

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

# GRADE 2 CREATIVE ARTS 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](https://cbcedukenya.com) — KES 300

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

### REFERENCE MATERIALS

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

**CBC Edu Kenya · [cbcedukenya.com](https://cbcedukenya.com)**

Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

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## 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 2 CREATIVE ARTS ACTIVITIES.

### LESSON PLAN — WEEK 1, LESSON 1

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

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Creative Arts Activities
<b>GRADE</b>	2
<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 from the local environment b) Use lines and shapes to express ideas c) Take pride in personal artwork
<b>KEY INQUIRY QUESTION(S)</b>	What can you draw from your home or school?
<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>	Curriculum design, drawing paper, pencils, real objects, learner's book

#### 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 from your home or school?". 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 from the local environment. Display the resources for the lesson (Curriculum design, drawing paper, pencils, real objects, learner's book) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Observe local objects (cup, mat, mango). 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 from the local environment". 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 on paper. 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

	<p>the inquiry question "What can you draw from your home or school?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Use lines and shapes to express ideas". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.</p>
<b>STEP 3</b>	<p>(8 min) Guided practice in pairs or small groups. Share with class. 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.</p>
<b>STEP 4</b>	<p>(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 in personal artwork".</p>
<b>CONCLUSION</b>	<p>(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 from your home or school?" 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.</p>
<b>EXTENDED ACTIVITIES</b>	<p>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.</p>
<b>REFLECTION ON THE LESSON</b>	<hr/>

## LESSON PLAN — WEEK 1, LESSON 2

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

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Creative Arts Activities
<b>GRADE</b>	2
<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 a familiar animal b) Add details (eyes, ears, tail) c) Develop observation skills
<b>KEY INQUIRY QUESTION(S)</b>	How do we show animal features in our drawing?
<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>	Drawing paper, animal pictures, pencils

### 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 in our drawing?". 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 a familiar animal. Display the resources for the lesson (Drawing paper, animal pictures, pencils) so learners know what to expect.
<b>STEP 1</b>	(7 min) Whole-class minds-on activity. Observe pictures of cow, goat, chicken. 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 a 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 in our drawing?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Add details (eyes, ears, tail)". 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. Add details and shading. 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 skills".
<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 our drawing?" 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>	<hr/>

— 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 2 CREATIVE ARTS 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 from the local environment b) Use lines and shapes to express ideas c) Take pride in personal artwork	What can you draw from your home or school?	Observe local objects (cup, mat, mango); draw freehand on paper; share with class	Curriculum design, drawing paper, pencils, real objects, learner's book	Observation, peer assessment, portfolio
1	2	Visual Arts	Drawing	a) Draw a familiar animal b) Add details (eyes, ears, tail) c) Develop observation skills	How do we show animal features in our drawing?	Observe pictures of cow, goat, chicken; draw step by step; add details and shading	Drawing paper, animal pictures, pencils	Observation, peer assessment, portfolio
1	3	Visual Arts	Drawing	a) Draw a member of the family b) Show clothing and posture c) Express family identity	How can a drawing tell a story about your family?	Discuss family members; draw self with one family member; share story behind the drawing	Drawing paper, pencils, family photos	Portfolio, observation, peer assessment
2	1	Visual Arts	Colouring	a) Identify primary and secondary colours b) Use colour appropriately in artwork c) Develop colour awareness	What colours do you see around you?	Sort colour cards; mix primary colours to make secondary colours; observe colours in the classroom	Colour cards, crayons, water colours, classroom objects	Observation, oral questions, portfolio
2	2	Visual Arts	Colouring	a) Colour within outlines neatly b) Choose suitable colours for objects c) Develop fine motor skills	How do we colour neatly without going outside the lines?	Colour outline drawings of fruits and animals; choose realistic colours; pair check	Outline drawings, crayons, colouring pencils	Portfolio, peer assessment, observation
2	3	Visual Arts	Colouring	a) Use a range of colours in one picture b) Express mood through colour choice c) Build creativity	How do colours show feelings?	Colour a "happy day" picture; discuss bright vs dull colours; share own picture	Drawing paper, crayons, colour pencils	Portfolio, observation, peer assessment
3	1	Performing Arts	Singing	a) Sing a simple song with correct words b) Use a clear voice c) Develop confidence in performance	What songs make you happy?	Listen to teacher sing; learn lyrics line by line; whole-class singing	Audio recording, lyrics card	Performance, observation, peer assessment
3	2	Performing Arts	Singing	a) Add hand actions to a song b) Sing in a group c) Develop coordination	How do actions make a song more fun?	Practise actions for the song; sing in pairs and groups; perform for class	Song audio, lyrics, mirror	Performance, observation, peer assessment
3	3	Performing Arts	Singing	a) Sing a community song b) Identify the message in the song c) Connect to	What does our community song	Learn a Kenyan community song; discuss message;	Audio recording, lyrics,	Performance, oral questions, peer

				culture	teach us?	perform with rhythm	drum/hand-clap	assessment
4	1	Visual Arts	Picture Making — Collage	a) Identify materials suitable for collage b) Plan a simple collage picture c) Develop creativity	What materials can we use to make a picture?	Collect materials (leaves, paper, seeds, fabric); discuss textures and colours; plan picture	Collected materials, drawing paper, glue, scissors	Observation, peer assessment
4	2	Visual Arts	Picture Making — Collage	a) Cut and arrange materials carefully b) Stick materials in a planned pattern c) Develop fine motor skills	How do we arrange materials to make a beautiful picture?	Cut shapes; arrange on paper; glue; share at end	Materials, paper, glue, scissors	Portfolio, observation, peer assessment
4	3	Visual Arts	Picture Making — Collage	a) Complete and present a collage b) Talk about the materials and ideas used c) Build communication and pride	What story does your collage tell?	Complete collage; present to class; explain materials and choices	Completed collages, display board	Portfolio, oral presentation, peer assessment
5	1	Performing Arts	Movement and Dance	a) Move to a steady beat b) Follow simple dance steps c) Develop coordination	How do we move to music?	Listen to a beat; clap then move feet; learn 3-4 simple steps; pair dance	Audio device, drum, open space	Observation, peer assessment
5	2	Performing Arts	Movement and Dance	a) Perform a simple community dance b) Coordinate with a group c) Build community spirit	What dances does our community do?	Learn a community dance from a resource person; practise; perform together	Resource person (optional), audio, drum	Performance, observation, peer assessment
5	3	Performing Arts	Movement and Dance	a) Make up own simple dance moves b) Move expressively to music c) Develop creativity	How can your body show feelings?	Listen to a song; create three moves; share moves with class	Audio device, open space	Performance, observation, self-assessment
6	1	Visual Arts	Paper Craft	a) Fold paper to make simple shapes (boat, hat, fan) b) Follow folding instructions c) Develop fine motor skills	What can we make from paper?	Watch teacher demonstrate; practise folding boat or fan; help neighbour	Paper, instructions, demonstration	Portfolio, observation, peer assessment
6	2	Visual Arts	Paper Craft	a) Cut paper into shapes safely b) Use scissors with control c) Develop dexterity	How do we use scissors safely and neatly?	Practise cutting straight, curved, and zigzag lines; cut shapes for a flower; safety reminders	Paper, child-safe scissors, drawing pencils	Observation, peer assessment, portfolio
6	3	Visual Arts	Paper Craft	a) Make a simple paper flower b) Decorate the classroom c) Take pride in own work	How can our crafts make our classroom beautiful?	Make paper flowers; combine into a class display; appreciate each other's work	Coloured paper, scissors, glue, string	Portfolio, observation, peer assessment
7	1	Performing Arts	Percussion Instruments	a) Identify common percussion instruments b) Demonstrate how each is played c) Appreciate music heritage	What instruments make sound by hitting or shaking?	Show drum, shaker, sticks; demonstrate sounds; learners try each instrument	Drum, shaker (rattle), sticks, real or improvised instruments	Observation, oral questions, peer assessment
7	2	Performing Arts	Percussion Instruments	a) Make a simple shaker from local materials b) Play a steady beat c)	How can we make our own	Make shaker from bottle and small stones/seeds; play	Bottles, seeds/small stones, tape,	Observation, performance, peer

				Develop creativity and rhythm	instruments?	together; create a class rhythm	decoration materials	assessment
7	3	Performing Arts	Percussion Instruments	a) Play a beat to accompany a song b) Coordinate with the group c) Build group performance skills	How do instruments and singing work together?	Choose a song; assign roles (singers, percussion); rehearse; perform	Instruments, song, open space	Performance, observation, peer assessment
8	1	Visual Arts	Modelling with Clay	a) Identify clay or play-dough as a modelling material b) Roll, pinch and shape c) Develop tactile skills	What can we make from clay?	Explore clay; practise rolling, pinching, pressing; make a simple ball	Clay or play-dough, mat, water	Observation, peer assessment, portfolio
8	2	Visual Arts	Modelling with Clay	a) Model a simple animal from clay b) Add details (eyes, legs, tail) c) Develop creativity	How can clay become an animal?	Plan animal; shape body, head, legs; add details; allow to dry	Clay, mat, modelling tools	Portfolio, observation, peer assessment
8	3	Visual Arts	Modelling with Clay	a) Model a household item (cup, pot) b) Use both hands to shape c) Take pride in finished work	What household items can we make?	Model a cup or pot; smooth surfaces; share with class	Clay, water, small bowl for shaping	Portfolio, peer assessment, observation
9	1	Performing Arts	Drama	a) Listen to a short story for performance b) Identify characters and their actions c) Build imagination	How do we turn a story into a play?	Listen to teacher read short story; identify characters; discuss what each does	Short story script, picture cards	Oral questions, observation
9	2	Performing Arts	Drama	a) Practise lines and actions for a character b) Use voice and gestures c) Develop confidence	How can your voice and body bring a character to life?	Assign roles in groups; rehearse lines; practise movements; teacher coaches	Script, simple props (cloth, hat)	Observation, peer assessment
9	3	Performing Arts	Drama	a) Perform a short scene as a group b) Speak audibly and clearly c) Build group performance skills	How do we work together to perform a story?	Perform scenes for class; class gives positive feedback	Props, performance space	Performance, peer assessment, observation
10	1	Visual Arts	Painting	a) Identify painting tools (brush, sponge, finger) b) Apply paint with control c) Develop fine motor skills	How do we paint with care?	Demonstrate brush use; practise dots, lines, swirls; clean up properly	Paint, brushes, paper, water container, cloth	Observation, portfolio
10	2	Visual Arts	Painting	a) Paint a familiar scene (house, tree, sun) b) Use suitable colours c) Develop creativity	How do we paint what we see around us?	Plan a scene; sketch lightly with pencil; paint scene; share with class	Paint, brushes, paper, pictures for inspiration	Portfolio, peer assessment, observation
10	3	Visual Arts	Painting	a) Paint a self-portrait b) Show personal features c) Build identity and self-expression	How can a painting show who you are?	Look in mirror; sketch face; paint with care; display	Mirror, paint, brushes, paper	Portfolio, observation, self-assessment
11	1	Performing Arts	Group	a) Plan a group performance combining	How do we put together a class	Form groups of 5; choose song and add	Songs, instruments,	Observation, peer

		Arts	Performance	song, movement and instruments b) Take a role in the group c) Build cooperation	performance?	movement; assign instruments; plan	open space	assessment
11	2	Performing Arts	Group Performance	a) Rehearse a planned group performance b) Adjust based on feedback c) Improve through practice	How does practice make a performance better?	Rehearse; teacher feedback; learners adjust and refine	Materials from previous lesson	Observation, peer assessment, self-assessment
11	3	Performing Arts	Group Performance	a) Perform for the class confidently b) Watch other groups respectfully c) Build performance and audience skills	How do we perform and how do we watch?	Each group performs; class watches; positive feedback	Performance materials	Performance, peer assessment, observation
12	1	Visual Arts	Term 2 Portfolio	a) Choose three best Term 2 artworks b) Talk about each c) Build self-evaluation skills	Which of my Term 2 works am I most proud of?	Review portfolio; choose top three; explain choices to a partner	Term 2 portfolio, lined book	Self-assessment, oral assessment
12	2	Visual & Performing Arts	Class Exhibition	a) Display selected artworks b) Welcome visitors c) Build pride and confidence	How do we share our work with others?	Set up display; prepare to talk about each piece; invite parallel class to visit	Display board, captions, portfolio	Observation, self-assessment, peer assessment
12	3	All Strands	Term 2 Reflection	a) Reflect on Term 2 progress b) Set a goal for Term 3 c) Develop self-awareness	What did I learn this term and what next?	Reflection sheet; share goal with partner; teacher encouragement	Reflection sheet, lined book	Self-assessment, observation

