

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 4 CREATIVE ARTS
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

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	4
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

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

CBC Edu Kenya · 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 4 CREATIVE ARTS.

LESSON PLAN — WEEK 1, LESSON 1

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

SCHOOL	_____
LEARNING AREA	Creative Arts
GRADE	4
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	VISUAL ARTS
SUB-STRAND	Drawing — Observation
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Draw from observation b) Use proportion c) Build skills
KEY INQUIRY QUESTION(S)	How do we draw what we see?
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

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 — Observation by writing the key inquiry question on the board: "How do we draw what we see?". 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 from observation. 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 object. 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 from observation". 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. 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 draw what we see?" and answer it now using the example you just completed.

	Connect explicitly to the SLO: "Use proportion". 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 — Observation 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: "Build skills".
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 — Observation? (2) How would you answer "How do we draw what we see?" 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 — Observation 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 — Perspective**

SCHOOL	_____
LEARNING AREA	Creative Arts
GRADE	4
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	VISUAL ARTS
SUB-STRAND	Drawing — Perspective
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Show foreground/background b) Use scale c) Build composition
KEY INQUIRY QUESTION(S)	How do we show distance?
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

ORGANISATION OF LEARNING

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 — Perspective by writing the key inquiry question on the board: "How do we show distance?". 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 show foreground/background. Display the resources for the lesson (Paper, pencils) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Demonstrate. 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: "Show foreground/background". 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. Pair draw scene. 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 distance?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Use scale". 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 — Perspective 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 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 — Perspective 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: "Build composition".
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 — Perspective? (2) How would you answer "How do we show distance?" 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 — Perspective 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 4 CREATIVE ARTS 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 — Observation	a) Draw from observation b) Use proportion c) Build skills	How do we draw what we see?	Observe object; draw; share	Paper, pencils, objects	Portfolio, peer
1	2	Visual Arts	Drawing — Perspective	a) Show foreground/background b) Use scale c) Build composition	How do we show distance?	Demonstrate; pair draw scene	Paper, pencils	Portfolio, peer
1	3	Visual Arts	Drawing — Self Portrait	a) Use mirror b) Show features c) Build identity	How do we draw ourselves?	Mirror; sketch; share	Mirror, paper	Portfolio, self-assess
2	1	Visual Arts	Colour Theory	a) Mix primary/secondary b) Identify warm/cool c) Build judgement	How do colours combine?	Mix; chart; pair experiment	Paint, paper	Practical, written
2	2	Visual Arts	Painting — Watercolour	a) Use watercolour b) Apply techniques c) Build creativity	How paint with watercolours?	Demonstrate; pair practise	Paint, brushes	Portfolio, peer
2	3	Visual Arts	Painting — Scene	a) Plan scene b) Paint completely c) Apply	How paint a scene?	Plan; sketch; paint	Paint, brushes, paper	Portfolio, peer
3	1	Performing Arts	Singing	a) Sing in tune b) Project voice c) Build confidence	How sing well?	Practice scales; pair sing	Audio, lyrics	Performance, peer
3	2	Performing Arts	Choir Singing	a) Sing in groups b) Coordinate c) Build ensemble	How sing as choir?	Group practice; perform	Songs, lyrics	Performance, peer
3	3	Performing Arts	Kenyan Music	a) Sing community song b) Identify message c) Connect to culture	What does our song teach?	Learn; perform; discuss	Audio, drum	Performance, oral
4	1	Visual Arts	Sculpture	a) Use clay/mud b) Build form c) Develop creativity	What can we sculpt?	Demonstrate; pair sculpt	Clay, water	Portfolio, peer
4	2	Visual Arts	Pottery	a) Make simple pot b) Smooth surface c) Apply	How make pottery?	Demonstrate; pair make	Clay, water	Portfolio, peer
4	3	Visual Arts	Traditional Crafts	a) Identify Kenyan crafts b) Make simple craft c) Build heritage	What crafts come from our community?	Show examples; pair make	Materials	Portfolio, peer
5	1	Performing Arts	Movement & Dance	a) Move to beat b) Follow steps c) Build coordination	How move to music?	Listen; clap; pair dance	Audio, drum	Performance, peer
5	2	Performing Arts	Traditional Dance	a) Learn community dance b) Coordinate c) Build community	What dances does our community do?	Learn; practise; perform	Audio, drum	Performance, peer
5	3	Performing Arts	Contempor	a) Make own moves b)	How can body	Listen; create moves	Audio, space	Performance,

		Arts	ry Dance	Express c) Build creativity	show feelings?			self-assess
6	1	Visual Arts	Mosaic	a) Use small pieces b) Build pattern c) Apply	How make mosaic?	Demonstrate; pair make	Pieces, paper, glue	Portfolio, peer
6	2	Visual Arts	Print Making	a) Make print b) Use natural shapes c) Apply	How make a print?	Use leaves; demonstrate; pair print	Leaves, ink, paper	Portfolio, peer
6	3	Visual Arts	Paper Craft	a) Fold paper into shapes b) Cut safely c) Build skill	What from paper?	Demonstrate; pair fold	Paper, scissors	Portfolio, peer
7	1	Performing Arts	Drama	a) Listen to story b) Identify characters c) Build imagination	How turn story to play?	Listen; identify; discuss	Story, cards	Oral, observation
7	2	Performing Arts	Drama — Practice	a) Practise lines b) Use voice c) Build confidence	How rehearse?	Assign roles; rehearse	Script, props	Observation, peer
7	3	Performing Arts	Drama — Performance	a) Perform scene b) Speak audibly c) Build group performance	How work together?	Perform; positive feedback	Props, space	Performance, peer
8	1	Performing Arts	Percussion	a) Identify percussion b) Play c) Appreciate music	What percussion instruments?	Show; demonstrate	Drum, shaker	Observation, oral
8	2	Performing Arts	Make Instruments	a) Make shaker b) Play c) Build creativity	How make own instruments?	Make; play	Bottles, seeds	Performance, peer
8	3	Performing Arts	Group Performance	a) Combine song, instruments b) Coordinate c) Build performance	How combine arts?	Plan; rehearse; perform	Materials	Performance, peer
9	1	Visual Arts	Painting — Portrait	a) Paint a portrait b) Show features c) Build identity	How paint a person?	Sketch; paint	Paint, brushes	Portfolio, peer
9	2	Visual Arts	Mixed Media	a) Combine media b) Plan composition c) Apply	How combine media?	Plan; create; share	Materials	Portfolio, peer
9	3	Visual Arts	Display	a) Display works b) Welcome viewers c) Build pride	How share our art?	Set up display; talk about works	Display	Self-assess, peer
10	1	Performing Arts	Music Theory Basics	a) Identify notes b) Read simple notation c) Build literacy	What are music notes?	Show; pair quiz	Notation	Written, peer
10	2	Performing Arts	Composing	a) Create simple tune b) Add rhythm c) Build creativity	Can we compose?	Pair compose; share	Instruments, paper	Performance, peer
10	3	Performing Arts	Performance — Final	a) Perform original work b) Watch others c) Build skills	How perform final?	Perform; positive feedback	Materials	Performance, peer
11	1	Project	Class Exhibition	a) Plan exhibition b) Display works c) Build pride	How share our work?	Plan; display; invite	Display	Observation, peer
11	2	Project	Performance Day	a) Plan performance b) Rehearse c) Apply	How perform for parents?	Plan; rehearse; perform	Materials	Performance, peer

11	3	Project	Reflection	a) Reflect on growth b) Share c) Build self-awareness	How have I grown?	Reflect; share	Reflection sheet	Self-assess, peer
12	1	All Strands	Term 2 Portfolio	a) Choose 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	All Strands	Term 2 Revision	a) Apply learning b) Show skills c) Self-assess	How do we use this?	Practical tasks	Materials	Observation, oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate skills b) Reflect c) Build readiness	Am I ready?	Assessment; reflection	Assessment paper	Written, self-assessment

