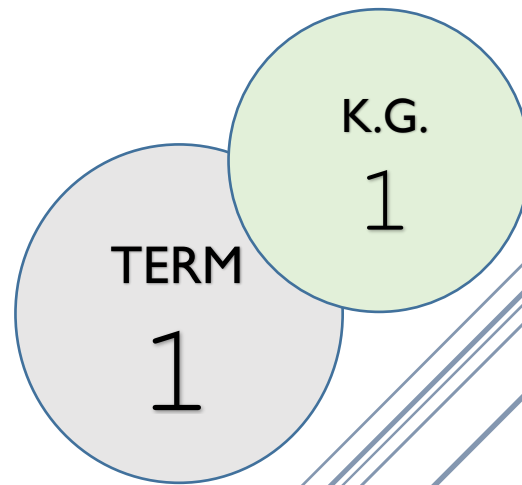


# LESSON PLANS FOR KINDERGARTENS

## CREATIVE ARTS



- Weekly forecast
- Detailed lesson plans



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## KGI











## CREATIVE ARTS TERM ONE

WEEKS	STRAND	SUB-STRANDS	CONTENT STANDARD	INDICATORS	RESOURCES
Week 1	Media, Methods, Techniques & Technology	Handling Tools & Materials	Learners explore and handle simple tools and materials freely.	Handle and play with simple tools and materials with little guidance.	Art mystery box, paintbrushes, crayons, scissors, clay, display area
Week 2	Media, Methods, Techniques & Technology	Handling Tools & Materials	Learners explore and handle simple tools and materials freely.	Use simple tools safely with guidance.	Paint, brushes, paper, glue sticks, safety poster
Week 3	Media, Methods, Techniques & Technology	Handling Tools & Materials	Learners explore and handle simple tools and materials freely.	Select suitable materials for a given activity.	Tool table, cut-outs, crayons, scissors, glue
Week 4	Media, Methods, Techniques & Technology	Rhythmic Action	Learners perform rhythmic actions using songs, words, or body movements.	Clap, stamp, snap to a steady beat.	Drum or recorded beat, open space, music player
Week 5	Media, Methods, Techniques & Technology	Rhythmic Action	Learners perform rhythmic actions using songs, words, or body movements.	Combine rhythmic actions with song lyrics.	Song lyrics, music player, lyric cards
Week 6	Creative Expression: Production & Making	2-D Artworks	Learners make two-dimensional artworks freely.	Draw and colour simple pictures.	Drawing paper, crayons, pencils, picture samples
Week 7	Creative Expression: Production & Making	3-D Artworks	Learners make three-dimensional artworks freely.	Model simple shapes with clay or paper.	Clay, modelling tools, paper for folding, display table
Week 8	Creative Expression: Production & Making	Mixed Media	Learners combine two materials to make an artwork.	Make a collage using at least two different materials.	Card, magazines, fabric scraps, glue, scissors
Week 9	Creative Expression: Production & Making	Music & Drama	Learners perform music or drama freely.	Perform action song or short skit.	Props, space for acting, song scripts
Week 10	Creative Expression:	Talking About Own Work	Learners describe how they made their work.	Explain process of creating artwork or performance.	Learners' artworks, prompting



	Production & Making				questions, display area
Week 11	Creative Expression: Production & Making	Responding to Others' Work	Learners respond positively to others' creative work.	Give encouraging comments about peers' work.	Display board, examples, sentence starters for praise
Week 12	Revision / Showcase	All sub-strands	Revision and celebration of creative work from term.	Present and reflect on selected works; peer feedback.	All previous resources, display area








WEEK 1			
<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject: Creative Arts</b>	<b>Strand: Media, Methods, Techniques &amp; Technology</b>
<b>Duration:</b> 50 mins			
<b>Class:</b> KG I	<b>Class Size:</b>	<b>Sub-Strand:</b> Handling Tools & Materials	
<b>Content Standard:</b> Learners explore and handle simple tools and materials freely.	<b>Indicator:</b> Handle and play with simple tools and materials with little guidance.	<b>Lesson:</b> 1 of 3	
<b>Performance Indicator:</b> Learners can hold, touch, and explore tools and materials with curiosity.	<b>Core Competencies:</b> Creativity, observation, coordination.		
<b>Keywords:</b>  paintbrush,  crayon,  scissors,  paint,  clay	<b>References:</b> KGI Creative Arts Curriculum, art supply catalogue		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Teacher reveals an “art mystery box”  filled with tools (  ,  ,  ,  clay). Learners take turns guessing what’s inside by touch.	Box, assorted art tools	
<b>PHASE 2: NEW LEARNING</b>	1. Teacher introduces each tool: paintbrush (for painting), crayon (for colouring), scissors (for cutting), clay (for moulding).	Real tools and materials	
	2. Learners pass each tool around, exploring texture, weight, and shape.		
	3. Teacher demonstrates safe handling: holding scissors by handles, wiping brushes after painting.		
<b>PHASE 3: REFLECTION</b>	Learners share: “I liked holding the clay because it is	Art display area	



	soft” or “I liked the paintbrush because it is fluffy.”		
<b>Assessment:</b> Learners correctly identify at least 3 tools and say one thing they can do with each.			








WEEK 2			
<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject: Creative Arts</b>	<b>Strand: Media, Methods, Techniques &amp; Technology</b>
<b>Duration:</b> 50 mins			
<b>Class:</b> KG I	<b>Class Size:</b>	<b>Sub-Strand:</b> Handling Tools & Materials	
<b>Content Standard:</b> Learners explore and handle simple tools and materials freely.	<b>Indicator:</b> Use simple tools safely with guidance.	<b>Lesson:</b> 2 of 3	
<b>Performance Indicator:</b> Learners can demonstrate safe and correct use of tools while making marks or shapes.	<b>Core Competencies:</b> Coordination, safety awareness, creativity.		
<b>Keywords:</b>  brush,  colour,  glue,  cut	<b>References:</b> KG I Creative Arts Curriculum, safety charts		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Teacher sings “This is the way we hold our brush”  while showing proper grip.	Paintbrushes, crayons	
<b>PHASE 2: NEW LEARNING</b>	<b>1. Painting Practice:</b> Learners dip brush lightly in paint and make lines/dots on paper.	Paper, glue sticks, crayons, brushes, paint	
	<b>2. Colouring Shapes:</b> Learners use crayons to colour circles, triangles, squares without going outside lines.		
	<b>3. Pasting Shapes:</b> Teacher demonstrates applying glue to paper corners, then learners paste paper cut-outs.		
<b>PHASE 3: REFLECTION</b>	Learners discuss: “Why should we close glue caps?”	Safety poster	




	“Why should we carry scissors carefully?”		
<b>Assessment:</b> Learners show correct holding of a brush and glue stick, and complete one small painted or pasted activity.			



**WEEK 3**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject: Creative Arts</b>	<b>Strand: Media, Methods, Techniques &amp; Technology</b>
<b>Duration:</b> 50 mins			
<b>Class:</b> KG I	<b>Class Size:</b>	<b>Sub-Strand:</b> Handling Tools & Materials	
<b>Content Standard:</b> Learners explore and handle simple tools and materials freely.	<b>Indicator:</b> Select suitable materials for a given activity.	<b>Lesson:</b> 3 of 3	
<b>Performance Indicator:</b> Learners choose correct tools for specific creative activities (e.g., paint for painting, scissors for cutting).	<b>Core Competencies:</b> Problem-solving, decision-making, creativity.		
<b>Keywords:</b> choose, match,  paintbrush,  scissors,  crayons	<b>References:</b> KGI Creative Arts Curriculum, tool-matching games		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Teacher says: "We want to paint a flower  — what do we need?" Learners answer and point to correct tools.	Tools on a table	
<b>PHASE 2: NEW LEARNING</b>	1. Teacher gives groups different activities: colouring a sun  , cutting paper strips, gluing shapes.	Variety of tools: paint, brushes, crayons, scissors, glue	
	2. Each group selects tools from a "tool table."		



	3. Teacher checks if choice matches activity.		
<b>PHASE 3: REFLECTION</b>	Learners share: “We used scissors  to cut paper because we needed straight strips.”	Learners’ work	
<b>Assessment:</b> Learners successfully choose tools for at least 2 given activities and explain why.			



WEEK 4			
<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	<b>Strand: Media, Methods, Techniques &amp; Technology</b>
<b>Duration:</b> 50 mins			
<b>Class:</b> KG I	<b>Class Size:</b>	<b>Sub-Strand:</b> Rhythmic Action	
<b>Content Standard:</b> Learners perform rhythmic actions using songs, words, or body movements.	<b>Indicator:</b> Clap, stamp, snap to a steady beat.	<b>Lesson:</b> 1 of 2	
<b>Performance Indicator:</b> Learners can follow rhythmic patterns in time with music.	<b>Core Competencies:</b> Coordination, rhythm, listening skills.		
<b>Keywords:</b> 🎵 rhythm, 👏 clap, 🖐️ stamp, 🤞 snap	<b>References:</b> KGI Creative Arts Curriculum, children's songbook		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Teacher plays a short drum beat 🥁 and asks learners to copy by clapping.	Drum or recorded beat	
<b>PHASE 2: NEW LEARNING</b>	1. Teacher introduces patterns: 👏 👏 – 🖐️ 🖐️ (clap twice, stamp twice), 🤞 – 👏 – 🤞 – 👏 (snap-clap-snap-clap).	Open space, music player, drum	
	2. Learners practice each slowly, then faster.		
	3. Teacher adds a simple background song, learners keep beat.		
<b>PHASE 3: REFLECTION</b>	Learners vote on their favourite pattern and perform it together.	None	
<b>Assessment:</b> Learners repeat two different rhythmic patterns correctly.			









WEEK 5			
<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	<b>Strand: Media, Methods, Techniques &amp; Technology</b>
<b>Duration:</b> 50 mins			
<b>Class:</b> KG I	<b>Class Size:</b>	<b>Sub-Strand:</b> Rhythmic Action	
<b>Content Standard:</b> Learners perform rhythmic actions using songs, words, or body movements.	<b>Indicator:</b> Combine rhythmic actions with song lyrics.	<b>Lesson:</b> 2 of 2	
<b>Performance Indicator:</b> Learners sing and move in time with a song.	<b>Core Competencies:</b> Memory, coordination, creativity.		
<b>Keywords:</b> 🎵 song, action, rhythm, movement	<b>References:</b> KGI Creative Arts Curriculum, action songbook		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Teacher sings “If You’re Happy and You Know It” — learners join in with 🖐️ claps.	Song lyrics, music	
<b>PHASE 2: NEW LEARNING</b>	1. Teacher assigns actions to lyrics: “If you’re happy... 🖐️ clap your hands” / “... 🦶 stamp your feet” / “... 🤞 snap your fingers.”	Music player, lyric cards	
	2. Learners practice in small groups, adding their own extra verse.		



<b>PHASE 3: REFLECTION</b>	Groups present their versions; class claps for each.	None	
<b>Assessment:</b> Learners keep rhythm while performing at least two different actions.			



**WEEK 6**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject: Creative Arts</b>	<b>Strand: Creative Expression Through Production &amp; Making</b>
<b>Duration:</b> 50 mins			
<b>Class:</b> KG I	<b>Class Size:</b>	<b>Sub-Strand:</b> 2-D Artworks	
<b>Content Standard:</b> Learners make two-dimensional artworks freely.	<b>Indicator:</b> Draw and colour simple pictures.	<b>Lesson:</b> 1 of 3	
<b>Performance Indicator:</b> Learners create and colour a 2-D picture of their choice.	<b>Core Competencies:</b> Creativity, fine motor skills.		
<b>Keywords:</b>  draw,  colour,  picture	<b>References:</b> KG I Creative Arts Curriculum, drawing books		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Teacher shows a "picture wall" of houses  , trees  , animals  .	Picture samples	
<b>PHASE 2: NEW LEARNING</b>	1. Teacher demonstrates drawing a simple house with roof and windows.	Drawing paper, crayons, pencils	
	2. Learners draw a house, tree, or animal.		
	3. Colour the drawing neatly using crayons or coloured pencils.		



<b>PHASE 3: REFLECTION</b>	Learners stand in “art parade” to display their work.	Display space	
<b>Assessment:</b> Learners complete a neat, recognisable drawing with at least two colours.			



**WEEK 7**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject:</b> Creative Arts	<b>Strand: Creative Expression Through Production &amp; Making</b>
<b>Duration:</b> 50 mins			
<b>Class:</b> KG I	<b>Class Size:</b>	<b>Sub-Strand:</b> 3-D Artworks	
<b>Content Standard:</b> Learners make three-dimensional artworks freely.	<b>Indicator:</b> Model simple shapes with clay or paper.	<b>Lesson:</b> 2 of 3	
<b>Performance Indicator:</b> Learners create a basic 3-D shape or model.	<b>Core Competencies:</b> Creativity, spatial awareness, hand strength.		
<b>Keywords:</b> 🍵 model, 🖐️ mould, 🗿 sculpture	<b>References:</b> KG I Creative Arts Curriculum, modelling kits		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Teacher shows clay ball, cube, and cylinder.	Clay models	
<b>PHASE 2: NEW LEARNING</b>	1. Learners roll clay into balls 🍪, flatten into discs 🍪, or roll cylinders.	Clay, modelling tools, coloured paper	
	2. Teacher encourages making small animals 🐢 or fruits 🍌.		
	3. Option for paper models: fold paper into a boat 🚤.		
<b>PHASE 3: REFLECTION</b>	Learners name their model and its use.	Display table	
<b>Assessment:</b> Each learner produces one complete clay or paper model.			



**WEEK 8**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject: Creative Arts</b>	<b>Strand: Creative Expression Through Production &amp; Making</b>
<b>Duration:</b> 50 mins			
<b>Class:</b> KG I	<b>Class Size:</b>	<b>Sub-Strand:</b> Mixed Media	
<b>Content Standard:</b> Learners combine two materials to make an artwork.	<b>Indicator:</b> Make a collage using at least two different materials.	<b>Lesson:</b> 3 of 3	
<b>Performance Indicator:</b> Learners produce a collage with clear theme.	<b>Core Competencies:</b> Creativity, planning, imagination.		
<b>Keywords:</b> 🖍 glue, 📄 cut-out, ✂ paste	<b>References:</b> KGI Creative Arts Curriculum, collage books		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Teacher shows collage of a fish 🐟 made from paper and fabric scraps.	Sample collages	
<b>PHASE 2: NEW LEARNING</b>	1. Learners choose theme: "Under the sea", "My garden", "In the market".	Paper, magazines, glue, scissors, card	
	2. Cut shapes from coloured paper and magazine pages.		
	3. Paste pieces on card to create artwork.		
<b>PHASE 3: REFLECTION</b>	Learners explain their collage theme to partner.	Display board	
<b>Assessment:</b> Collage includes at least two different materials and matches theme.			



**WEEK 9**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject: Creative Arts</b>	<b>Strand: Creative Expression Through Production &amp; Making</b>
<b>Duration:</b> 50 mins			
<b>Class:</b> KG I	<b>Class Size:</b>	<b>Sub-Strand:</b> Music & Drama	
<b>Content Standard:</b> Learners perform music or drama freely.	<b>Indicator:</b> Perform action song or short skit.	<b>Lesson:</b> 1 of 2	
<b>Performance Indicator:</b> Learners participate in a performance confidently.	<b>Core Competencies:</b> Expression, teamwork, creativity.		
<b>Keywords:</b> 🎵 sing, 🎭 act, 🎤 perform	<b>References:</b> KG I Creative Arts Curriculum, children’s drama scripts		
<b>Phase/Duration</b>	<b>Learners’ Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Teacher sings and acts “Row, Row, Row Your Boat”.	Song lyrics	
<b>PHASE 2: NEW LEARNING</b>	1. Learners perform in groups: singing with matching movements.	Space for acting, props	
	2. Teacher introduces short skit: “At the Farm” 🐔 or “Buying Fruits” 🍎.		
	3. Groups rehearse and perform.		
<b>PHASE 3: REFLECTION</b>	Learners share feelings about being on stage.	None	



**Assessment:** Learners join a performance with correct actions.






**WEEK 10**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject: Creative Arts</b>	<b>Strand: Creative Expression Through Production &amp; Making</b>
<b>Duration:</b> 50 mins			
<b>Class:</b> KG I	<b>Class Size:</b>	<b>Sub-Strand:</b> Talking About Own Work	
<b>Content Standard:</b> Learners describe how they made their work.	<b>Indicator:</b> Explain process of creating artwork or performance.	<b>Lesson:</b> 1 of 2	
<b>Performance Indicator:</b> Learners can mention materials, steps, and challenges.	<b>Core Competencies:</b> Communication, reflection.		
<b>Keywords:</b> 🗣️ describe, 🛠️ make, ✍️ create	<b>References:</b> KG I Creative Arts Curriculum		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Teacher holds a learner's artwork: "Tell us how you made this."	Learners' work	
<b>PHASE 2: NEW LEARNING</b>	1. Learners take turns explaining their process in 2–3 steps.	Artworks, models	
	2. Teacher prompts with "What did you do first?" "What did you use?"		
<b>PHASE 3: REFLECTION</b>	Class claps for each speaker.	None	

**Assessment:** Learners clearly explain at least two steps in making their work.



**WEEK 11**

<b>Week Ending:</b>	<b>DAY:</b>	<b>Subject: Creative Arts</b>	<b>Strand: Creative Expression Through Production &amp; Making</b>
<b>Duration:</b> 50 mins			
<b>Class:</b> KG I	<b>Class Size:</b>	<b>Sub-Strand:</b> Responding to Others' Work	
<b>Content Standard:</b> Learners respond positively to others' creative work.	<b>Indicator:</b> Give encouraging comments about peers' work.	<b>Lesson:</b> 2 of 2	
<b>Performance Indicator:</b> Learners give one positive, respectful comment.	<b>Core Competencies:</b> Listening, respect, empathy.		
<b>Keywords:</b>  comment,  appreciate,  respect	<b>References:</b> KG I Creative Arts Curriculum		
<b>Phase/Duration</b>	<b>Learners' Activities</b>	<b>Resources</b>	
<b>PHASE 1: STARTER</b>	Teacher displays 4 artworks; asks "What do you notice?"	Display board	
<b>PHASE 2: NEW LEARNING</b>	1. Learners look at each other's work silently.	Learners' artworks, props	
	2. Say: "I like the bright colours 		
	or "I like your clay bird  .		
	3. Teacher models positive tone.		
<b>PHASE 3: REFLECTION</b>	Learners share how it feels to get good feedback.	None	
<b>Assessment:</b> Learners give at least one encouraging comment to a classmate.			

