two short beats

Two is a long beat

In-dians has two short beats Activity

Sing and clap the rhythmic pattern of Ten little Indians' observing the long beat and the short beats.

- A long beat has one clap,
- Short beat has two short claps

One li-ttle two li-ttle three li-ttle in-dians

Four li-ttle five li-ttle six li-ttle in-dians

Seve li-ttle eight li-ttle nine li-ttle in-dians

Ten li-ttle in-dians boys

Group activity

Perform the song Ten little Indians'in groups

Guide learners into three groups

Group 1 to sing the song

Group 2 to play the beats by just clapping steadily

Group 3 to clap the rhythmic pattern by observing long beats and short beats in the song.

Appreciating simple rhythmic patterns in music

- Rhythm is the foundation of all music and is essential for creating structure and movement.
- Practicing rhythmic patterns and movement help develop fine motor skills, hand eye coordination and overall physical coordination.
- Rhythm gets our body moving, guides us through the tune and communicates the emotions of the piece of music.

Melody

Melody is a series of different tones or sounds in a piece of music.

The Notes are played or sung one after another to make up a song.

The tones in a melody may be low or high.

The highness or lowness of a tone is called pitch

Melody is the tune or musical line or notes that our brains hear as one unit.

Melody variation.

Melody variation is when music is repeated in an altered form.

For example a composer might repeat melody or music in a different key, or play it with a different rhythm

Music can be made more interesting by changing its rhythm or its pitch.

Improvising a simple melody variation

Guide learners to sing a familiar song like ' Baa baa black sheep '

Baa baa black sheep.

Have you any wool,

Yes sir, yes sir,

Three bags full.

One for my master,

And one for my dame,

And one for the little boy,

Who lives down the land.

Let learners make variation of the song ' Baa baa black sheep ' by singing with different pitches in groups.

Guide learners into groups and organize them to sing ' Baa baa black sheep ', in turns.

Let learners sing the song with different pitches (high or low) to create melody variation.

Learners record the new song with variations in groups.

Appreciating melody variation in music

- Melody variations maintains the flow of music
- Make the music more dynamic and interesting
- Melody variation captures and holds listeners attention.

TOPIC 2: PERFORMING AND DISPLAY

D and pulling

Pushing

Pushing is a controlled forceful action performed against an object/obstacles/ partners body to move the body away from the object or move the object in a preferred direction by applying force to it.

Pulling

Pulling is a controlled movement and forceful action that brings an object closer to the body or the body closer to the object. When pulling causes the body to move, followed by the object being pulled, it is the pulling force that causes the body to follow the body.

A combination of pushing and pulling can be fun for the learner and should be arranged in progression with regard to level of difficulty.

A signal may be used to prompt learners to change from one movement.

Teaching points for pushing

- Start from a staggered position for balance/ broad foot base
- Lower the body's center of gravity
- Direct the line of force towards the object
- Keep the body in alignment as much as possible, do not bend the waist, and aim for a forceful push
- Push should be controlled and firm.



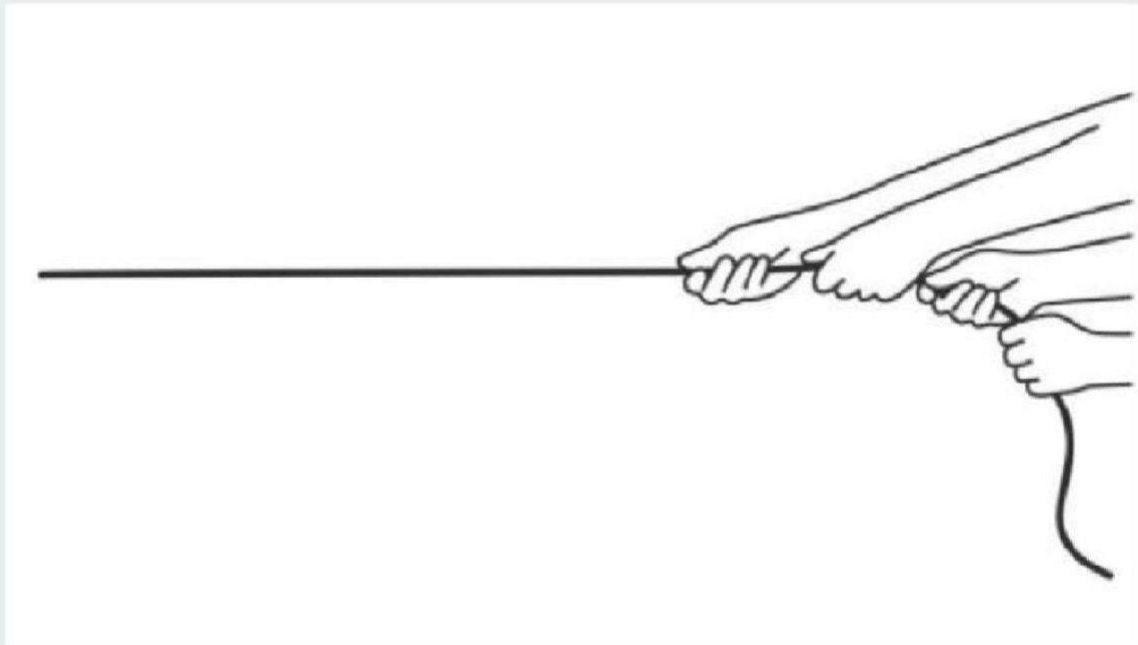
Staggered position in pushing

Pictures showing pushing technique



Pulling

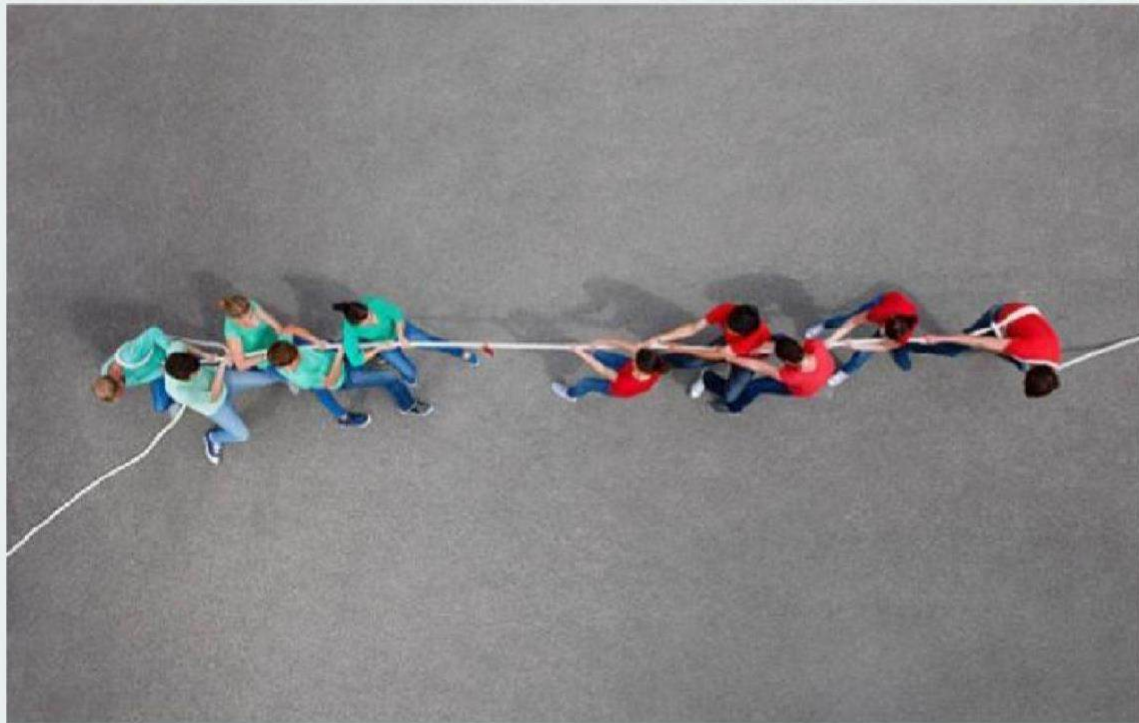
- Get a comfortable grip of the object or target • Broaden the base by standing in a staggered position.
- Lower the center of gravity by lowering the body.
- Vertical axis of the body provided a line of force away from the object.
- Pulling should be controlled with minimal jerking and tugging.
- Gather force and pull steadily



Hands pulling rope.



Two men's hands pulling opposite ends of ro...
Two people pulling a rope in opposite direction isolat...



People playing tug of war

Activities involved in pulling and pushing

1. Pulling and pushing imaginary things

- Demonstrate to learners pulling and pushing imaginary objects up and down from the sky and varying speed.
- Learners are freely within the marked area. They reached for the sky and imaginary objects downwards towards the body. They should vary the speed of the pull from slowly and steadily then quickly. They can repeat several times changing to face another direction.

- After sometime they change to pushing imaginary upwards to the sky away from the body. They push imaginary light objects fast, then change to to imaginary heavy object.



END OF TERM 1 WORK NOTES

PERFORMING AND DISPLAY

Pushing and pulling

Plaiting a three strand rope

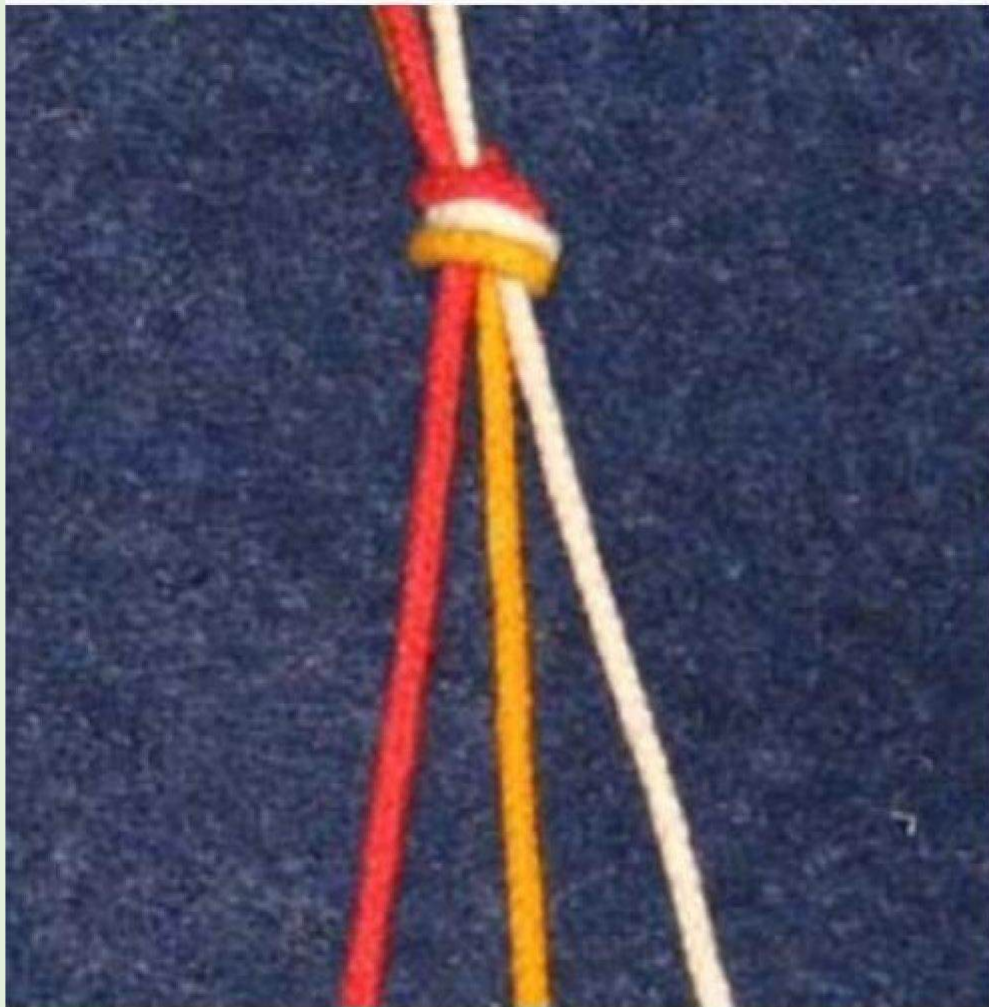
Materials needed

Wool, strings, long grass, sisal fibres, plastic carrier bags

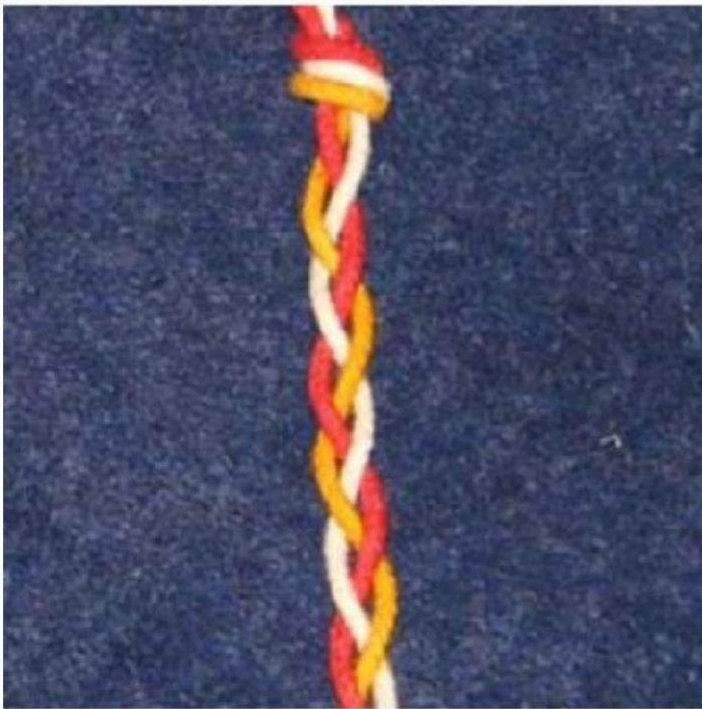
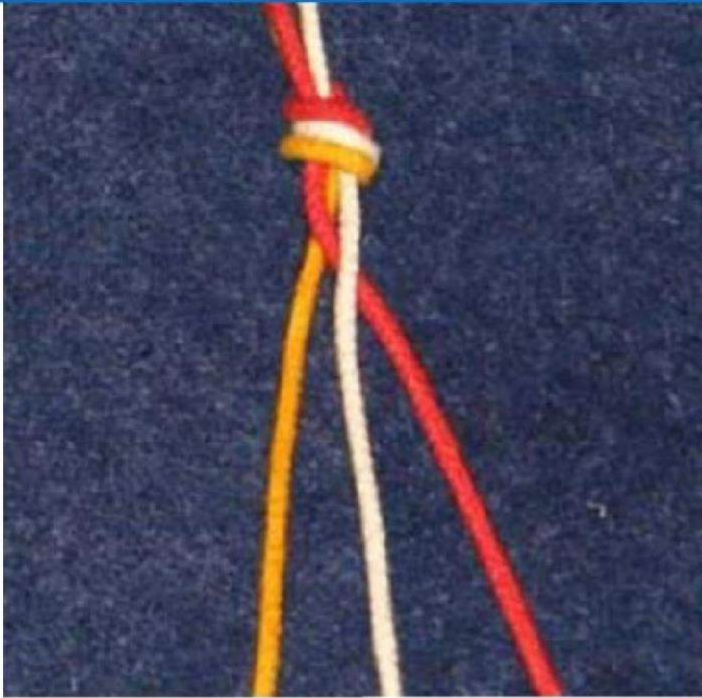
Procedure for plaiting a three strand rope

A three strand plait is the simplest to make;-

1. First, make a knot with the three strings to stop your plait coming unravelling, and fix your strings down – you could tie them to something or stick them to a surface with a cello tape.



2. Start the plait by moving the left hand strand in front of its next door neighbor to become the middle strand
3. Now move the right hand to become the middle one.
4. Repeat steps 2 and 3 until the plait is the length you want. It helps if you keep the strands untangled below the place you are working, otherwise the plait can easily turn into a messy tangle. Finish the plait with another knot to stop it becoming undone.



Remember: left to the middle then right to the middle then left to the middle then right to the middle...

Use the rope to perform the activity of pushing and pulling.

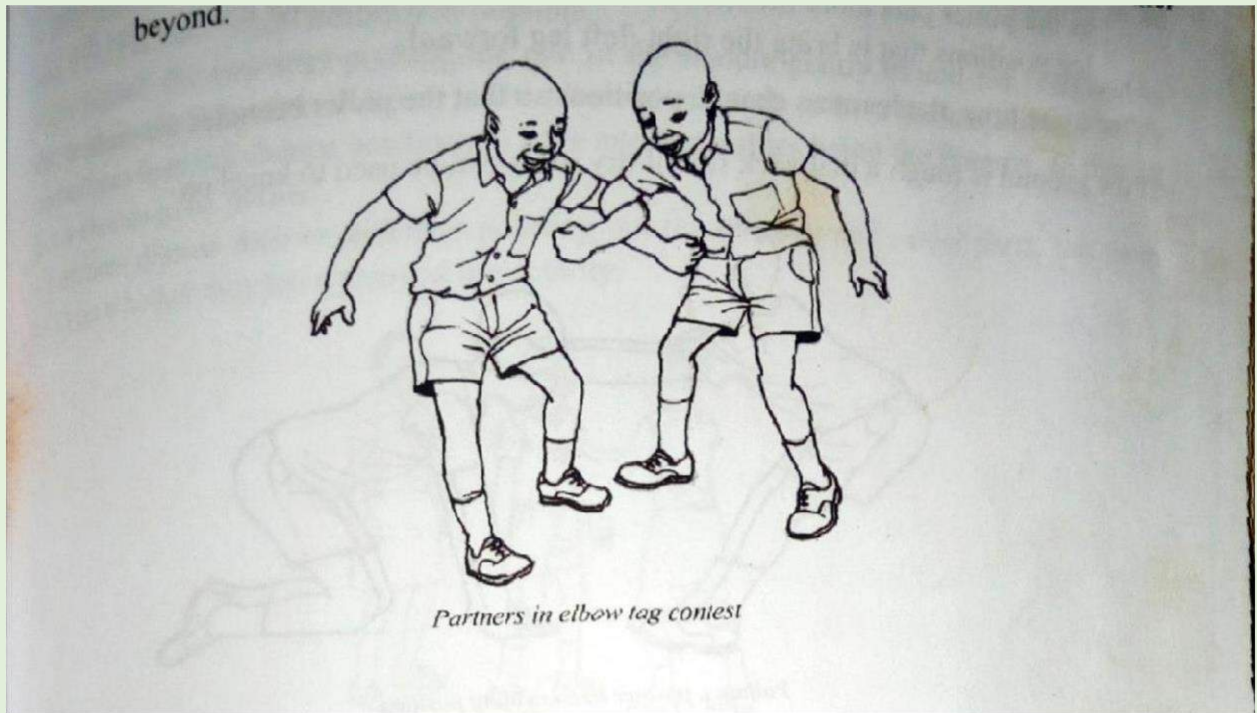
Performing pushing and pulling in different directions

Learners to perform in different directions like;

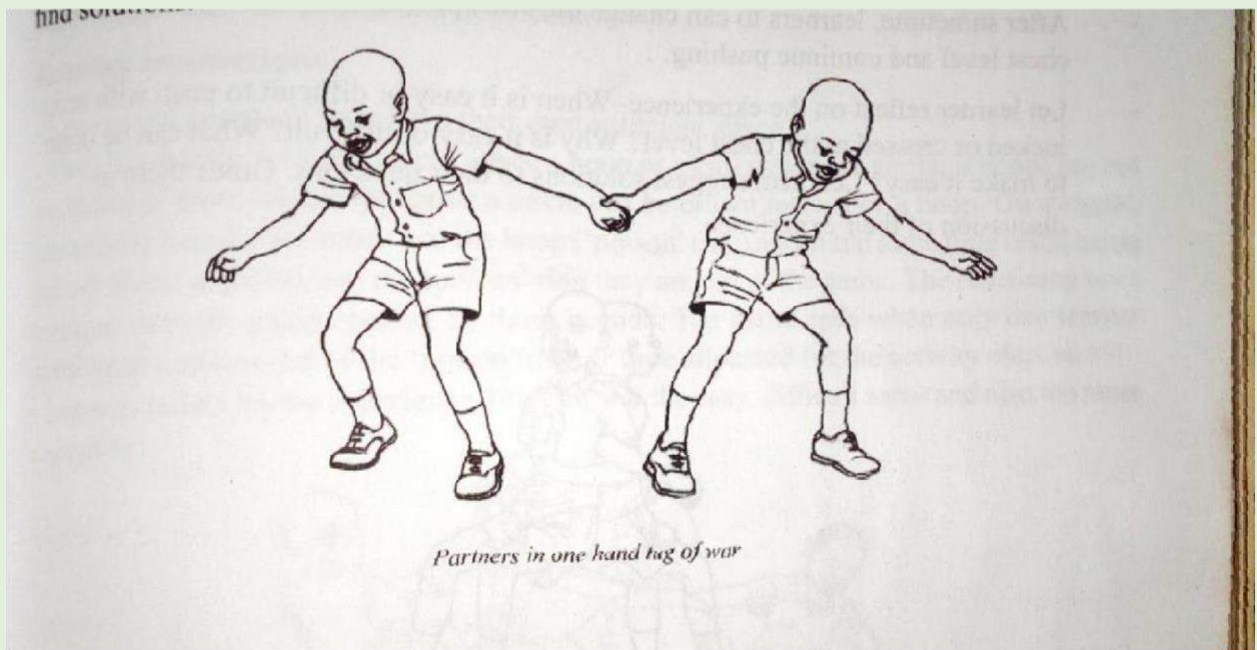
- Pushing contest



- Elbow tug contest



- One hand tug of war



Learners to sing any familiar action song as they perform pushing and pulling like performing tug of war in groups.

Action songs are songs we sing while performing the actions of the songs.

Round songs

A round in music is a song which can be sung by two or more groups of people. One group starts off and the next group start to sing the same song a bit later.

It should sound nice together. When a group gets to the end of the song they start again.

Example of a round song

Are you sleeping

Are you sleeping,

Are you sleeping,

Brother John,

Brother John,

Morning bells are ringing,

Morning bells are ringing,

Ding,Dang,Dong

Ding,Dang,Dong.

Creating painting illustrations

Materials needed

Colours, crayons, pencils, charcoal, manilla papers, improvised brushes, plain papers.

Procedure for Creating painting illustrations

1. Draw illustrations that you want to paint on manilla papers
2. Mix colors with water or you can use crayons
3. Impvise brushes from chewed sticks
4. Use the improvised brushes to apply colours on the illustrations you have just drawn.
5. Use different colours to different theme of the illustrations
6. Put the paintings on the sun to dry
7. Clean the working area
8. Display your paintings for other learners to give feedback.

The painting illustrations created can be used when singing round songs.

Creating simple props that can be used in singing round songs

Props are things or materials which are movable that kids use when singing to maintain their focus on the song.

Examples of props are;-

Scarves

Dolls

Bean bags

Balloon balls

Making a simple doll for singing rounds

Materials needed

- Fabric or pieces of old clothes
- Wire
- Strings
- Glue
- Sewing needle
- Pieces of synthetic hair

Procedure

1. Collect all the required materials
2. Start by making a simple wire form for the head and body
3. Cut pieces of fabric or clothes and begin to build a shape by tying it the wire.
4. You can use a little bit of glue to stick the fabric together



5. Keep adding the pieces of fabric until you are happy with the shape.
6. Stitch through the shape here and there to adjust it and help it stay together.
7. At the back of the face stick the long synthetic hair.
8. Cut the extra pieces and your doll is now done



Now use the improvised doll to sing the rounds

Singing own part in round songs

Learners to practice singing 'Are you sleeping song ' as a class for mastery of the song.

After the learners have mastered the song and sing it very easily, put them in two or three groups.

Then guide learners to sing the song ' are you sleeping in their groups to make sure that each group can actually sing well.

Then guide the first group to start singing the first line of ' Are you sleeping song ' when they start the second line, the second group begins to sing from the first line, then as they continue to the second line, the third group begins fro the first line.

So the first group will be the first to finish singing, followed by the second then finally the third group finished last.

Let them continue singing the round song on their own for fun and enjoyment.

Singing Rounds with appropriate body movements

In groups learners to practice singing while making different body movements.

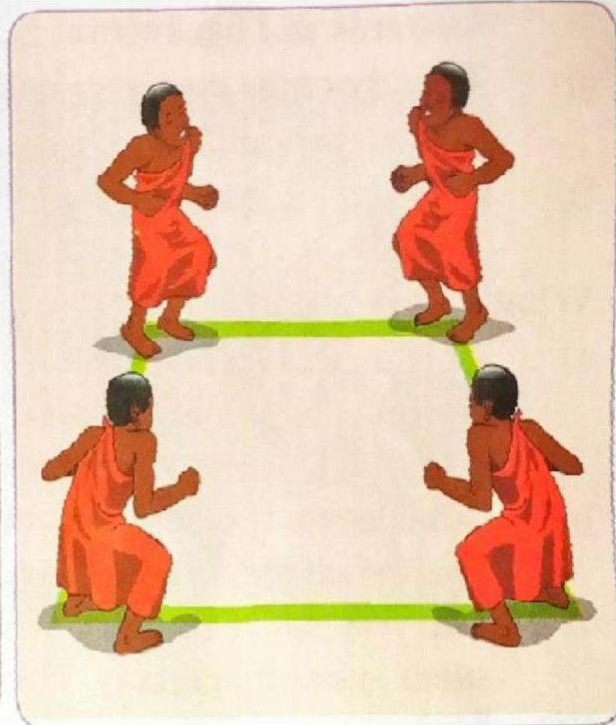
They should choose correct body movement to accompany the round song.

They can make body movements in pars ,in a line ,in circles, by by moving from side to side.

They can jump,clap,shake,stamp, run or even sway the body in different directions.

Any part of the body can be used to make the movement, for example they can move their legs,hands,shoulders, waist or move the whole body.

S learners practice to sing with body movements in groups, then they can be given a chance to show case their performance .



Skipping

Skipping is a locomotive movement is a step forward on one foot and a hop on the same foot, with Rhythm of long step forward and short hop.

Stepping skip

Teaching points for this skill.

1. Keep body erect, with body evenly distributed on both feet and toes.
2. Keep shoulders level and held high.
3. Relax arms at sides. 4. Look straight ahead
5. Step forward on one foot and hop on to it, landing on the ball of the foot.
6. Bend the other knee and and bring it forward
7. Move the arms freely in opposite toebut never above the shoulder.

Learners to perform warm up activities like jogging on the spot,jump on the spot, chase one another within the marked area.

Demonstrate the skill of skipping,let learners repeat the demonstration after you. Then ask them questions like,can you tell me which parts of the body you use while skipping?

The parts of the body used while stepping skip are legs,feet,shoulder,arms and hands..

Skills in skipping

- **Individual skipping** – Every learner has own space and starts to skip.
- **Partner/group skipping** – Learners to skip in pairs/ groups which helps to master the skill.
- **Circular skipping** – Learners gets into a circle and skips within it.
- **Skipping with partner** – In pairs facing same direction one learner holding the rope behind the partner about 2 metres Infront. The learner with the rope gives a signal and starts to skip turning the rope forward, the partner run and turns to face same direction.
- **Skipping in threes** - two learners hold the rope behind the bodies, the third one stands between them about a meter infront. On signal all three start to skip and jump in unison on the spot. One of them changes role with the one at the centre and they start to skip again.
- **Skipping in and out of the circle** – Demonstrate the skill first as learners watch.
 - Learners to be in groups of 8-10 learners
 - Learners in each group line up behind each other
 - About six hoops arranged in a line, 2 m Infront of each group.
 - On signal the one Infront of the line takes a short run and skips in and out of each troop, and then runs back to stand behind the last person in the line. The next in the line starts to skip only after the team mate has skipped out of the last good. The group whose all members complete skipping without any members making mistakes becomes the winner
- **Skipping relay** – mark two lines 15 metres apart
 - Learners stand behind one line beside each other about a metres apart.
 - Each learner has arms stretched down
 - On a signal,all start to skip to try and get to the other line and then skipback to the starting line
 - The race winner is the learner who completes without stopping or making any mistake.

How to skip a rope

- Hold the rope at each end using each hand behind your body.
- Swing the rope upwards over the head bringing it forward and downwards then jump over it as you swing the rope backwards.
- Continue doing this several times

Practice time

Skipping rules to keep you safe

1. Use a goof rope
2. Keep enough distance between you and other people
3. Skip on a flat ground that does not have object or holes.

Practice rope skipping

1. Practice rope skipping while singing action songs that you know and you're very familiar with e.g the most common one for kids is

' public van, public van,
Number 28 by one forego,
Fastino, I stop
Undrerbreak



Kids skipping while singing simple action songs

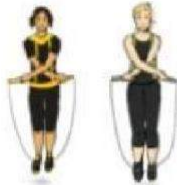
2. Skip a rope while moving in different directions such as forward, backward, to the left and to the right
3. Skip a rope while moving in different ways such as forming circles, lines, curve, letters, numbers or shapes
4. Skip at a low level, medium level and high level
5. Skip over, under, between, along and beside objects

JUMP ROPE

PARTNER WORK

Ropeworks

2 person routines



Side by Side Synchro

More than 3 People



Buddy Jumping

2 or 3 people



2 Person Wheel

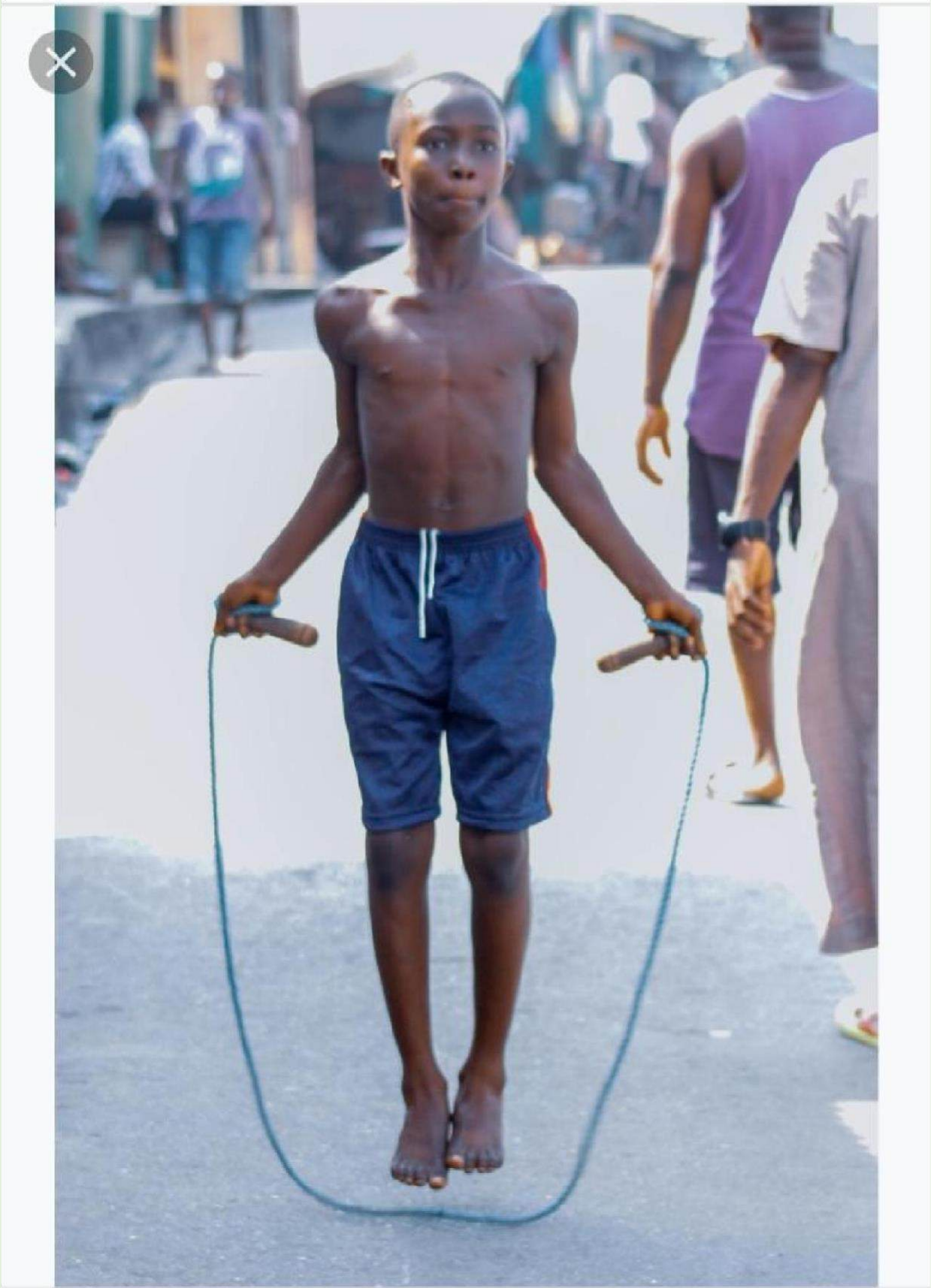
3 People



Frog

2 or 3 people





[Date]

Dribbling

Dribbling is a way of moving the ball by making short continues kicks or several bounces.

We use dribbling to move near the goal of an opponent so that we can score easily.

In soccer we dribble the ball using our legs

In handball and basketball we dribble using our hands

So you can dribble the using your hands or your legs depending on the game that you are playing.

Improvising a ball for dribbling

Materials needed

Papers, carrier bags,old clothes,ropes

Steps for improvising a ball

- a) Put together the required materials

(a)

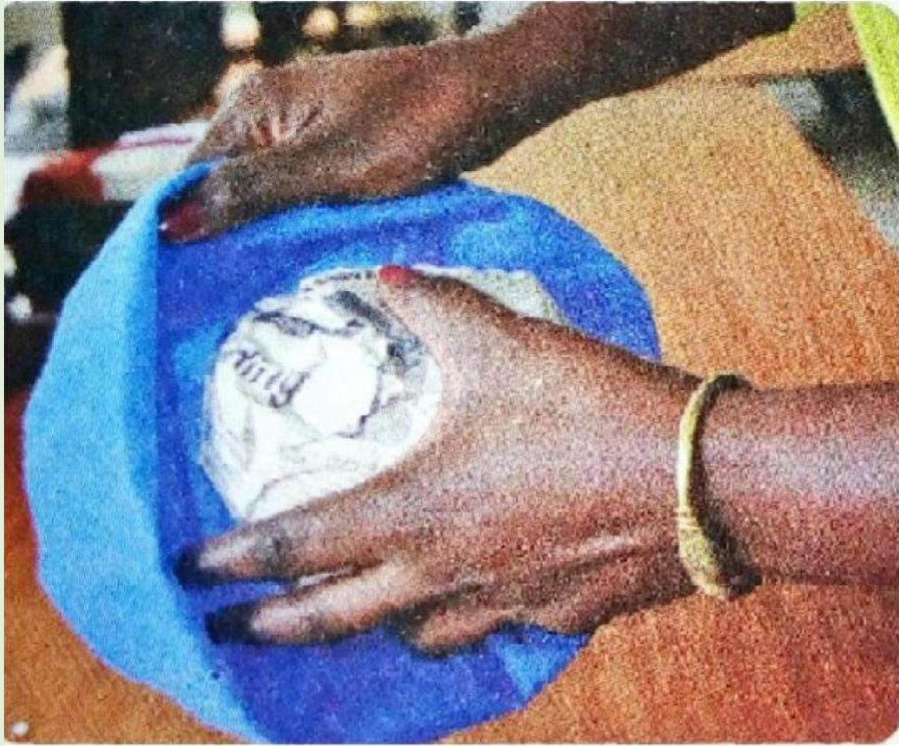


Put together the required materials.

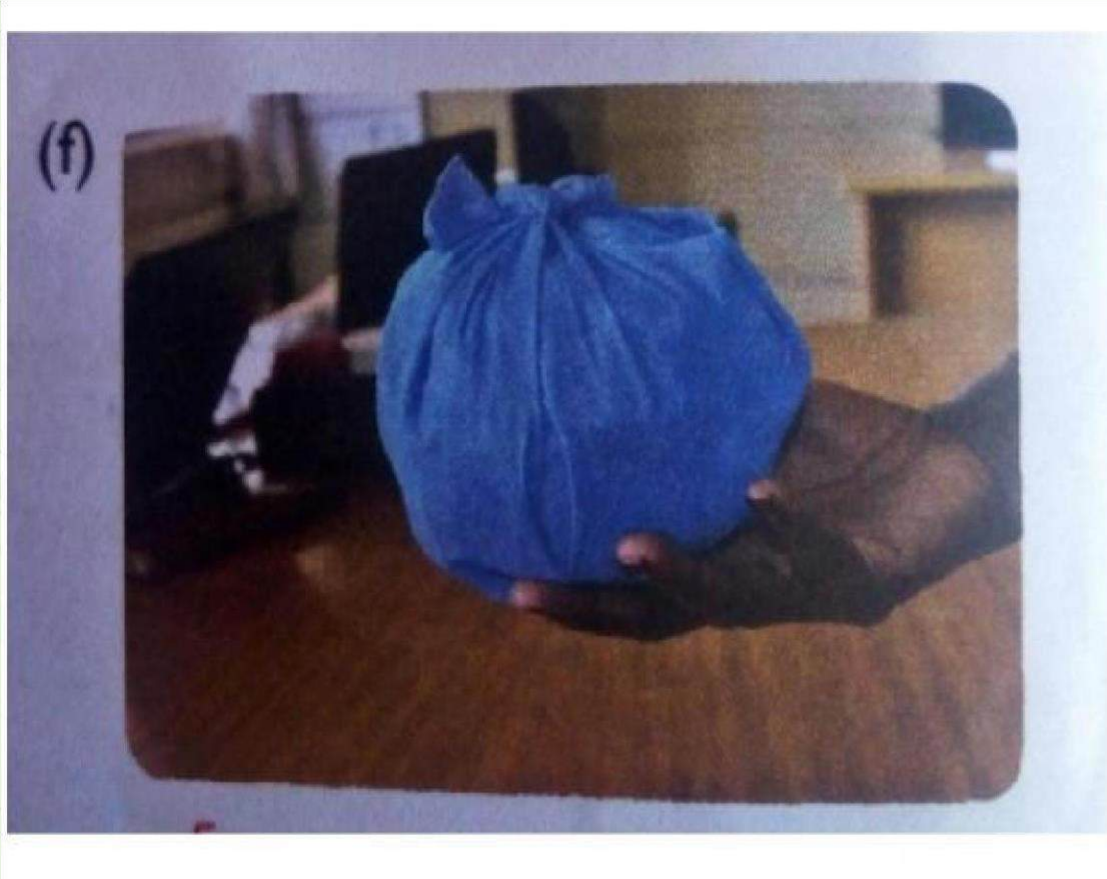
b) Fold the papers into a ball



c) Put the folded papers into a non woven bag



- d) Grip the bag and twist as shown
- e) Continue wrapping the bag
- f) Ensure it is as round as possible



- g) Tie the bag
- h) Ensure it is tied tightly



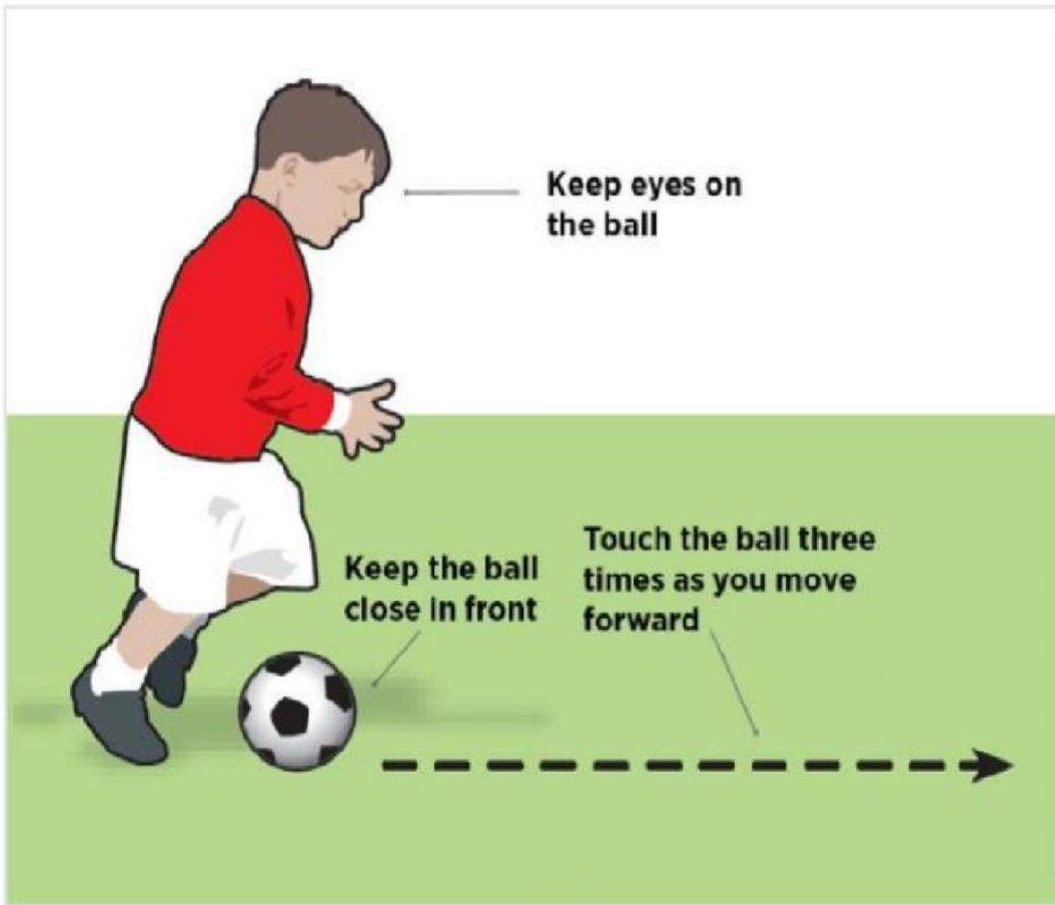
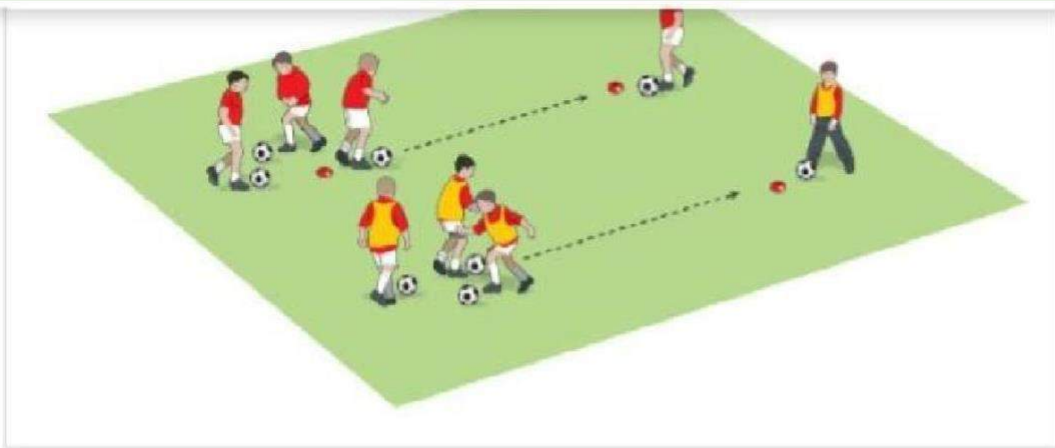
- 1)** Tie with a strong string
- i) The ball is now ready to play

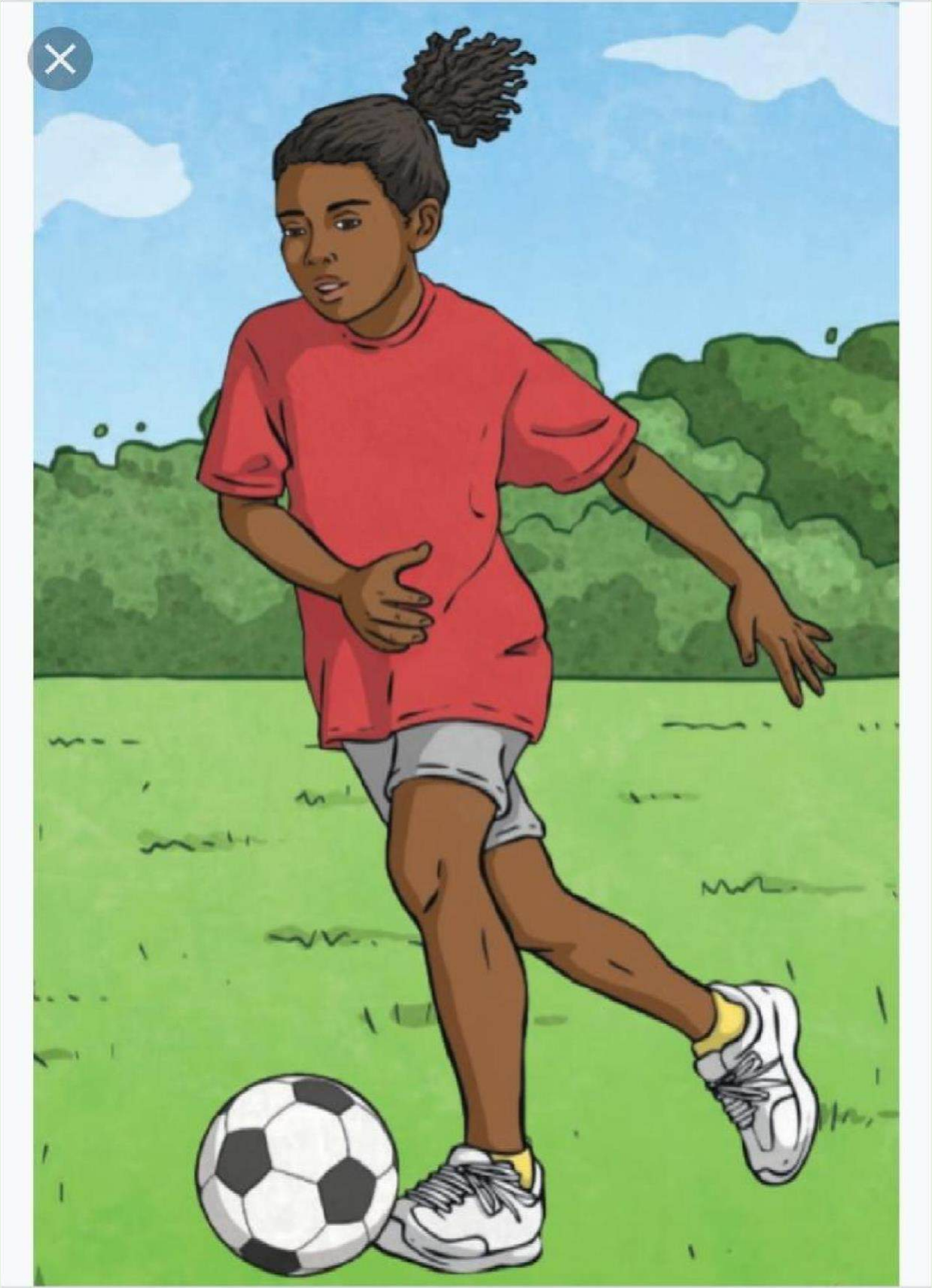
Teaching points for dribbling using your legs

Steps

- 1 Make gentle contact with the ball. ...
- 2 Keep the ball close to your feet. ...
- 3 Use the leading edge of the foot to dribble galloping. ...
- 4 Keep the ball in the lower edge of your peripheral vision. ...
- 5 Change the pace. ...
- 6 Use your body to protect the ball.

Pictures showing dribbling using your legs





Teaching points for dribbling the ball using the hands

Use your fingertips. Don't slap the ball with your palm, but rather, focus your attention on the tips of your fingers. ...

Keep your hand on top of the ball. ...

Keep the ball low. ...

Be aware of where the ball bounces. ...

Keep your body between your defender and the ball. ...

Look up. ...

Change your speed. ...

Don't stop.

Pictures showing dribbling using your hands





Parts of the boy used in dribbling

The parts of the body that we uses when dribbling are;-

- Hands
- Palms
- Fingers
- Eyes

Types of dribbling

We have three basic types of dribbling

1. The speed dribble
2. The low dribbling
3. The change of pace dribble

Games involving dribbling skill

The games that involve playing using the dribbling skill are;-

- Soccer/ football
- Handball
- Basketball
- Hockey

Practice Time

j) Rules to keep you safe when dribbling

1. Dribble the ball on a flat land that does not have objects or holes
2. When dribbling use hands, do not use your fingers. Use your palm.
3. Do not dribble the ball on a slippery ground

Practice dribbling

- Dribble the ball kicking it freely in the field. Dribble to the right, to the left and forward.
- In pairs, take turns dribbling the ball with your hands by bouncing it on the ground, move forward and back over a short distance of 10 steps then 20 steps
- In groups of three dribble the ball following various pathways such as straight, circular, curved and zigzag.
- Learners to sing any familiar action songs while dribbling and moving in different directions

Uses of dribbling

1. The skill of dribbling helps on moving with the ball in a game
2. Dribbling helps us to avoid out opponents
3. Dribbling helps us to score in a game

END OF TERM2

Grade 3 Rationalized Creative Arts Notes term 3

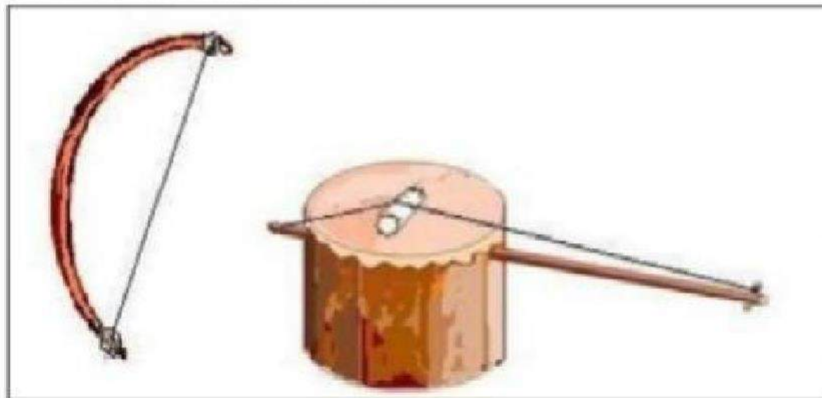
Playing musical instruments

Stringed instruments

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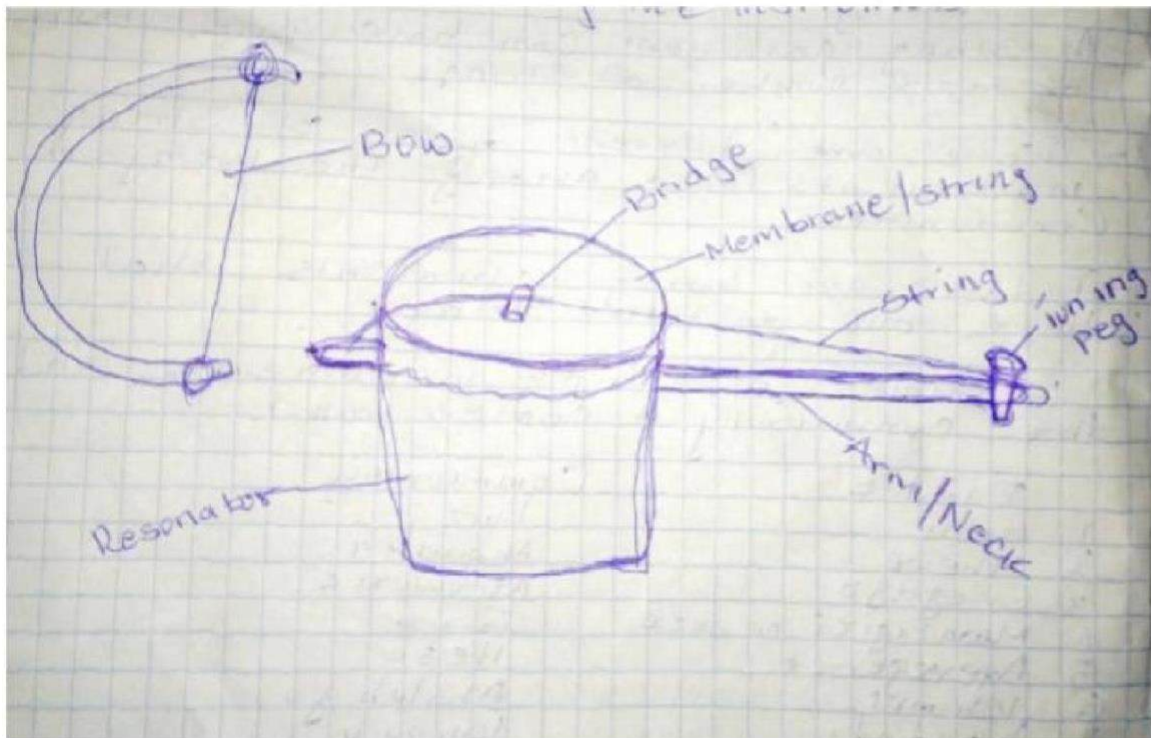


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2. **String** _ it is plucked to produce sound
3. **Resonator** _ makes the sound louder.
4. **Membrane/ skin** _ used to cover the resonator.
5. **Bridge** _ used to make the sound clearer by separating the string from the skin or membrane.
6. **Bow** _ used to play the instrument.

Pictures showing some of the stringed musical instruments in Kenya

Pictures showing playing stringed instruments





Tuning a fiddle

- Tuning is the process of adjusting the pitch of one or many tones of a musical instrument or getting it ready so that when it is played it will sound at the correct pitch.
- String instruments are tuned to produce the desired sound
- To tune a fiddle, identify the string and also identify the sound that you desire to produce.

- A fiddle can be tuned by
 - I) Loosening the tuning peg
 - II) Tightening the tuning peg

Care and maintenance of stringed instruments

1. Dust the parts of the instruments using a piece of cloth. Handle the string with care.
2. Always use the arm of the instrument when carrying it
3. Always check your string instrument before playing it.
4. Replace worn out or damaged parts of a string instrument
5. Store it in a dry place free from dust and moisture
6. Keep your instruments away from dust by putting it in a protective bag.
7. Stringed instruments can be stored by hanging them on a wall or placing them in a cool and dry place where people can not step on them.
8. Avoid storing your instruments near walking paths because people passing by knock them

Techniques of playing stringed instruments

1. Bowing – this is rubbing the instrument using a bow.

Bow is made using a sisal thread tied on both ends of a curved stick.

Types of musical instrument

- Ground bow e.g Nderemo by Kikuyu
 - Mouth bow e.g obokano by kuria
 - Hunters bow e.g Entomo by Kura
2. Plucking – plucking involves pulling and releasing the strings using the fingers.
 3. Holding – Every string instrument has a specific way in which it is held when playing.

When a string instrument is not properly held when playing, it may not produce the desired sound

Guide learners to make body movements as they play the string instruments. They can make various body movements like swaying, shaking shoulders, moving here and there . Each learner to demonstrate body movements as they play the improvised string instruments .

Forward roll and V balance

Forward roll

Rolling involves transferring weight to adjacent body parts around a central axis. Forward roll is important skill in gymnastics and learning to roll is necessary in prevention of injuries when falling or over balancing.

Learners should do warm up activities such as curling like a millipede to help them perform forward roll very easily.

Parts of the body used in performing forward roll are:

- Hands
- Legs
- Waist
- Eyes
- Knees
- Head
- Back

Teaching points for forward roll

- Start from a squat/ crouched position
 - Palms open with fingers widespread and firm on the ground.
 - Feet close to the hands, knees slightly bent, hips raised above the shoulder level.
 - Body curled over as much as possible with head well tucked in (chin to the chest)
 - Relax elbows and roll over softly on the mat, upper back contacting the ground first.
 - Throughout the movement the head and the knees should be kept close together.
 - The toes should push the body over, but the feet should not leave the ground soon so that a bhanga is not heard as the roll is completed.
 - The roll is completed in a sitting or squat position.
- **balance**

This is a balance where the body assumes a V shape between the feet and the trunk while your backside supports the body weight.

- V Balance helps the body to build endurance component of fitness.
- In V- balance the body forms a v shape.

How to perform a V balance

1. Lie flat on the ground with your arms by your side.
2. Raise your legs as high as you can, keep them straight and together
3. Lift your trunk towards your thighs so that you form a V shape
4. Keep your back straight and try to keep your movements smooth and controlled. You can keep your hands on the floor or bring them up to meet your feet.
5. Slowly lower your back to the ground

Making field markers by painting

Materials needed: papers, colours, old clothes, carrier bags, sticks, pieces of sacks, manilla

papers, cartons. Procedure

- Paint the papers collected with bright colors then arrange them well round the field.
- Tie the carrier bags or old clothes or pieces of sacks on sticks then use the to mark the required field
- Learners can also fold manilla papers to make cones then paint them with different colours and use to mark the field Pictures of field markers



Learners to perform forward roll and V balance within the marked area using the improvised markers.

Learners to sing familiar action songs they know as they perform forward roll and V balance. Let learners work in pairs or in groups and then display their skills in front of other learners so that they can learn from each other.

Learners to observe safety as they perform forward roll and V balance so that they don't hurt themselves and they don't hurt others.

Water Safety

Water Safety refers to how you yourself when you are near a water body like, swimming pool, stream, pond, lake or even ocean

Safety measures to observe while around the water

- Walk around the pool. Do not run
- Climbing on slippery surfaces
- Do not go on a deeper side of the pool than you can handle

Objects that sinks in water

Examples of objects that sinks in water are:

- Stones
- Nails
- Coin
- Spoon
- Key
- Scissors
- Comb
- Screw
- Paperclip
- Pins
- Marbles

Pictures of item that sink in water

Colouring objects that sinks in water

- Learners to collect all items and objects that sinks in water from the school compound and immediate environment.
- Learners to collect objects like stones,nails,pins,paperclips, spoons, coins and combs
- Guide learners in groups to Wash the different objects they have collected
- Guide learners to mix colors then paint the objects with different colours
- After painting guide them to leave the items to dry in the sun
- Learners to observe safety as they collect, wash and paint objects.



Guide learners to throw the objects in water so that they can see how they sink in water.

Learners to talk about things that sink in water as they observe

Learners to pick submerged coloured objects from the shallow ends of the water

Learners to sing any familiar action song as they pick submerged coloured objects.

The Kenya National Anthem

The Kenya National Anthem is sung in English and Kiswahili.

The Kenya National Anthem has three stanzas both in English and Kiswahili.

In this grade we will learn the first stanza of the Kenya National Anthem in Kiswahili.

The Kenya National Anthem First stanza in Kiswahili

Ee mungu nguvu yetu, Ilete

baraka kwetu.

Haki iwe ngao na mlinzi,

Na tukae na undugu ,

Amani na uhuru,

Raha tupate na ustawi.

Occasions when National Anthem is sung

We sing the national anthem when raising/hosting the flag.

We also sing during national holidays like Jamhuri Day, Mashujaa Day.

We also sing during Nation Heads of States Meeting.

When singing the national anthem, we stand at attention. We should not move or talk when singing the national anthem.

We stand at attention to show respect

Create the Kenyan Flag using mosaic technique

Mosaic is the art of creating images by sticking small pieces of coloured materials such as papers, sticks, sand or small stones on a surface.

Materials needed to create a mosaic

- Glue
- Manilla papers/ plain pieces of fabric
- Papers/ sand / sticks/stones
- Colours or water paints
- Pencils/ rulers/ rubbers

Procedure

1. Put learners into groups
2. In groups learners to collect and avail all the required materials
3. Take a manilla paper or a plain piece of fabric and draw the Kenyan flag using a pencil and a ruler
4. Then cut coloured papers into small pieces
5. Apply glue on the kenyan flag you have just drawn
6. Stick the coloured small pieces of papers to the Kenyan flag by following the colours of the flag.
7. Put the manilla paper or the piece of cloth under the sun to dry
8. Each group to display their work for other learners to observe and assess.
9. Clean the working area.

Learners to use the created Kenyan flag to role play raising the flag and singing the Kenya National Anthem.

Guide learners to sing the first stanza of the Kenyan national anthem in kiswahili.

Guide them to stand at attention while singing.

END OF THE YEAR

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