

REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 5 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](http://cbcedukenya.com) — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	5
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Creative Arts Grade 5 Curriculum Design (KICD)
2. Approved Creative Arts Grade 5 Learner's Book
3. Approved Teacher's Guide
4. MTP Creative Arts Grade 5

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

Aligned with KICD Curriculum Designs · Editable Word Document

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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 5 CREATIVE ARTS.

### LESSON PLAN — WEEK 1, LESSON 1

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

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Creative Arts
<b>GRADE</b>	5
<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 observation b) Use proportion c) Build skills
<b>KEY INQUIRY QUESTION(S)</b>	How draw what we see?
<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

#### 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 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 observation. Display the resources for the lesson (Paper, pencils) so learners know what to expect.
<b>STEP 1</b>	(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 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.
<b>STEP 2</b>	(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 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.
<b>STEP 3</b>	(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 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: "Build 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 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.
<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 — Perspective**

<b>SCHOOL</b>	_____
<b>LEARNING AREA</b>	Creative Arts
<b>GRADE</b>	5
<b>TERM</b>	2
<b>WEEK / LESSON</b>	Week 1   Lesson 2
<b>STRAND</b>	VISUAL ARTS
<b>SUB-STRAND</b>	Drawing — Perspective
<b>SPECIFIC LEARNING OUTCOMES</b>	By the end of the lesson, the learner should be able to: a) Show foreground/background b) Use scale c) Build composition
<b>KEY INQUIRY QUESTION(S)</b>	How show distance?
<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

### 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 — Perspective by writing the key inquiry question on the board: "How 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) so learners know what to expect.
<b>STEP 1</b>	(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.
<b>STEP 2</b>	(8 min) Direct teach with a worked example. explain the key idea of Drawing — Perspective with one clear example. 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 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.

<b>STEP 3</b>	(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.
<b>STEP 4</b>	(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".
<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 — Perspective? (2) How would you answer "How 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.
<b>EXTENDED ACTIVITIES</b>	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.
<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 5 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	a) Draw observation b) Use proportion c) Build skills	How draw what we see?	Observe; draw	Paper, pencils	Portfolio, peer
1	2	Visual Arts	Drawing — Perspective	a) Show foreground/background b) Use scale c) Build composition	How show distance?	Demonstrate	Paper	Portfolio, peer
1	3	Visual Arts	Drawing — Self Portrait	a) Use mirror b) Show features c) Build identity	How draw ourselves?	Mirror; sketch	Mirror, paper	Portfolio, self-assess
2	1	Visual Arts	Colour Theory	a) Mix primary/secondary b) Identify warm/cool c) Build judgment	How colours combine?	Mix; chart	Paint	Practical, written
2	2	Visual Arts	Painting	a) Use watercolour b) Apply techniques c) Build creativity	How paint?	Demonstrate	Paint, brushes	Portfolio, peer
2	3	Visual Arts	Painting — Scene	a) Plan b) Paint completely c) Apply	How paint scene?	Plan; paint	Paint, paper	Portfolio, peer
3	1	Performing Arts	Singing	a) Sing in tune b) Project voice c) Build confidence	How sing well?	Practice; pair sing	Audio	Performance, peer
3	2	Performing Arts	Choir	a) Sing in groups b) Coordinate c) Build ensemble	How sing as choir?	Group practice	Songs	Performance, peer
3	3	Performing Arts	Kenyan Music	a) Sing community song b) Identify message c) Connect	What does song teach?	Learn; perform	Audio, drum	Performance, oral
4	1	Visual Arts	Sculpture	a) Use clay b) Build form c) Develop creativity	What sculpt?	Demonstrate	Clay	Portfolio, peer
4	2	Visual Arts	Pottery	a) Make pot b) Smooth c) Apply	How make pottery?	Demonstrate	Clay	Portfolio, peer
4	3	Visual Arts	Traditional Crafts	a) Identify Kenyan crafts b) Make c) Build heritage	What crafts?	Show; pair make	Materials	Portfolio, peer
5	1	Performing Arts	Movement	a) Move to beat b) Follow steps c) Build coordination	How move?	Listen; clap	Audio	Performance, peer
5	2	Performing Arts	Traditional Dance	a) Learn community dance b) Coordinate c) Build community	What dances?	Learn; perform	Audio, drum	Performance, peer
5	3	Performing Arts	Contemporary Dance	a) Make own moves b) Express c) Build creativity	How body shows feelings?	Listen; create	Audio, space	Performance, self-assess

6	1	Visual Arts	Mosaic	a) Use small pieces b) Build pattern c) Apply	How mosaic?	Demonstrate	Pieces, paper	Portfolio, peer
6	2	Visual Arts	Print Making	a) Make print b) Use natural shapes c) Apply	How print?	Use leaves	Leaves, ink	Portfolio, peer
6	3	Visual Arts	Paper Craft	a) Fold paper b) Cut safely c) Build skill	What from paper?	Demonstrate	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	Story	Oral, observation
7	2	Performing Arts	Drama — Practice	a) Practise lines b) Use voice c) Build confidence	How rehearse?	Assign; rehearse	Script, props	Observation, peer
7	3	Performing Arts	Drama — Performance	a) Perform b) Speak audibly c) Build group performance	How work together?	Perform	Props	Performance, peer
8	1	Performing Arts	Percussion	a) Identify b) Play c) Appreciate	What percussion?	Show	Drum, shaker	Observation, oral
8	2	Performing Arts	Make Instruments	a) Make shaker b) Play c) Build creativity	How make own?	Make; play	Bottles, seeds	Performance, peer
8	3	Performing Arts	Group Performance	a) Combine song/instruments b) Coordinate c) Build performance	How combine?	Plan; rehearse	Materials	Performance, peer
9	1	Visual Arts	Painting — Portrait	a) Paint portrait b) Show features c) Build identity	How paint person?	Sketch; paint	Paint	Portfolio, peer
9	2	Visual Arts	Mixed Media	a) Combine media b) Plan composition c) Apply	How combine?	Plan; create	Materials	Portfolio, peer
9	3	Visual Arts	Display	a) Display works b) Welcome viewers c) Build pride	How share art?	Set up display	Display	Self-assess, peer
10	1	Performing Arts	Music Theory	a) Identify notes b) Read notation c) Build literacy	What are music notes?	Show	Notation	Written, peer
10	2	Performing Arts	Composing	a) Create tune b) Add rhythm c) Build creativity	Can we compose?	Pair compose	Instruments	Performance, peer
10	3	Performing Arts	Performance	a) Perform original b) Watch others c) Build skills	How perform?	Perform	Materials	Performance, peer
11	1	Project	Class Exhibition	a) Plan b) Display c) Build pride	How share work?	Plan; display	Display	Observation, peer
11	2	Project	Performance Day	a) Plan b) Rehearse c) Apply	How perform for parents?	Plan; rehearse	Materials	Performance, peer
11	3	Project	Reflection	a) Reflect b) Share c) Build self-awareness	How have I grown?	Reflect; share	Reflection sheet	Self-assess, peer
12	1	All Strands	Term 2	a) Choose best works b) Talk about each c) Build	Which proud of?	Review; choose	Portfolio	Self-assess,

			Portfolio	self-evaluation				oral
12	2	All Strands	Term 2 Revision	a) Apply b) Show skills c) Self-assess	How use this?	Practical tasks	Materials	Observation, oral
12	3	All Strands	Term 2 Assessment	a) Demonstrate b) Reflect c) Build readiness	Am I ready?	Assessment	Assessment paper	Written, self-assessment

