



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

PRIMARY SCHOOL CURRICULUM DESIGN

CREATIVE ACTIVITIES

GRADE 2

FOR LEARNERS WITH PHYSICAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade two curriculum designs for learners with Physical Impairment build on competencies attained by learners at Grade One. Emphasis at this grade is the development of basic literacy, numeracy and skills for interaction with the environment.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and assessment rubric.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY,
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PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade one is the first grade of Primary education level while Grade 6 is the final grade of the level in the reformed education structure .

The reviewed Grade two curriculum furthers implementation of the CBC from Grade one in Primary level. The curriculum provides opportunities for learners to focus in a field of their choice to form a foundation for further education and training and/or gain employable skills. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential**.

Therefore, the Grade two curriculum designs for learner with Physical Impairment are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade one and prepare them for smooth transition to Grade seven. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review (*SNE adapt*) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF) 2017, that responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade two curriculum designs for learners with Physical Impairment were developed and adapted with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education,

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development and adaptation of the Grade two curriculum designs for learners with Physical Impairment. In relation to this, I acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing and adapting these designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade two and preparation of learners with Physical Impairment for transition to Grade three.

A handwritten signature in blue ink, appearing to read 'Charles O. Ong'ondo', with a horizontal line underneath the name.

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TABLE OF CONTENTS

FOREWORD	iii
PREFACE	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	viii
NATIONAL GOALS OF EDUCATION	ix
LESSON ALLOCATION AT LOWER PRIMARY	xi
GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION	xii
ESSENCE STATEMENT	xiii
SUBJECT GENERAL LEARNING OUTCOMES	xiv
SUMMARY OF STRANDS AND SUB STRANDS	xv
STRAND 1: CREATING AND EXECUTION	1
STRAND 2: PERFORMING AND DISPLAYING	17
STRAND 3: APPRECIATION	35
APPENDIX 1: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES, AND NON-FORMAL ACTIVITIES	40
CSL AT EARLY YEARS EDUCATION (PP1&2 AND GRADE 1-3)	44
ASSESSMENT OF THE CSL ACTIVITY	45

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

2. Promote social, economic, technological and industrial needs for national development

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

3. Promote individual development and self-fulfillment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

4. Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

6. Promote respect for and development of Kenya's rich and varied cultures

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

LESSON ALLOCATION AT LOWER PRIMARY

S/No	Learning Area	Number of Lessons per Week
1.	Indigenous Language Activities	2
2.	Kiswahili Language Activities / Kenya Sign Language Activities	4
3.	English Language Activities	5
4.	Mathematical Activities	5
5.	Religious Education Activities	3
6.	Environmental Activities	4
7.	Creative Activities	7
8.	Pastoral/Religious Instruction Programme	1
Total		31

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

By the end of the Primary Education, the learner should be able to:

- a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- b) Apply acquired knowledge, skills, values and attitudes in everyday life
- c) Demonstrate social skills, moral and religious values for positive contribution to society.
- d) Exploit one's talents for individual development and self-fulfillment
- e) Explore, manipulate, manage and conserve the environment for learning and sustainable development.
- f) Use digital literacy skills for learning and enjoyment.
- g) Value Kenya's rich and diverse cultural heritage for harmonious living.
- h) Appreciate the need for, and importance of interdependence of people and nations.

ESSENCE STATEMENT

The Creative Activities learning area encompasses Music, Art and Craft and Movement Activities. This learning area offers the learner an opportunity to enjoy and purposefully experience, explore and experiment with different learning materials. The learner is allowed to explore, create, perform and appreciate different forms of Creative Arts. This learning area is anchored in John Dewey's Social constructivism theory which posits that learning should be experiential, participatory and should arise from learners' interests. The learning area provides means through which the learner explores their own and others' cultures, to discover and interpret the world around them. In line with the emerging trends in learning, current and emerging technologies will be integrated in the learning process through inclusion of activities such as recording, creating, communicating, enhancing concepts and re-interpreting ideas. Overall, the learner will be equipped with requisite foundational knowledge, skills, attitudes and values to progress to the upper primary. The learner will also sharpen their potential to participate in social and economic development within their communities and society as a whole.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Grade Two, the learner should be able to:

- 1) appreciate own and others Artworks, Music and Movement Activities from the past and present within their social context and cultures,
- 2) express feelings, ideas, emotions and experiences through Artworks, Music and Movement Activities for therapeutic purposes,
- 3) develop self-confidence and sense of achievement through making and responding to Artworks, Music and Movement Activities of self and others,
- 4) create Artworks, perform Music and Movement Activities to share their ideas, thoughts, feelings and experiences for learning and enjoyment,
- 5) use appropriate language in responding to Artworks, Music and Movement Activities for communication and collaboration,
- 6) obey rules and cooperate with others to accomplish individual responsibilities while paying adequate attention to own health and safety.

SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub Strand	
Creating and Execution	1.1 Hopping	14
	1.2 Drawing and Painting	14
	1.3. Rhythm and Pattern Making	18
	1.4 Turning	14
	1.5 Mosaic	10
	1.6 Melody	18
Performing and Display	2.1 Singing Games- Western Style	18
	2.2 Kicking	14
	2.3 Plaited Ornaments	10
	2.4 Egg Roll and Swan Balance	14
	2.5 Wind Musical Instruments	18
	2.6 Modelling	10
3.0 Appreciation	3.1 Singing Games - Western Style	14
	3.2 Water Safety Awareness	10

STRAND 1: CREATING AND EXECUTION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Execution	1.1 Hopping (14 lessons) <ul style="list-style-type: none"> • <i>Directions (forward, backward, to the right, to the left)</i> • <i>Patterns (straight, curved, circular and zigzag)</i> 	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify different directions of hopping for space awareness, b) perform hopping in different directions for agility, c) make pattern formations while hopping in different directions for coordination, d) appreciate hopping in different directions for fitness. 	<ul style="list-style-type: none"> • Learners to hop and talk/write/type about different directions of hopping for fitness. • Learners to demonstrate hopping in different directions and forming patterns with peers. Learners with postural defects could use alternative functional parts of the body, perform an alternative corresponding activity, or perform at their level of functional ability. • Learners to practise hopping in different directions and forming patterns. Safety of all learners should be observed and extra caution taken for learners with chronic health conditions. • Learners to play simple games 	<p>Why is hopping activity important as a physical activity?</p>

			using the hop skill while singing action songs. Organize a safe conducive environment.	
Core Competencies to be developed:				
<ul style="list-style-type: none"> • Critical thinking and problem solving: as the learner determines the suitable pattern to hop. • Communication and collaboration: as the learner works with peers to demonstrate and practise hopping. 				
Values:				
<ul style="list-style-type: none"> • Love: as the learner selflessly shares opinions and space while hopping with peers. • Unity: The learner cooperates with others as they play games involving hopping. 				
Pertinent and Contemporary Issues (PCIs):				
Self-esteem: is promoted as the learner confidently appreciates ability in hopping skills.				
Link to other learning areas:				
English Language activities: as the learner clearly communicates with others as they hop in different directions for fitness.				
Suggested learning resources:				
Open space, field markers, small sticks, group markers, assistive technology such as universal cuffs/wrist braces/arm braces,				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 Creating and Execution	1.2 Drawing and Painting (14 lessons) • <i>texture</i>	By the end of the sub strand, the learner should be able to: a) identify texture on surfaces, b) create texture on paper by rubbing on surfaces,	<ul style="list-style-type: none"> • Learners to observe virtual pictures or explore objects in the environment to identify rough and smooth texture. Learners with postural defects or short 	<ol style="list-style-type: none"> 1. How did you create texture in your drawing? 2. How is

	<ul style="list-style-type: none"> • <i>regular shape</i> • <i>colour mixing</i> • <i>painting</i> 	<p>c) apply texture on drawn forms,</p> <p>d) mix colour using bloating techniques,</p> <p>e) paint regular shapes using a brush,</p> <p>f) value drawing and painting for enjoyment,</p>	<p>stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light.</p> <ul style="list-style-type: none"> • Learners to explore the environment to simulate different texture on objects by rubbing. Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they move in safe environment. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology to rub. • Learners to draw/trace/stamp random doodles on plain papers. • Learners to create texture in the doodle, by rubbing on differently textured surfaces. • Learners to draw/trace/stamp 	<p>texture applied on drawn forms?</p>
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			<p>natural forms found in the environment. Learners with manipulation difficulties could use adapted drawing tools and materials, alternative functional parts of the body or use assistive technology.</p> <ul style="list-style-type: none"> • Learners to apply appropriate texture (rough or smooth) on drawn shapes (explore different drawing tools). • Learners to paint regular shapes using one colour. Learners with allergic health conditions could be provided with unscented paints. • Learners to display the drawing to peers and talk about them. Learners with speech difficulties could use alternative and augmentative modes of communication. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: as the learner draws forms using shapes for self-expression. • Digital literacy: as the learner uses digital devices to search for or watch video clips on texture. 				

<p>Values:</p> <ul style="list-style-type: none"> • Love: is nurtured as the learner shares different ideas and opinions when discussing shapes and sharing drawing materials. • Unity: is promoted as the learner displays team spirit as they rehearse and perform African style singing games. • Respect: is enhanced as the learner accepts diverse opinions of others as they display artworks for peer feedback.
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Safety and Security: is promoted as the learner demonstrates safety and security awareness as they take a walk around the school environment to identify basic organic shapes.
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • English and Kiswahili Activities: as the learner communicates thoughts about their artwork in Kiswahili, fostering proficiency in both English and Kiswahili languages. • Environmental Activities: as the learner identifies textures in the environment during art lessons, connecting artistic expression to observations in the natural world.
<p>Suggested learning resources:</p> <p>Drawing tools, paints, brushes adapted painting tools and materials, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted computer with music software, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Execution	1.3 Rhythm and Pattern Making	By the end of the sub strand the learner should be able to: a) identify different ways of creating rhythms in music, b) sing as they maintain the	<ul style="list-style-type: none"> • Learners to watch live or recorded performances of various way of creating rhythms and talk about them. <p>Learners with postural defects</p>	How are rhythms made?

	<p>(18 lessons)</p> <ul style="list-style-type: none"> ● Ways of creating rhythm: <ul style="list-style-type: none"> -<i>marching</i> -<i>reciting,</i> -<i>clapping,</i> -<i>stamping,</i> -<i>humming,</i> ● Body percussion: <ul style="list-style-type: none"> -<i>snapping</i> -<i>tapping</i> -<i>stamping</i> -<i>clapping</i> ● Movements: <ul style="list-style-type: none"> -<i>skipping</i> -<i>hopping</i> -<i>twisting</i> -<i>nodding</i> 	<p>beat for rhythmic development,</p> <ul style="list-style-type: none"> c) make body movements to reflect various rhythms in simple songs, d) recite rhythmic chants for rhythmic development, e) create simple shape patterns by printing, f) appreciate rhythmic improvisation for rhythmic development. 	<p>or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light.</p> <ul style="list-style-type: none"> ● Learners to collaboratively, sing simple songs as they maintain the beat while <i>marching, stamping, and reciting.</i> Learners with speech difficulties could use residual speech, hum, and mime or use alternative mode of communications. ● Learners to sing a simple song as they maintain beat using body percussions. ● Learners to use body percussion to provide rhythmic accompaniments to familiar simple songs sung, ● Learners to sing simple songs with peers as they make body movements to bring out various rhythms. 	
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			<ul style="list-style-type: none">• Learners to search for appropriate rhythmic chants from diverse Kenyan communities for performance.• Learners to collaboratively recite rhythmic chants as they make body movements and perform before an audience. Learners with postural defects could use alternative functional parts of the body, perform an alternative corresponding activity, or perform at their level of functional ability.• Learners to record the performance of recited rhythms for future reference. Learners with manipulation difficulties could use adapted digital devices, assistive technology or be supported.	
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Core Competencies to be developed:

- Communication: as the learner speaks clearly as they talk about live or recorded performances of various ways of creating rhythms.
- Creativity and imagination: as the learner improvises rhythmic accompaniment to songs.
- Learning to learn: as the learner applies knowledge acquired in the previous grades to search for appropriate rhythmic chants for performance.

Values:

- Responsibility: is nurtured as the learner takes care of the digital devices availed to them when recording the performances of the recited rhythms for future reference.
- Patriotism: is promoted as the learner takes pride in searching for appropriate rhythmic chants for performance from diverse Kenyan communities.
- Unity: is promoted as the learner displays team spirit as they work in pairs to improvise rhythmic accompaniment to songs.

Pertinent and Contemporary Issues:

Cyber Security: is promoted as the learner observes security measures as they search for appropriate rhythmic chants for performance from the virtual sources.

Link to other learning areas:

- Mathematics: as the learner applies counting skills learnt to maintain beats in simple songs.

Suggested learning resources:

Flash cards, assistive technology such as universal cuffs/wrist braces/arm braces, page-turners, adapted computer with music software, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Execution	1.4 Turning (14 lessons) <ul style="list-style-type: none"> • different direction (<i>left, right, half, full and combination</i>) 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify the different directions of turning in movement, b) perform turning in different directions for coordination, c) appreciate turning as a basic skill for body movement during play. 	<ul style="list-style-type: none"> • Learners to talk about various directions of turning through demonstration. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to practice turning in different direction. Learners with postural defects and those on mobility devices could perform an alternative corresponding activity, or perform at their level of functional ability. • Learners to sing action songs and make patterns while turning in different directions. Learners with speech difficulties could use alternative and augmentative modes of communication. 	Why is turning an important skill for a player during a game?

			<ul style="list-style-type: none"> Learners to play a game while practicing turning for enjoyment. Organize a safe conducive environment. 	
Core competencies to be developed: <ul style="list-style-type: none"> Creativity and Imagination: as the learner creatively performs turning in different directions. Communication and Collaboration: The learner talks about various directions of turning while demonstrating. 				
Values: <ul style="list-style-type: none"> Respect: as the learner appreciates diverse opinions while discussing various directions the body turns. Unity: as the learner cooperates with others as they work in groups to perform turning in different directions. 				
Pertinent and Contemporary issues: Self-awareness and self-esteem: is promoted as the learner displays confidence as they turn in different directions.				
Link to other learning areas: Mathematics Activities: as the learner learns directions and patterns.				
Suggested learning resources: Open space, papers, reusable cloth, adhesives, assistive technology such as universal cuffs/wrist braces/arm braces,				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Execution	1.5 Mosaic (10 lesson) <i>cutting</i> <i>pasting</i> <i>painting</i>	By the end of the sub strand, the learner should be able to: a) recognise a mosaic picture, b) identify different types of materials and tools to be used in a mosaic,	<ul style="list-style-type: none"> Learners to observe actual or virtual images of simple mosaics to; identify mosaic, materials and tools to make a mosaic. Learners with postural defects or short stature could 	1. What do you use to paste papers in mosaic? 2. How do we make mosaic?

		<p>c) make simple mosaic for self-expression, d) appreciate mosaic pictures for aesthetic awareness,</p>	<p>be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light.</p> <ul style="list-style-type: none"> • In purposive groups, learners to collect materials and tools that can be used in mosaic. • Learners to sort out coloured papers with emphasis on different colour. • Learners to cut out coloured papers to small pieces with emphasis on different colours. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. • Learners to paint the surface with one colour. Learners with manipulation difficulties could use adapted painting tools and materials. • Learners to trace/stamp a form (size enough for mosaic). 	
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			<ul style="list-style-type: none"> • Learners to paste the coloured paper within the drawn shape taking note of contrasting the background. • Learners to show and talk/write/type about own and others' mosaic, work. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: as the learner work activities as they exchange ideas. • Imagination and creativity: as the learner express themselves through mosaic picture making. • Self-efficacy: as the learner express themselves about their artwork during display sessions. • Digital Literacy: as the learner explore digital devices for mosaic images.. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: is promoted as the learner acquire the value of responsibility, respect and sharing during group work. • Patriotism: is enhanced as the learner reusing recycling waste materials from the environment, the learners demonstrate value of patriotism 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Life skills: are developed as learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions. • ESD: The teacher to guide learner to care for the environment as source of materials and tools for mosaic. 				

Link to other learning areas:

- Environmental Activities: the use of locally available materials emphasises on use of non-degradable, recycled, reused, waste materials.
- Health Education: Teacher to emphasis on safety when learners are collecting and using different types of locally available materials and tools from the environment.
- English Language activities: as the word Mosaic can be included in the vocabulary.

Suggested learning resources:

Digital devices (projector, smartphones, tablets), cutting tools, pencils, drawing books, marker pens, adapted drawing materials such as heavy gauge papers assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Execution	1.6 Melody (18 lessons) <ul style="list-style-type: none"> • <i>Melodic phrases: similar and different phrases</i> 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> identify melodic phrases in simple songs, sing simple melodic phrases for shape recognition, improvise words to existing simple tunes, use basic shapes for representation of melodic sentences in simple songs, make body movements to 	<ul style="list-style-type: none"> • Learners to listen to simple familiar tunes availed to them and sing/hum/mime along, • Learners to sing simple familiar tunes and identify melodic phrases. Learners with speech difficulties could use residual speech or use alternative modes of communication. • Learners to imitate simple familiar tunes played to them by 	How are melodies varied?

		<p>represent different melodic phrases in simple songs, f) value simple melodic phrases in creating a melody.</p>	<p>humming, whistling, miming, among others. Learners with speech difficulties could imitate at their level of functional ability.</p> <ul style="list-style-type: none"> • Learners to listen to simple familiar songs and identify tunes to fit in text. • Learners to select appropriate text to fit in existing tunes. • Learners to fit text to existing tune and perform before peers for feedback. • Learners to use basic shapes to identify melodic phrases which are similar and different. • Learners to collaboratively sing simple songs and make varied body movements to represent melodic phrases in the song. Safety of all learners should be observed and extra caution taken for learners with chronic health conditions. • Learners to record the performances for future reference. Learners with 	
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			manipulation difficulties could use adapted digital devices, assistive technology or be supported.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication: as the learner keenly listens to simple familiar tunes availed to them and sings along. • Creativity and Imagination: The learner collaboratively sings simple songs and makes varied body movements to represent melodic phrases. • Critical thinking and Problem solving: as the learner uses basic shapes to identify melodic phrases which are similar and different • Learning to Learn: as the learner applies knowledge and skills acquired in lower grades to sing simple songs and make varied body movements to represent melodic phrases. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: is nurtured as the learner performs before peers and accepts feedback, • Unity: is promoted as the learner in groups sings simple songs and makes varied body movements to represent melodic phrases in the song. 				
<p>Pertinent and Contemporary Issues: Peace Education: is enhanced as the learner sings familiar songs that convey peace messages</p>				
<p>Link to other learning areas: English and Kiswahili Language Activities: as the learner sings simple familiar songs in different languages to identify melodic phrases.</p>				
<p>Suggested learning resources: Musical instruments, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted computer with music software.</p>				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to create and execute: - Skill of hopping - Draw and paint (texture) - Create rhythm - Turn in different directions - Create a mosaic - Improvise words to existing tune	Creates and executes the 6 skill in Creative Activities skillfully	Creates and executes the 6 skill in Creative Activities accurately	Creates and executes 5- 4 skills in Creative Activities with minor errors	Creates and executes the 3-2 skills in Creative Activities with major errors

STRAND 2: PERFORMING AND DISPLAYING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
2.0 Performing and Display	2.1 Singing Games- Western Style (18 lessons) – Costumes, props, musical instruments and body movements,	By the end of the sub strand the learner should be able to: a) identify appropriate singing games in Western style, b) sing appropriate game songs in Western style, c) use props in performing a singing game in Western style, d) perform singing games in Western style, e) enjoy performing singing games in Western style.	<ul style="list-style-type: none"> • Learners to watch a live or recorded performance of singing games in Western style and imitate the song sung and body movements used. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light. • Learners to perform appropriate singing games in Western style. Learners with postural defects could use alternative functional parts of the body or perform at their level of functional ability. • Learners to make a variety 	How are singing games in Western style performed?

			<p>of body movements while performing the singing game making different line formations and using the costume. Safety of all learners should be observed and extra caution taken for learners with chronic health conditions.</p> <ul style="list-style-type: none">• Learners to take turns to perform different roles while performing the singing game in Western style.• Learners to perform singing games in Western style for peer assessment. Learners with speech difficulties could use alternative and augmentative modes of communication.	
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Core Competencies to be developed:

- Creativity and imagination: as the learner creatively makes linear patterns while performing the singing games.
- Self-efficacy: as the learner confidently makes a variety of body movements which are appropriate in performing the singing game.
- Learning to learn: as the learner applies knowledge and skills acquired in pattern formation to perform a variety of singing games in Western style.

Values:

- Responsibility: is promoted as the learner takes different roles while performing the singing game.
- Love: is enhanced as the learner shares and uses appropriate, varied props and costumes in performing the singing game.
- Unity: is promoted as the learner works with others in groups as they perform singing games.

Pertinent and Contemporary Issues (PCIs):

- Self-awareness and self-esteem: are promoted as the learner makes a variety of body movements while performing the singing game making different line formations.
- Ethnic and racial relations awareness: are developed as the learner talks about and imitates singing games in Western style in groups.

Link to other learning areas:

English Language Activities: as the learner uses English Language to sing the Western style singing games.

Suggested learning resources:

Props, assistive technology such as universal cuffs/wrist braces/arm braces, page-turners, adapted computer with music software, adapted digital devices

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
2.0 Performing and Display	2.2 Kicking (14 lessons) <i>Directions: forward, backwards, left and right.</i>	By the end of the sub strand, the learner should be able to: a) identify body part used when kicking a ball, b) kick a ball in different directions for skill acquisition, c) appreciate kicking the ball to different directions as a fundamental skill in games.	<ul style="list-style-type: none"> • Learners to talk/write/type about different parts of the leg that can be used to kick the ball. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to demonstrate kicking the ball in different directions. Learners with postural defects could use alternative functional parts of the body, perform an alternative corresponding activity, or perform at their level of functional ability. • Learners to practice kicking a ball in different directions with peers. Organize a safe conducive environment. • Learners to observe safety while playing simple games using kicking balls. • Learners to collaboratively, 	How can the ball be kicked using different parts of the leg?

			perform kicking in different directions and give feedback. Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they kick in safe environment.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: as the learner individually uses locally available materials to improvise different balls and use them to practise kicking skill. ● Communication and collaboration: as the learner works with others while kicking the ball in different directions and plays simple games. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Peace: is promoted as the learner follows guidance in kicking a ball in different directions without hurting others. ● Love: is fostered as the learner portrays caring of others during practise in kicking. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Parental Engagement and Empowerment: is promoted as the parent supports a learner at home to improvise a ball and practices kicking. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> ● English Language activities: as the learner effectively communicates with others during group activities. 				
<p>Suggested learning resources:</p> <p>Open space, field makers, landing mats, group makers, resource persons, visual recordings of kicking skills, improvised balls, reusable locally available material for making an improvised ball, flash cards, assistive technology such as universal cuffs/wrist braces/arm braces, page-turners, adapted computer with music software, adapted digital devices</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Display	2.3 Plaited Ornament (single stranded) (10 lessons) - <i>plaiting</i> - <i>ornament making</i>	By the end of the sub-strand, the learner should be able to: a) identify plaited bracelets, b) identify different materials for plaiting a bracelet, c) make a single strand bracelets using plaiting technique, d) value plaiting technique and ornament making,	<ul style="list-style-type: none"> • Learners to identify plaited bracelets ornaments from actual or virtual sources for inspiration. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light. • Learners to collect recyclable materials for making plaited bracelets. Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they move in a safe environment. 	How can recyclable materials be used in making plaited bracelets?

			<ul style="list-style-type: none"> • Learners to prepare the material for plaiting. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. • Learners to practice plaiting using three strands focusing colour variation. • Learners to use the strand to make a bracelet and attach any locally available beads for hooking. • Learners to showcase to peers plaited bracelets and talk about own and others' work. Learners with speech difficulties could use alternative and augmentative modes of communication. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: as the learner engages in discussions with peers to display, discuss, and appreciate plaited bracelets, enhancing communication skills and fostering collaboration in the realm of artistic expression. • Critical Thinking and Problem Solving: as the learner identifies various materials and tools suitable for making plaited bracelets through thoughtful consideration, demonstrating critical thinking skills in the selection process. • Creativity and Imagination: as the learner explores creative and imaginative ways to express themselves in the form of 				

plaited ornaments when utilizing three strands to plait bracelets and incorporating locally available beads.

- **Learning to Learn:** as the learner acquires new skills in plaiting and beading, demonstrating the ability to adapt and learn continuously in the creative process of making plaited bracelets.
- **Self-Efficacy:** as the learner builds confidence in their ability to craft intricate ornaments, when actively participating in the creation of plaited bracelets.

Values:

- **Love:** is promoted as the learner expresses love for the craft and creativity involved in making plaited bracelets, creating ornaments that can be shared and appreciated.
- **Unity:** is enhanced as the learner engages in discussions about and appreciation of plaited bracelets promotes unity among learners as they share ideas, techniques, and admiration for each other's work.
- **Responsibility:** is nurtured as the learner takes responsibility for the careful selection and use of materials and tools, understanding the impact of their choices on the final creation.
- **Patriotism:** is promoted as the learner explores locally available materials and incorporating them into the creation of plaited bracelets fosters a sense of patriotism by celebrating indigenous craftsmanship.

Pertinent and Contemporary Issues (PCIs):

- **Economic Empowerment:** is promoted as the creation of plaited bracelets can be linked to economic empowerment by exploring opportunities for selling or showcasing these handmade ornaments.
- **Inclusivity:** is fostered as the learner engages with diverse materials and styles in plaited bracelets promotes inclusivity, acknowledging and appreciating different cultural influences in ornament making.

Link to other learning areas:

- **Environmental Activities:** as the learners can explore sustainable practices by identifying and collecting materials for plaited bracelets in an environmentally conscious manner.
- **Mathematical Activities:** as the learner plaits three strands involving mathematical concepts such as pattern recognition and symmetry, seamlessly integrating mathematical activities into the artistic endeavour.
- **English and Kiswahili Language Activities:** as the learner participates in displaying, talking about, and appreciating plaited bracelet

Suggested learning resources:

Reusable locally available material for making ornaments, digital devices, assistive technology such as universal cuffs/wrist braces/arm braces, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Display	2.4 Egg Roll and Swan Balance (14 lessons) Reuseable materials: <i>coloured papers, pieces of clothes and any other suitable material.</i>	By the end of the sub strand, the learner should be able to: a) identify different directions the body moves when performing egg roll b) identify body parts used to perform a swan balance c) improvise markers for use during performance of egg roll and swan balance d) perform egg roll and swan balance for skill acquisition, e) appreciate performing egg roll and swan balance for fun.	<ul style="list-style-type: none"> • Learners to talk about different directions the body moves during an egg roll. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to demonstrate the egg roll. Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they demonstrate in safe environment • Learners to talk about body parts used to perform swan balance. Learners with speech 	Why is it necessary to mark performing areas when performing swan balances?

			<p>difficulties could use alternative and augmentative modes of communication.</p> <ul style="list-style-type: none"> • Learners to demonstrate swan balance. Organize a safe conducive environment. • Learners to identify, collect and share reusable materials within the environment to be used as markers as they observe safety precautions. Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they move in safe environment • Learners to improvise the markers using the collected reusable materials. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. • Learners to mark the field 	
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			<p>using the improvised marker.</p> <ul style="list-style-type: none"> • Learners to practise egg roll. Learners with postural defects could use alternative functional parts of the body, perform an alternative corresponding activity, or perform at their level of functional ability. • Learners to practise swan balance. • Learners to sing action songs while performing egg roll and swan balance. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to play games using egg roll and swan balance for enjoyment. . Safety of all learners should be observed and extra caution taken for learners with chronic health conditions. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Creativity and imagination: as the learner improvises markers to use during practise of egg roll and swan balance. • Communication and Collaboration: as the learner talks about different directions the body moves when performing egg roll 				

and Swan balance.

Values:

- Love: is nurtured as the learner shares materials with peers while making the markers.
- Respect: is enhanced as the learner portrays positive regard for self and others as they work in groups during the practise of egg roll and Swan balance

Pertinent and Contemporary Issues (PCIs):

- Health promotion issues: is promoted as the learner observes safety during the performance of egg roll and swan balance.
- Environmental conservation: is promoted as the learner collects reusable materials to be used in improvising markers.

Link to other learning areas:

Environmental activities: as the learner observes hygiene while collecting and sharing simple reusable materials.

Suggested learning resources:

Audio /visual recordings of music, relevant virtual sites, reuseable materials: coloured papers, pieces of clothes and any other suitable material, assistive technology such as universal cuffs/wrist braces/arm braces, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Performing and Display</p>	<p>2.5 Wind Musical Instruments (18 lessons) - <i>Name flutes</i> - <i>Locally</i></p>	<p>By the end of the sub strand the learner should be able to: a) identify wind musical instruments from diverse Kenyan communities, b) improvise a wind</p>	<ul style="list-style-type: none"> • Learners to listen to and watch audio- visual recordings and pictures of varied music instruments and identify flutes. Learners with postural defects 	<p>How are wind instruments played?</p>

	<p><i>available materials: paper, buttons, beads, adhesive reeds, straws, maize stalks, pawpaw stalks, bamboo stems</i></p>	<p>instrument using locally available materials, c) produce sound on an improvised musical wind instrument, d) enjoy playing improvised musical wind instruments.</p>	<p>or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light.</p> <ul style="list-style-type: none"> • Learners to visually and aurally identify and talk about the flutes from the recordings and pictures. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to imitate playing the flute instruments. • Learners to identify materials that can be used to improvise <i>flutes from Kenyan communities.</i> • Learners to identify locally available tools materials that can be used to make a wind instrument. • Learners to make a simple wind instrument. Learners with manipulation difficulties could 	
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			<p>use alternative functional parts of the body or use assistive technology.</p> <ul style="list-style-type: none"> • Learners to play the improvised wind instrument apply the skills of holding and blowing. Learners with manipulation difficulties could use be supported. • In purposive groups, learners to make different body movements while playing the improvised wind instrument. • Learners to practice playing the improvised wind instrument for fluency. Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they move in safe environment • Learners to practice playing the improvised wind instrument for fluency and enjoyment. 	
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Core Competencies to be developed:

- Communication and collaboration: as the learner visually and aurally identifies and talks about the wind instruments from the recordings and pictures,
- Creativity and imagination: as the learner draws and decorates musical instruments using mosaic technique.
- Self- efficacy: as the learner plays the improvised wind instrument to accompany singing games.

Values:

- Responsibility: is enhanced as the learner clears the working area and stores the tools and materials used to improvise the wind instrument.
- Unity: is promoted as the learner cooperates with others as they work in groups.

Pertinent and Contemporary Issues (PCIs):

Environmental conservation: is enhanced as the learner responsibly uses locally available materials to improvise wind instruments.

Link to other learning areas:

Environmental activities: is promoted as the learner identifies wind instruments from different Kenyan communities.

Suggested learning resources:

Locally available materials: paper, buttons, beads, adhesive reeds, straws, maize stalks, pawpaw stalks, bamboo stems, visual recordings of musical instrument, flash cards, digital devices, musical instruments, pictures, assistive technology such as universal cuffs/wrist braces/arm braces, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Display	2.6 Modelling (Coiling technique) (10 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify items made by coil method, b) identify materials and tools used in coil modeling, c) model items using coil method, d) display, talk about own and others' work 	<ul style="list-style-type: none"> • Learners to observe actual or virtual items modelled using coil method. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light. • Learners to collect materials and tools for use in coil method modelling. • Learners to model simple objects using coiling method. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. • Learners to showcase, talk about and appreciate their own and others' work. Learners with speech difficulties can critique orally, by typing or writing. 	<p>How can items in Inquiry Corner be modelled using coil method?</p>

Core Competencies to be developed:

- Communication and Collaboration: as the learner actively engages in showcasing, discussing, and appreciating both their own and others' coil method modelled items.
- Critical Thinking and Problem Solving: as the learner analyzes and selects suitable materials and tools for coil modeling, showcasing problem-solving skills in the artistic process.
- Creativity and Imagination: as the learner crafts items using the coil method, transforming basic materials into visually appealing and unique objects.

Values:

- Love: is promoted as the learner derives joy from creating and showcasing coil method modelled items, reflecting a love for the creative process and an appreciation for the craftsmanship involved.
- Unity: is nurtured as learners collaborate, appreciate diversity in design, and celebrate each other's unique artistic expressions.
- Responsibility: is enhanced as the learner recognizes the impact of their choices on the final outcome and the overall responsibility in artistic creation.

Pertinent and Contemporary Issues (PCIs):

- Health education: is promoted as the learner to observe hygiene during and after modelling.
- Life skills: as the learner develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions.

Link to other learning areas:

- Mathematical Activities: as the learner engages in mathematical concepts such as symmetry and proportion through coil modelling, creating a cross-disciplinary connection to mathematical activities.
- English Language Activities: as the learner, through narrating and discussing their coil method modelled items, participates in language-based activities, expressing themselves verbally and creatively.
- Environmental Activities: as the learner promotes environmental awareness by using locally available materials for coil modelling, connecting their artistic expression to broader ecological considerations.

Suggested learning resources:

Pictures, reference books, reusable locally available material for modelling, assistive technology such as universal cuffs/wrist braces/arm braces, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform and/or display <ul style="list-style-type: none"> - game songs in Western style, - using props - Kick a ball in different directions - make a single strand bracelet - an egg roll - a swan balance - an improvised wind instrument - wind instrument - Model simple forms 	Performs and/or displays the 9 items in Creative activities skillfully	Performs and/or displays the 9 items in Creative activities	Performs and/or displays the 5-8 items in Creative activities.	Performs and/or displays the 1-4 items in Creative activities.

STRAND 3: APPRECIATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
3.0 Appreciation	3.1 Singing Games- Western Style (18 lessons) <i>Roles</i> - Singers - dancers - leaders <i>Line patterns</i> - Straight - Curved - wavy - zig-zag	By the end of the sub strand, the learner should be able to: a) identify songs used in the Western style singing game performance, b) identify roles of the performers in the Western style singing game, c) identify costumes used in the Western style singing game performances, d) identify props used in the Western style singing game, e) identify formations used in Western style singing games, f) appreciate performances of Western style singing games.	<ul style="list-style-type: none"> • Learners to watch live or recorded performances in Western style singing games from different countries and talk about games used and roles played by different performers. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. • Learners to take turns to identify costumes and props used in the performance. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to watch live or recorded performances of Western style singing game and focus on colours of costumes and roles they play. 	How can we makes a singing game interesting?

			<p>Screen resolution and light intensity could be regulated for learners who are sensitive to light.</p> <ul style="list-style-type: none"> • Learners to discuss body movements used in the singing games. • Learners to talk/write/type about the line pattern formations used and try them out for appreciation. 	
<p>Core Competencies to be developed: Digital literacy: as the learner records the Western singing game performances using digital devices and shares with peers for feedback,</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity: is fostered as the learner observes language etiquette as they describe body movements in western style singing games. • Unity: is promoted as the learner works together with peers during group performances and rehearsals of Western singing games. 				
<p>Pertinent and Contemporary Issues (PCIs): Social Cohesion: is promoted as the learner watches singing games from different countries.</p>				
<p>Link to other learning areas: English, Kiswahili and Indigenous language Activities: The learners use the languages to describe colours of props and costumes in Western singing game performances.</p>				

Suggested learning resources:

Pictures, reference books, audio /visual recordings of African style singing games, relevant virtual sites, relevant props and costumes, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices with filter keys/key guards/larger mouse/head control input devices such as head wand

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
3.0 Appreciation	3.2 Water safety Awareness (10 lessons) 9 lessons for art - <i>entry</i> - <i>usage</i> - <i>permission</i> - <i>supervision</i> - <i>water play</i>	By the end of the sub strand, the learner should be able to: a) recognise different water points in the school environment, b) perform singing games on water safety around water points in school, c) narrate ways of applying water safety precautions in the school, d) appreciate water safety at school for life skills.	<ul style="list-style-type: none"> • Learners to walk around the school and observe water points with peers. Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they move in safe environment. • Learners to sing water safety songs. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications. • Learners to talk about dangers of water points at school. 	<ol style="list-style-type: none"> 1. Why is water safety around the school environment important? 2. How can be safe when near water points in the school?

			<p>Learners with speech difficulties could use alternative and augmentative modes of communication.</p> <ul style="list-style-type: none"> • Learners to talk/write/type about school precaution measure on water safety. • Learners to talk/write/type about safety around water points at school with peers. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: as the learner talks about ways on how to be safe around water points in the school environment. • Learning to learn: as the learner keenly observes safety measures around water points at school. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: is promoted as the learner appreciates the safety precautions set by the school as they walk around the school. • Responsibility: is enhanced as the learner observes safety around water points at school with peers. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Safety: is fostered as the learner observes safety precautions around water points at school. • Disaster risk reduction: is promoted as the learner uses the skills acquired in water safety during incidents such as floods. 				
<p>Link to other learning areas: Environmental Activities: as the learner observes water safety around the school environment and learns about water safety.</p>				

Suggested learning resources:

Water points or swimming facility with water at a suitable level and temperature, ropes, balls, floaters, balloons, poles, resource persons, digital devices, pictures adapted floating devices, assistive technology such as universal cuffs/wrist braces/arm braces

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify and/or explain <ul style="list-style-type: none"> - roles of the performer - costumes - props - formations - water points in school - water safety precautions in school 	Identifies and/or explains the 6 items in appreciating Creative activities giving examples	Identifies and/or explains the 6 items in appreciating Creative activities accurately	Identifies and/or explains the 3-5 items in appreciating Creative activities with minor errors	Identifies and/or explains the 1-2 items in appreciating Creative activities with errors

APPENDIX 1: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES, AND NON-FORMAL ACTIVITIES

Strand	Sub Strand	Suggested Assessment Methods	Suggested Adaptations of Assessment Methods	Non-Formal Activities
	1.2 Drawing and Painting	<ul style="list-style-type: none"> • Practical tests • Fieldwork reports • Oral tests • Written tests • Peer Assessment 		
	1.3 Rhythm and Pattern Making	<ul style="list-style-type: none"> • Oral tests • Aural test • Written tests • Practical tests • Fieldwork reports • Peer Assessment 		
	1.4 Turning	<ul style="list-style-type: none"> • Oral tests • Practical tests • Fieldwork reports • Peer Assessment 		

	1.5 Mosaic	<ul style="list-style-type: none"> • Peer Assessment • Oral tests • Practical tests • Fieldwork reports 		
	1.6 Melody	<ul style="list-style-type: none"> • Oral tests • Aural test • Written tests • Practical tests • Fieldwork reports • Peer Assessment 		
Performing and Display	2.1 Singing Games- Western style	<ul style="list-style-type: none"> • Oral tests • Practical tests • Fieldwork reports • Peer Assessment 		
	2.3 Plaited Ornaments	<ul style="list-style-type: none"> • Oral tests • Peer assessment • Practical tests • Field work reports • Participatory assessment 		
	2.4 Egg Roll and Swan Balance	<ul style="list-style-type: none"> • Demonstrations • Peer assessment • Practical tests • Field work reports • Participatory assessment 		

	2.5 Wind Musical Instruments	<ul style="list-style-type: none"> • Oral tests • Aural test • Written tests • Fieldwork reports • Participatory assessment • Peer assessment 	<ul style="list-style-type: none"> • 	
	2.6 Modelling	<ul style="list-style-type: none"> • Oral tests • Aural test • Written tests • Fieldwork reports • Participatory assessment • Peer assessment 		

<p>3.0 Appreciation</p>		<p>3.1 Singing Games- Western Style</p> <ul style="list-style-type: none"> • Oral tests • Aural tests • Written tests • Peer assessment • Practical tests • Participatory assessment • Peer assessment <p>2.7 Water Safety Awareness</p> <ul style="list-style-type: none"> • Oral presentations • Peer assessment • Practical tests • Field work reports • Participatory assessment 		
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CSL AT EARLY YEARS EDUCATION (PP1&2 AND GRADE 1-3)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Environmental Activities learning area. The class teacher is expected to identify and guide learners to undertake age-appropriate whole-class integrated CSL activity within the school. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1) Preparation

- Determine the activity for the learners
- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

2) Implementation of CSL Activity

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

3) Reflection on the CSL Activity

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why,
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. The teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

ASSESSMENT OF THE CSL ACTIVITY

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies developed and values nurtured. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist, rating scale or any other appropriate assessment tool.