

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

# GRADE 1 MOVEMENT AND CREATIVE ACTIVITIES

## TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 36 lesson plans.

Buy the full pack at [cbcedukenya.com](http://cbcedukenya.com) — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	1
TERM	Term 2
YEAR	2026

### REFERENCE MATERIALS

1. Movement and Creative Activities Grade 1 Curriculum Design (KICD)
2. Approved Movement and Creative Activities Grade 1 Learner's Book
3. Approved Teacher's Guide for Movement and Creative Activities Grade 1
4. MTP Movement and Creative Activities Grade 1

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Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

## SECTION A: DETAILED LESSON PLANS

The following lesson plans provide a detailed guide for selected lessons across Term 2. All plans follow the rationalised CBC format aligned with the KICD curriculum design for GRADE 1 MOVEMENT AND CREATIVE ACTIVITIES.

### LESSON PLAN — WEEK 1, LESSON 1

Strand: **VISUAL ARTS** | Sub-Strand: **Drawing**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Movement And Creative Activities
<b>GRADE</b>	1
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 1
<b>STRAND</b>	VISUAL ARTS
<b>SUB-STRAND</b>	Drawing
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Draw simple objects b) Use lines and shapes c) Take pride
<b>KEY INQUIRY QUESTION(S)</b>	What can you draw?
<b>CORE COMPETENCY</b>	Creativity and Imagination; Self-Efficacy; Communication
<b>VALUES</b>	Patience, Pride, Care
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Life Skills; Cultural Heritage; Aesthetics
<b>LEARNING RESOURCES</b>	Paper, pencils, objects

#### ORGANISATION OF LEARNING

<b>INTRODUCTION</b>	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Drawing by writing the key inquiry question on the board: "What can you draw?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to draw simple objects. Display the resources for the lesson (Paper, pencils, objects) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Observe objects. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Draw simple objects". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
<b>STEP 2</b>	(8 min) Direct teach with a worked example. Draw freehand. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "What can you draw?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "Use lines and shapes". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
<b>STEP 3</b>	(8 min) Guided practice in pairs or small groups. Share. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
<b>STEP 4</b>	(7 min) Independent application and formative assessment. apply Drawing independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Take pride".
<b>CONCLUSION</b>	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Drawing? (2) How would you answer "What can you draw?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
<b>EXTENDED ACTIVITIES</b>	Set a short, concrete task for home: ask learners to find one example of Drawing in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
<b>REFLECTION ON THE LESSON</b>	_____

## LESSON PLAN — WEEK 1, LESSON 2

Strand: **VISUAL ARTS** | Sub-Strand: **Drawing**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Movement And Creative Activities
<b>GRADE</b>	1
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 2
<b>STRAND</b>	VISUAL ARTS
<b>SUB-STRAND</b>	Drawing
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Draw familiar animal b) Add details c) Develop observation
<b>KEY INQUIRY QUESTION(S)</b>	How do we show animal features?
<b>CORE COMPETENCY</b>	Creativity and Imagination; Self-Efficacy; Communication
<b>VALUES</b>	Patience, Pride, Care
<b>PERTINENT &amp; CONTEMPORARY ISSUES (PCI)</b>	Life Skills; Cultural Heritage; Aesthetics
<b>LEARNING RESOURCES</b>	Paper, pencils, animal pictures

### ORGANISATION OF LEARNING

<b>INTRODUCTION</b>	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Drawing by writing the key inquiry question on the board: "How do we show animal features?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to draw familiar animal. Display the resources for the lesson (Paper, pencils, animal pictures) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Look at picture. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Draw familiar animal". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
<b>STEP 2</b>	(8 min) Direct teach with a worked example. Draw step-by-step. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "How do we show animal features?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Add details". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
<b>STEP 3</b>	(8 min) Guided practice in pairs or small groups. Share. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk

	around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
<b>STEP 4</b>	(7 min) Independent application and formative assessment. apply Drawing independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Develop observation".
<b>CONCLUSION</b>	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Drawing? (2) How would you answer "How do we show animal features?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
<b>EXTENDED ACTIVITIES</b>	Set a short, concrete task for home: ask learners to find one example of Drawing in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
<b>REFLECTION ON THE LESSON</b>	_____

— END OF PREVIEW —

You have viewed 2 of 36 fully-detailed lesson plans. The complete pack covers every week of Term 2 (36 lessons) plus the full Scheme of Work.

**Buy the full pack — only KES 300**

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## SECTION B: SCHEME OF WORK — GRADE 1 MOVEMENT AND CREATIVE ACTIVITIES

### TERM 2

School: \_\_\_\_\_ Teacher: \_\_\_\_\_ Year: 2026

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS
1	1	Visual Arts	Drawing	a) Draw simple objects b) Use lines and shapes c) Take pride	What can you draw?	Observe objects; draw freehand; share	Paper, pencils, objects	Observation, peer
1	2	Visual Arts	Drawing	a) Draw familiar animal b) Add details c) Develop observation	How do we show animal features?	Look at picture; draw step-by-step; share	Paper, pencils, animal pictures	Portfolio, peer
1	3	Visual Arts	Drawing	a) Draw a family member b) Show clothing c) Express identity	How does a drawing tell a family story?	Discuss; draw self with member; share	Paper, pencils, photo	Portfolio, peer
2	1	Visual Arts	Colouring	a) Identify primary colours b) Use colour appropriately c) Build colour awareness	What colours do you see?	Sort cards; mix colours; observe environment	Crayons, colour cards	Oral, observation
2	2	Visual Arts	Colouring	a) Colour within outlines b) Choose suitable colours c) Develop fine motor	How do we colour neatly?	Colour outlines; pair check; display	Outlines, crayons	Portfolio, peer
2	3	Visual Arts	Colouring	a) Use range of colours b) Express mood c) Build creativity	How do colours show feelings?	Colour "happy day"; share; class display	Paper, crayons	Portfolio, peer
3	1	Performing Arts	Singing	a) Sing simple song b) Use clear voice c) Build confidence	What songs make you happy?	Listen; learn line-by-line; sing together	Audio, lyrics	Performance, peer
3	2	Performing Arts	Singing	a) Add hand actions b) Sing in groups c) Develop coordination	How do actions make singing fun?	Practise actions; sing in pairs; perform	Audio, mirror	Performance, peer
3	3	Performing Arts	Singing	a) Sing community song b) Identify message c) Connect to culture	What does our song teach?	Learn community song; perform; discuss	Audio, lyrics, drum	Performance, oral
4	1	Visual Arts	Picture Making	a) Identify materials for collage b) Plan picture c) Build creativity	What materials make a picture?	Collect leaves, paper, seeds; discuss; plan	Materials, paper, glue	Observation, peer
4	2	Visual Arts	Picture Making	a) Cut and arrange materials b) Stick in pattern c) Develop fine motor	How do we arrange materials?	Cut shapes; arrange; glue; share	Materials, paper, glue, scissors	Portfolio, peer
4	3	Visual Arts	Picture Making	a) Complete and present collage b) Talk about it c) Build pride	What story does your collage tell?	Complete; present; explain choices	Collages, display	Portfolio, oral
5	1	Performing	Movement	a) Move to beat b) Follow simple steps c) Develop	How do we move	Listen to beat; clap;	Audio, drum,	Observation,

		Arts		coordination	to music?	dance; pair dance	space	peer
5	2	Performing Arts	Movement	a) Perform community dance b) Coordinate with group c) Build community	What dances does our community do?	Learn; practise; perform together	Audio, drum, space	Performance, peer
5	3	Performing Arts	Movement	a) Make own dance moves b) Move expressively c) Develop creativity	How can your body show feelings?	Listen to song; create 3 moves; share	Audio, space	Performance, self-assess
6	1	Visual Arts	Paper Craft	a) Fold paper into shapes b) Follow instructions c) Develop fine motor	What can we make from paper?	Watch; fold boat or fan; help neighbour	Paper, instructions	Portfolio, peer
6	2	Visual Arts	Paper Craft	a) Cut paper into shapes b) Use scissors safely c) Develop dexterity	How do we use scissors safely?	Practise straight, curved, zigzag cuts	Paper, scissors	Observation, peer
6	3	Visual Arts	Paper Craft	a) Make paper flower b) Decorate classroom c) Take pride	How can crafts beautify our class?	Make flowers; combine display; appreciate	Coloured paper, scissors, glue	Portfolio, peer
7	1	Performing Arts	Percussion	a) Identify percussion instruments b) Show how each is played c) Appreciate music	What instruments make sound by hitting/shaking?	Show drum, shaker, sticks; demonstrate	Drum, shaker, sticks	Observation, oral
7	2	Performing Arts	Percussion	a) Make simple shaker b) Play steady beat c) Develop creativity	How can we make our own?	Make shaker from bottle and seeds; play	Bottles, seeds, tape	Performance, peer
7	3	Performing Arts	Percussion	a) Play to accompany song b) Coordinate with group c) Build performance skills	How do instruments and singing work together?	Choose song; assign roles; rehearse; perform	Instruments, song	Performance, peer
8	1	Visual Arts	Modelling	a) Identify clay/play-dough b) Roll, pinch, shape c) Develop tactile skills	What can we make from clay?	Explore; practise rolling and pinching; make ball	Clay, mat, water	Observation, peer
8	2	Visual Arts	Modelling	a) Model simple animal b) Add details c) Develop creativity	How can clay become an animal?	Plan; shape body, head, legs; add details	Clay, mat, tools	Portfolio, peer
8	3	Visual Arts	Modelling	a) Model household item b) Use both hands c) Take pride	What household items can we make?	Model cup or pot; smooth; share	Clay, water, bowl	Portfolio, peer
9	1	Performing Arts	Drama	a) Listen to story for performance b) Identify characters c) Build imagination	How do we turn a story into a play?	Listen; identify characters; discuss	Story script, picture cards	Oral, observation
9	2	Performing Arts	Drama	a) Practise lines and actions b) Use voice and gesture c) Build confidence	How do voice and body bring characters to life?	Assign roles; rehearse; teacher coaches	Script, simple props	Observation, peer
9	3	Performing Arts	Drama	a) Perform short scene b) Speak audibly c) Build	How do we work	Perform for class;	Props, performance	Performance,

		Arts		group performance	together?	positive feedback	space	peer
10	1	Visual Arts	Painting	a) Identify painting tools b) Apply paint with control c) Develop fine motor	How do we paint with care?	Demonstrate brush use; practise; clean up	Paint, brushes, paper	Observation, peer
10	2	Visual Arts	Painting	a) Paint familiar scene b) Use suitable colours c) Develop creativity	How do we paint what we see?	Plan; sketch; paint; share	Paint, brushes, paper	Portfolio, peer
10	3	Visual Arts	Painting	a) Paint self-portrait b) Show personal features c) Build identity	How can a painting show who you are?	Use mirror; sketch face; paint	Mirror, paint, brushes	Portfolio, self-assess
11	1	Performing Arts	Group Performance	a) Plan group performance combining song, movement, instruments b) Take role c) Build cooperation	How do we put together a class show?	Form groups; choose song; assign instruments; plan	Songs, instruments, space	Observation, peer
11	2	Performing Arts	Group Performance	a) Rehearse performance b) Adjust on feedback c) Improve through practice	How does practice help?	Rehearse; teacher feedback; adjust	Materials from previous	Observation, peer
11	3	Performing Arts	Group Performance	a) Perform for class b) Watch others respectfully c) Build performance skills	How do we perform and watch?	Each group performs; class watches; positive feedback	Performance materials	Performance, peer
12	1	Visual Arts	Term 2 Portfolio	a) Choose three best Term 2 works b) Talk about each c) Build self-evaluation	Which works am I most proud of?	Review portfolio; choose top 3; explain to partner	Portfolio, lined book	Self-assess, oral
12	2	Visual & Performing Arts	Class Exhibition	a) Display works b) Welcome visitors c) Build pride	How do we share our work?	Set up display; prepare to talk; invite visitors	Display, captions	Observation, self-assess
12	3	All Strands	Term 2 Reflection	a) Reflect on progress b) Set Term 3 goal c) Develop self-awareness	What did I learn? What next?	Reflection sheet; share goal; teacher encourages	Reflection sheet	Self-assess, observation

