

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 3 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 — KES 300

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| TEACHER'S NAME | _____ |
| SCHOOL | _____ |
| GRADE | 3 |
| TERM | Term 2 |
| YEAR | 2026 |

REFERENCE MATERIALS

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

CBC Edu Kenya · cbcedukenya.com

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 3 MOVEMENT AND CREATIVE ACTIVITIES.

LESSON PLAN — WEEK 1, LESSON 1

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

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| SCHOOL | _____ |
| LEARNING AREA | Movement And Creative Activities |
| GRADE | 3 |
| TERM | 2 |
| WEEK / LESSON | Week 1 Lesson 1 |
| STRAND | VISUAL ARTS |
| SUB-STRAND | Drawing |
| SPECIFIC LEARNING OUTCOMES | By the end of the lesson, the learner should be able to: a) Draw familiar objects b) Use shapes and lines c) Develop observation |
| KEY INQUIRY QUESTION(S) | What can you draw? |
| CORE COMPETENCY | Creativity and Imagination; Self-Efficacy; Communication |
| VALUES | Patience, Pride, Care |
| PERTINENT & CONTEMPORARY ISSUES (PCI) | Life Skills; Cultural Heritage; Aesthetics |
| LEARNING RESOURCES | Paper, pencils, objects |

ORGANISATION OF LEARNING

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| INTRODUCTION | (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 familiar objects. Display the resources for the lesson (Paper, pencils, objects) so learners know what to expect. |
| STEP 1 | (7 min) Whole-class minds-on activity. Observe. 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 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. |
| STEP 2 | (8 min) Direct teach with a worked example. Sketch. 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 |

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| | explicitly to the SLO: "Use shapes and lines". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback. |
| STEP 3 | (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. |
| STEP 4 | (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". |
| CONCLUSION | (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. |
| EXTENDED ACTIVITIES | 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. |
| REFLECTION ON THE LESSON | _____ |

LESSON PLAN — WEEK 1, LESSON 2

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

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| SCHOOL | _____ |
| LEARNING AREA | Movement And Creative Activities |
| GRADE | 3 |
| TERM | 2 |
| WEEK / LESSON | Week 1 Lesson 2 |
| STRAND | VISUAL ARTS |
| SUB-STRAND | Drawing |
| SPECIFIC LEARNING OUTCOMES | By the end of the lesson, the learner should be able to: a) Draw a Kenyan animal b) Add details c) Show pride |
| KEY INQUIRY QUESTION(S) | How do we show animal features? |
| CORE COMPETENCY | Creativity and Imagination; Self-Efficacy; Communication |
| VALUES | Patience, Pride, Care |
| PERTINENT & CONTEMPORARY ISSUES (PCI) | Life Skills; Cultural Heritage; Aesthetics |
| LEARNING RESOURCES | Paper, animal pictures |

ORGANISATION OF LEARNING

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| INTRODUCTION | (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 a Kenyan animal. Display the resources for the lesson (Paper, animal pictures) so learners know what to expect. |
| STEP 1 | (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 a Kenyan 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. |
| STEP 2 | (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. |
| STEP 3 | (8 min) Guided practice in pairs or small groups. practise Drawing together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 |

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| | 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. |
| STEP 4 | (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: "Show pride". |
| CONCLUSION | (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. |
| EXTENDED ACTIVITIES | 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. |
| REFLECTION ON THE LESSON | _____ |

— 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 3 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 |
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| 1 | 1 | Visual Arts | Drawing | a) Draw familiar objects b) Use shapes and lines c) Develop observation | What can you draw? | Observe; sketch; share | Paper, pencils, objects | Observation, peer |
| 1 | 2 | Visual Arts | Drawing | a) Draw a Kenyan animal b) Add details c) Show pride | How do we show animal features? | Look at picture; draw step-by-step | Paper, animal pictures | Portfolio, peer |
| 1 | 3 | Visual Arts | Drawing | a) Draw a scene b) Show foreground/background c) Build composition | How do we draw a scene? | Plan composition; sketch; share | Paper, pencils | Portfolio, peer |
| 2 | 1 | Visual Arts | Colouring | a) Mix primary colours b) Make secondary c) Build colour theory | What happens when we mix colours? | Mix colours; chart secondary; pair experiment | Paint, paper | Observation, written |
| 2 | 2 | Visual Arts | Colouring | a) Use colours to express mood b) Apply within outlines c) Develop creativity | How do colours show mood? | Colour scenes for happy/sad/angry; share | Paper, crayons | Portfolio, peer |
| 2 | 3 | Visual Arts | Colouring | a) Identify warm and cool colours b) Use appropriately c) Build judgement | What colours feel warm/cool? | Sort colour cards; pair discuss | Colour cards | Oral, peer |
| 3 | 1 | Performing Arts | Singing | a) Sing simple song b) Project voice c) Build confidence | What songs do we love? | Listen; learn; sing together | Audio, lyrics | Performance, peer |
| 3 | 2 | Performing Arts | Singing | a) Sing in rounds b) Coordinate with group c) Develop ensemble | How do we sing in rounds? | Practise round; group sing | Audio, lyrics | Performance, peer |
| 3 | 3 | Performing Arts | Singing | a) Sing community song b) Identify message c) Connect to culture | What does our song teach? | Learn; perform; discuss meaning | Audio, drum | Performance, oral |
| 4 | 1 | Visual Arts | Picture Making — Collage | a) Plan collage b) Gather materials c) Build creativity | What materials make pictures? | Discuss; gather; plan | Materials, paper, glue | Observation, peer |
| 4 | 2 | Visual Arts | Picture Making — Collage | a) Cut and arrange b) Stick neatly c) Develop fine motor | How do we arrange materials? | Cut; arrange; glue; share | Materials, scissors, glue | Portfolio, peer |
| 4 | 3 | Visual Arts | Picture Making — Collage | a) Present and explain b) Discuss choices c) Build pride | What story does your collage tell? | Present; explain; class display | Collages | Portfolio, oral |
| 5 | 1 | Performing Arts | Movement | a) Move to beat b) Follow simple steps c) Develop | How do we move to music? | Listen; clap; pair dance | Audio, drum, space | Observation, peer |

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| 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 | Audio, drum | 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; create 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; help neighbour | Paper, instructions | Portfolio, peer |
| 6 | 2 | Visual Arts | Paper Craft | a) Cut paper safely b) Use scissors with control c) Develop dexterity | How do we use scissors? | Practise cuts; safety reminders | Paper, scissors | Observation, peer |
| 6 | 3 | Visual Arts | Paper Craft | a) Make functional craft (bookmark, card) b) Decorate c) Take pride | What can we make useful? | Make bookmark or greeting card | Paper, scissors, glue, decorations | Portfolio, peer |
| 7 | 1 | Performing Arts | Percussion | a) Identify percussion b) Demonstrate playing c) Appreciate music | What instruments hit/shake? | 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 from bottle and seeds; play | Bottles, seeds, tape | Performance, peer |
| 7 | 3 | Performing Arts | Percussion | a) Play to accompany song b) Coordinate group c) Build performance | How do instruments and singing combine? | Choose song; assign roles; rehearse | Instruments, song | Performance, peer |
| 8 | 1 | Visual Arts | Modelling | a) Use clay/play-dough b) Roll, pinch, shape c) Develop tactile | What can we make from clay? | Explore; practise; make ball | Clay, mat | Observation, peer |
| 8 | 2 | Visual Arts | Modelling | a) Model an animal b) Add details c) Develop creativity | How can clay become an animal? | Plan; shape; add details | Clay, mat, tools | Portfolio, peer |
| 8 | 3 | Visual Arts | Modelling | a) Model household item b) Use both hands c) Take pride | What useful items can we make? | Model cup or pot; smooth; share | Clay, water | Portfolio, peer |
| 9 | 1 | Performing Arts | Drama | a) Listen to story b) Identify characters c) Build imagination | How do we turn a story into a play? | Listen; identify; discuss | Story, 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 stories alive? | Assign roles; rehearse; coach | Script, props | Observation, peer |
| 9 | 3 | Performing Arts | Drama | a) Perform short scene b) Speak audibly c) Build group performance | How do we work together? | Perform for class; positive feedback | Props, performance space | Performance, peer |

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| 10 | 1 | Visual Arts | Painting | a) Identify painting tools b) Apply paint c) Develop fine motor | How do we paint with care? | Demonstrate; practise; clean up | Paint, brushes, paper | Observation, peer |
| 10 | 2 | Visual Arts | Painting | a) Paint a 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; paint | Mirror, paint | Portfolio, self-assess |
| 11 | 1 | Performing Arts | Group Performance | a) Plan combined performance b) Take role c) Build cooperation | How do we put together a class show? | Form groups; choose; assign; plan | Songs, instruments, space | Observation, peer |
| 11 | 2 | Performing Arts | Group Performance | a) Rehearse b) Adjust on feedback c) Improve through practice | How does practice help? | Rehearse; teacher feedback; adjust | Materials | Observation, peer |
| 11 | 3 | Performing Arts | Group Performance | a) Perform for class/parents b) Watch others respectfully c) Build skills | How do we perform and watch? | Perform; positive feedback | Performance materials | Performance, peer |
| 12 | 1 | Visual Arts | Term 2 Portfolio | a) Choose 3 best works b) Talk about each c) Build self-evaluation | Which works am I proud of? | Review; choose; explain | Portfolio | 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 | 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 | Reflection sheet | Self-assess, observation |

