



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

STAGE BASED PATHWAY

CREATIVE ACTIVITIES CURRICULUM DESIGN

FOR LEARNERS WITH SPECIAL NEEDS

INTERMEDIATE LEVEL

First Published 2019

Revised 2024

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FOREWARD

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 Foundation, Intermediate and Prevocational 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 and review of the basic education curriculum.

The Intermediate Level curriculum designs have been reviewed to enable implementation of the Competency Based Curriculum for learners with special needs who follow the Stage Based education pathway. The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas 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, suggested learning resources and assessment checklist and rubric for rating the performance.

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,
MINISTRY OF EDUCATION

PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Intermediate is the second level of the Stage Based education pathway for learners with special needs in the reformed education structure. Vocational Level marks the end of basic education as provided for in the Basic Education Act, 2013.

The reviewed Intermediate level curriculum furthers implementation of the CBC from Foundation level. The curriculum provides a **variety of** opportunities for identification and nurturing of learner's potentials and talents in preparation for life and the world of work. 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 Intermediate Level curriculum designs 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, an assessment checklist and a rating guide for the learner's performance. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for the Intermediate Level and prepare them for smooth transition to the Prevocational Level. Furthermore, it is my hope that teachers will use the curriculum designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR BASIC EDUCATION
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop, adapt and review curricula and curriculum support materials for basic and tertiary education and training for learners with special needs. 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 (KICD, 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 Intermediate Level curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. The Institute is very grateful for the support from 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 of the Intermediate Level curriculum designs. 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 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 Intermediate Level and preparation of learners for transition to Prevocational Level.

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.
Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

2. Promote the social, economic, technological and industrial needs for national development.
Education should prepare the youth of the country to play an effective and productive role in the life of the nation.
 - a) Social Needs
Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernisation. Education should assist our youth to adapt to this change.
 - b) Economic Needs
Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.
 - c) Technological and Industrial Needs
Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. Promote individual development and self-fulfilment
Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. Promote sound moral and religious values.
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
5. Promote social equity and responsibility.
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
6. Promote respect for and development of Kenya's rich and varied cultures.
Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
7. Promote international consciousness and foster positive attitudes towards other nations.
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
8. Promote positive attitudes towards good health and environmental protection.
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

INTRODUCTION

The Stage Based pathway for learners with Special Needs is organised in four levels namely; Foundation, Intermediate, Pre-vocational and Vocational levels as outlined in the Basic Education Curriculum Framework (KICD, 2017). The Intermediate Level curriculum designs have been developed for the following categories of learners with special needs; learners with Intellectual Disability, Deafblindness, Severe Autism, Severe Cerebral Palsy and Multiple Disabilities.

The Intermediate Level curriculum covers the following learning areas:

1. Communication and Social Skills
2. Daily Living Skills and Religious Education
3. Sensory Motor Integration
4. Numeracy Activities
5. Creative Activities
6. Movement Activities

Learners will learn for a period of 4 years at Intermediate Level to enable them acquire competencies for progression to the Prevocational Level. Progression to the Prevocational Level will be informed by feedback from classroom assessment, school based assessment and the summative assessment reports. A learner at Intermediate Level **MUST** have at least **TWO** School Based Assessment (SBA) scores at Intermediate Level uploaded to the KNEC CBA portal to be registered to undertake Kenya Intermediate Level Education Assessment (KILEA) and progress to prevocational Level.

LESSON ALLOCATION AT INTERMEDIATE LEVEL

Learning is individualised for learners with special needs and therefore, time allocation is dependent on completion and mastery of specific tasks. The suggested time of 30 minutes per lesson is a guide.

S/No	Learning Area	Lessons Per Week (30 minutes per lesson)
1	Communication and Social Skills	5
2	Daily Living Skills and Religious Education	Daily Living Skills
		Religious Education
3	Sensory Motor Integration	4
4	Numeracy Activities	3
5	Creative Activities	Art and Craft
		Music
6	Movement Activities	5
	Pastoral Programme Instruction	1
	Total Lessons Per Week	30

LEVEL LEARNING OUTCOMES

By the end of Intermediate Level, the learner should be able to;

- a) communicate appropriately using verbal and/or non-verbal modes in a variety of contexts,
- b) demonstrate literacy and numeracy skills for learning,
- c) demonstrate appropriate etiquette in social relationships,
- d) apply creativity and critical thinking skills in problem solving,
- e) explore the immediate environment for learning and enjoyment,
- f) practise hygiene, nutrition, sanitation, safety skills to promote health and wellbeing,
- g) demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living,
- h) demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence,
- i) use digital literacy skills for learning and enjoyment.

ESSENCE STATEMENT

Creative activities learning area comprises art, craft and music. This area will enable the learner to acquire knowledge, skills attitudes and values to express talents, enhance creativity, flexibility and acquisition of expressive skills. It will also strengthen speech and language development, thereby making learning more enjoyable. The competencies acquired will lay a foundation for development of Pre-vocational skills.

GENERAL LEARNING OUTCOMES

By the end of the Intermediate level, the learner should be able to;

1. express feelings through drawing and painting for learning and enjoyment,
2. create artworks through pattern making, paper craft, mounting techniques, weaving and modelling for learning,
3. enhance creativity, talent development and aesthetic values,
4. make ornamental items for creativity, aesthetic value and to generate income,
5. express their ideas, thoughts and feelings through performing music for learning, leisure and enjoyment,
6. appreciate their own and others' art, music, dance and movements from different social and cultural backgrounds.

SUMMARY OF STRANDS AND SUB STRANDS

S/N	STRANDS	SUB STRANDS
1.0	Picture Making	1.1 Drawing
		1.2 Painting
2.0	2.0 Hand Craft	2.1 Paper craft
		2.2 Weaving
		2.3 Modeling
3.0	Jewellery and ornaments	3.1 Jewellery Making
		3.2 Ornament Making
4.0	Mounting Techniques	4.1 Collage
		4.2 Mosaic
		4.3 Montage
5.0	Music	5.1 Singing
		5.2 Musical instruments
		5.3 Dance and movement

1.0 PICTURE MAKING				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0. Picture Making	1.1 Drawing	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify materials used in drawing, b) draw various shapes and objects for skill acquisition, c) enjoy drawing activities for expression and leisure. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● collect materials used in drawing or modelling such as pencils, charcoal, pens, papers, chalk, colour pencils, crayons, clay, paper mache plasticine, dough. <i>Learners with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher to collect materials to be used in drawing or modelling. Safety precautions should be observed for all learners,</i> ● observe or listen to verbal or tactual description of drawings or models (for learners with deafblindness) of various shapes and objects and identify them. <i>Learners with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher,</i> ● participate in demonstrations on drawing or modelling (for learners with deafblindness) by; i) assembling the materials to be used, ii) moving to the working area, iii) sitting appropriately, iv) positioning the drawing or 	<ol style="list-style-type: none"> 1. What items do you use to draw? 2. How do you draw or model?

			<p>modelling materials appropriately, v) grasping the drawing material or manipulating the modelling materials, vi) drawing or modelling the different shapes of a circle, a triangle, a rectangle and a square),</p> <ul style="list-style-type: none"> ● practise drawing or modelling different shapes, ● participate in drawing or modelling things found in the environment such as cup, plate, jug, and bowl. <i>Learners with motor or manipulation difficulties could be assisted by peers or Learner Support Assistant or teacher to perform drawing or modelling activities or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with deafblindness. Safety precautions should be observed for all learners,</i> ● practice drawing or modelling various things found in the immediate environment, ● display their drawings or modelled items in class and talk about them in the most appropriate mode of communication or put them in their portfolios, ● clear the working area, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn as learners observe and draw or model various shapes and things in the environment. ● Self-efficacy as the learner successfully draws or models different shapes or things in the environment. 				

Values:

- Respect is enhanced as learners appreciate drawings or models from the others.
- Responsibility is nurtured as learners care for the materials used in drawing or modelling.

Pertinent and Contemporary Issues:

- Self-esteem is enhanced as learners display their work and are appreciated.
- Education for Sustainable Development as learners make use of the locally available materials in drawing or modelling.

Link to other learning areas:

Drawing different shapes is linked to shapes of objects in Numeracy Activities.

Suggested Learning Resources:

Video clips or animations, pencils, colour pencils, charcoal, papers, books, chalk, rulers, colour palettes, crayons, cups, tables, desks, clay, plasticine, dough, paper mache, digital devices with assistive technologies.

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indictor	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to draw or model different shapes	i. Drawing or modelling a circle			
		ii. Drawing or modelling a triangle			
		iii. Drawing or modelling a rectangle			
		iv. Drawing or modelling a square			
2	Ability to draw or model objects	i. Drawing or modelling a cup			
		ii. Drawing or modelling a plate			
		iii. Drawing or modelling a jug			
		iv. Drawing or modelling a bowl			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to draw or model different shapes	The learner draws or models 4 different shapes	The learner draws or models 3 different shapes	The learner draws or models 2 different shapes	The learner draws or models 1 shape or none
Ability to draw or model objects	The learner draws or models 4 objects	The learner draws or models 3 objects	The learner draws or models 2 objects	The learner draws or models 1 object or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0. Picture Making	1.2 Painting	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify materials used in painting, b) prepare water based paint in readiness for painting, c) paint shapes and pictures for skill acquisition, d) enjoy painting activities for fun and creativity. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● collect materials used in painting such as painting brushes, water based paints, (Use locally available materials to make paints), water, containers, colour palettes, papers and identify them. <i>Learners could use augmentative and alternative modes of communication when identifying the materials and tactually exploring them. Learners with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher to collect materials to be used in painting. Safety precautions should be observed for all learners,</i> ● observe or listen to verbal or tactual description of paintings of various shapes and pictures and identify them. <i>Learners could use augmentative and alternative modes of communication when identifying the paintings of various shapes and pictures. Learners with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher,</i> 	<ol style="list-style-type: none"> 1. What materials do you use in painting? 2. How do you do painting?

			<ul style="list-style-type: none"> ● prepare the water based paint in readiness for painting by i) assembling the materials to be used, ii) positioning the containers for mixing the paints appropriately, iii) scooping the right amount of paint powder and putting into the containers, iv) adding the appropriate amount of water, v) stirring or mixing water based paints to the right consistency, ● participate in demonstrations on painting as follows; i) moving to the working area, ii) positioning the shape or picture outline or embossed outlines of shapes or pictures (for learners with deafblindness) to be painted appropriately, iii) holding the painting brush, iv) dipping the brush into paint, v) painting shapes and pictures, vi) allowing the painted shape or picture to dry. <i>Learners with motor or manipulation difficulties could be assisted by peers or Learner Support Assistant or teacher to perform painting activities or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with deafblindness. Safety precautions should be observed for all learners,</i> ● individually, practice painting shapes and pictures, ● take turns to practice painting shapes or pictures, 	
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			<ul style="list-style-type: none"> • take photographs or video clips as peers participate in painting activities, • display their drawings in class or put in their portfolios, • clear the working area, collect and store the resources used appropriately. 	
Core Competencies to be developed: Learning to learn as learners paint different shapes and pictures.				
Values: <ul style="list-style-type: none"> • Unity is nurtured as learners take turns as they do painting activities. • Love is enhanced as learners share learning resources. 				
Pertinent and Contemporary Issues: observe safety precautions while painting				
Link to other learning areas: Painting shapes and pictures is linked to sensory motor coordination in Sensory Motor Integration.				
Suggested Learning Resources: Painting brushes, palette, water, colours, papers, digital devices with assistive technology, video clips or animations, water based paints, containers				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to prepare water based paint in readiness for painting	i. Assembling the materials to be used.			
		ii. Positioning the containers for mixing the paints appropriately.			
		iii. Scooping the right amount of paint powder and putting it into the containers.			
		iv. Adding the appropriate amount of water.			
		v. Stirring or mixing water based paints to the right consistency.			
2	Ability to paint shapes and pictures.	i. Moving to the working area.			
		ii. Positioning the shape or picture outline or embossed outlines of shapes or pictures to be painted.			
		iii. Holding the painting brush appropriately.			
		iv. Dipping the brush into paint.			
		v. Painting shapes and pictures.			
		vi. Allowing the painted shapes or pictures to dry.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to prepare water-based paint	The learner prepares water-based paint following 5 steps	The learner prepares water-based paint following 3 to 4 steps	The learner prepares water-based paint following 2 steps	The learner prepares water-based paint following 1 step or none.
Ability to paint shapes and pictures.	The learner paints shapes and pictures following 6 steps	The learner paints shapes and pictures following 4 to 5 steps	The learner paints shapes and pictures following 2 to 3 steps	The learner paints shapes and pictures following 1 step or none

2.0 HAND CRAFT				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Hand Craft	<p>2.1 Paper craft</p> <p>Rolling (paper cones)</p> <p>Twisting (paper rope) and</p> <p>Folding (paper aero planes)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify materials used in paper craft,</p> <p>b) make items using paper craft techniques for skill acquisition,</p> <p>c) enjoy making paper craft items for fun and creativity.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> observe or listen to verbal or tactual descriptions of video clips or animations of learners carrying out paper craft activities. Adjust light intensity for learners with light sensitivity. collect materials used in paper craft techniques (rolling, twisting and folding) such as papers, old newspapers, ruler, pencil or pen or marker, chart or calendar paper, sticks, scissors, glue, triangle templates and identify them. <i>Learners could use augmentative and alternative modes of communication when identifying the materials. Learners with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher to collect materials to be used in paper craft. Safety precautions should be observed for all learners,</i> observe or tactually explore paper cones presented. Learners with motor and manipulation difficulties could use 	<ol style="list-style-type: none"> What resources do we use when making items in paper craft? How do we make items using paper craft techniques?

			<p>alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher,</p> <ul style="list-style-type: none"> ● participate in demonstrations on making paper cones using rolling technique by; i) assembling the materials to be used, ii) positioning the paper on a surface, iii) marking out a big triangle using a pencil or marker and ruler or a triangle template with one long side and two shorter sides of equal length, iv) cutting out a wide triangle v) taking one of the far corners and rolling it into the centre so that the paper's edge is touching the middle of the triangle, vi) bringing the other corner and rolling it on top so that it wraps around the other corner, vii) making adjustments to the cone by shifting the paper around a bit in order to make the cone even, viii) folding the loose edges into the cone's opening, ix) taping the seam inside the cone to help ensure it holds or adding some glue as appropriate, ● practice making paper cones while observing safety, ● take turns to practice making paper cones, ● display their paper cones in class for peer review and feedback, ● observe or tactually explore paper ropes presented, 	
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			<ul style="list-style-type: none"> ● participate in demonstrations on making paper rope using twisting technique by; i) assembling the materials to be used, ii) positioning the paper on a surface, iii) cutting or tearing papers into strips, iv) crumpling the strips, v) placing one end of a strip on top of the other end, vi) pinching and twisting the strips, vii) tightening it until a curl is formed, viii) tying the rope off to prevent it from fraying, ● practice making paper ropes while observing safety, ● take turns to practice making paper ropes, ● display their paper ropes in class and talk about them, ● observe or tactually explore paper aero planes presented, ● participate in demonstrations on making paper aero planes using folding technique by; i) assembling the materials to be used, ii) laying the piece of paper on the surface, iii) folding the paper into half, iv) taking the edge of the paper and folding it into the middle to create a triangle at the top, v) folding the opposite side and repeating again by bringing in the corner to fold it in to make a longer triangle and doing it a third time folding it in on both sides, vi) creating little tiny folds on the edges on the bottom, vii) holding it at the bottom on the 	
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			<p>side with the flaps that are more open (folded edges to be at the top). <i>Learners with motor or manipulation difficulties could be assisted by peers or Learner Support Assistant or teacher to perform paper craft activities or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with deafblindness. Safety precautions should be observed for all learners,</i></p> <ul style="list-style-type: none"> ● practice making paper aero planes while observing safety, ● take turns to practice making paper aero planes, ● take photographs or video clips as peers participate in paper craft activities, ● display their paper aero planes in class and talk about them, ● clear the working area, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy as learners successfully make paper craft items. ● Imagination and creativity as learners make paper cones, ropes and aero planes using paper craft techniques. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Love is nurtured as learners support one another and share learning resources. ● Responsibility is enhanced as learners care for learning resources and also clear working area. 				

Pertinent and Contemporary Issues:

Environmental Education as learners make use of waste paper during paper craft activities.

Link to other learning areas:

Making paper cones, rope and aero planes is linked to shapes in Numeracy activities.

Suggested Learning resources:

Triangle templates, cello tape, glue, old newspapers, ruler, pencil or pen or marker, chart or calendar paper, digital devices with assistive technology, pair of scissors, paper ropes, cone shape, Learner Support Assistant, video clips or animations.

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to make paper cone using rolling technique	i. Assembling the materials to be used			
		ii. Positioning the paper on a surface			
		iii. Marking out a big triangle			
		iv. Cutting out a wide triangle			
		v. Taking one of the far corners and rolling it into the centre			
		vi. Bringing the other corner and rolling it on top			
		vii. Making adjustments to the cone by shifting the paper around a bit in order to make the cone even			
2	Ability to make paper rope using twisting technique	i. Assembling the materials to be used			
		ii. Positioning the paper on a surface			
		iii. Cutting or tearing papers into strips			
		iv. Crumpling the strips			
		v. Placing one end of a strip on top of the other end			
		vi. Pinching and twisting the strips			

		vii. Tightening it until a curl is formed			
		viii. Tying the rope off to prevent it from fraying			
3	Ability to make paper aeroplanes using folding technique	i. Assembling the materials to be used			
		ii. Laying the piece of paper on the surface			
		iii. Folding the paper into half			
		iv. Taking the edge of the paper and folding it into the middle to create a triangle at the top			
		v. Folding the opposite side to make a triangle			
		vi. Repeating the folding again to make a longer triangle and doing it a third time on both sides			
		vii. Creating little tiny folds on the edges on the bottom			
		viii. Holding the paper aeroplane at the bottom			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to make paper cone using rolling technique	The learner makes paper cone using rolling technique following 7 steps	The learner makes paper cone using rolling technique following 5 to 6 steps	The learner makes paper cone using rolling technique following 3 to 4 steps	The learner makes paper cone using rolling technique following 2 steps or less
Ability to make paper rope using twisting technique	The learner makes paper rope using twisting technique following 7 to 8 steps	The learner makes paper rope using twisting technique following 5 to 6 steps	The learner makes paper rope using twisting technique following 3 to 4 steps	The learner makes paper rope using twisting technique following 2 steps or less
Ability to make paper aero planes using folding technique	The learner makes paper aero planes using folding technique following 7 to 8 steps	The learner makes paper aero planes using folding technique following 5 to 6 steps	The learner makes paper aero planes using folding technique following 3 to 4 steps	The learner makes paper aero planes using folding technique following 2 steps or less

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Hand Craft	2.2 Weaving. (Plain paper weaving)	By the end of the Sub Strand, the learner should be able to: a) identify materials used in plain paper weaving, b) weave paper items for skill acquisition, c) enjoy weaving paper items for fun and leisure.	The learner is guided to: <ul style="list-style-type: none"> ● collect materials used in paper weaving such as papers, ruler, pencil or pen or marker, chart or calendar paper, scissors, shapes templates, woven paper items, glue, and identify them. Learners could use augmentative and alternative modes of communication when identifying the materials while exploring them tactually. <i>Learners with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher to collect materials to be used in plain paper weaving. Safety precautions should be observed for all learners,</i> ● observe or tactually explore woven paper items presented. Learners with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher, ● participate in demonstrations on weaving paper items as follows; i) choosing papers of contrasting colours, ii) selecting paper for warps and wefts, iii) drawing margin line about an inch from top edge, iv) cutting margin line to create warps, v) cutting strips of wefts longer than warps, from another paper, vi) weave the wefts strips into warps in plain weave alternation; 	How do you use plain paper in weaving?

			<p>over one under one, vii) glue the edges of wefts to the warp sheet margins, viii) trim the wefts to have an even finish. <i>Learners with motor or manipulation difficulties could be assisted by peers or Learner Support Assistant or teacher to perform plain paper weaving activities or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with Deafblindness. Safety precautions should be observed for all learners,</i></p> <ul style="list-style-type: none"> ● practice paper weaving while observing safety, ● take turns to practice paper weaving various patterns, ● take photographs or video clips as peers participate in paper weaving for digital literacy, ● display their work in class or put in their portfolios, ● clear the working area, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and Imagination as learners weave different patterns using plain paper. ● Communication and collaboration as learners work in pairs/groups and share ideas on how to weave plain paper. ● Learning to learn as learners make items by plain paper weaving. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity is nurtured as learners work in pairs and groups to make plain paper woven items. ● Responsibility is enhanced as learners take care of plain paper weaving materials. 				
<p>Pertinent and Contemporary Issues Environmental Education is achieved as learners make use of materials from the environment to make plain paper woven items.</p>				

Link to other learning areas:

Plain paper weaving is linked to lines in Numeracy Activities.

Suggested Learning Resources:

Papers, scissors, ruler, pencils, glue, pictures, digital devices with assistive devices and video clips or animation, shapes templates, Learner Support Assistant.

SUGGESTED ASSESSMENT GUIDES**1. Assessment Checklist**

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to weave paper items	i. Choosing papers of contrasting colours			
		ii. Selecting paper for warps and wefts.			
		iii. Drawing margin line about an inch from top edge.			
		iv. iv) Cutting margin line to create warps.			
		v. Cutting strips of wefts longer than warps, from another paper.			
		vi. Weaving the wefts strips into warps in plain weave alternation; over one under one.			
		vii. Gluing the edges of wefts to the warp sheet margin.			
		viii. Trimming the wefts to have an even finish.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to weave paper items	The learner weaves paper items following 7 to 8 steps.	The learner weaves paper items following 5 to 6 steps.	The learner weaves paper items following 3 to 4 steps	The learner weaves paper items following 2 steps or less.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Hand craft	2.3 Modelling (Pinch method)	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) identify the materials that can be used in modelling,</p> <p>b) model simple items using pinch method for skill acquisition,</p> <p>c) enjoy modelling activities for fun and creativity.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● collect materials used in modeling such as papier mache, plasticine, clay, water and identify them. Learners could use augmentative and alternative modes of communication when identifying the materials used in modelling while tactually exploring the materials. <i>Learners with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher to collect materials. Safety precautions should be observed for all learners,</i> ● observe or listen to verbal or tactual description of pictures or real modelled items (a pot or a clay bowl and clay plate) presented. <i>Learners with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher,</i> ● participate in demonstrations on modelling a pot or a clay bowl and clay plate using 	<ol style="list-style-type: none"> 1. What do you use when modeling items? 2. How do you model items?

			<p>pinch method as follows; i) cutting the appropriate amount of clay or plasticine or papier mache, ii) soften the clay or plasticine or papier mache by kneading, iii) rolling it into a ball, iv) making a hole in the ball by pushing your thumb into the middle, v) thinning the walls evenly by pinching with your thumb on the inside and 2 to 3 fingers on the outside, vi) making the model have the shape you desire by pinching edges, vii) smoothening the model using fingers. <i>Learners with motor or manipulation difficulties could be assisted by peers or Learner Support Assistant or teacher to perform pinch modelling activities or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with deafblindness. Safety precautions should be observed for all learners,</i></p> <ul style="list-style-type: none"> ● practice pinch modelling activities while observing safety, ● take turns to practice pinch modelling ● take photographs or video clips as peers participate in pinch modelling, ● display their work in class or put in their portfolios, 	
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			<ul style="list-style-type: none"> • clear the working area, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners work in pairs or in groups and share ideas on how to model by pinch method. • Self-efficacy as learners express their creative skills by modelling various items and talking about them. • Imagination and creativity as learners model items using locally available materials. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity will be developed as learners cooperate while working in together. • Responsibility is developed as learners support each other's and care for learning resources. • Respect as they take turn to practice pinch modelling 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Education for Sustainable Development as learners use locally available resources to model items. • Safety as learners observe safety when working with plasticine or clay or papier mache. 				
<p>Link to other learning areas: Modelling a cup, plate and a bowl is linked to items at home in Daily Living Skills and Religious Education.</p>				
<p>Suggested Learning Resources: Digital devices with assistive technology, video clips or animations, clay, plasticine, water, papier mache, Realia and pictures, learner support assistant.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify materials that can be used for modelling	i. Identifying clay as material for modelling			
		ii. Identifying water as material for modelling			
		iii. Identifying plasticine as material for modelling			
		iv. Identifying papier mache as material for modelling			
2	Ability to model simple items using the pinch method.	i. Cutting the appropriate amount of clay or plasticine or papier mache.			
		ii. Softening the clay or plasticine or papier mache by kneading			
		iii. Rolling it into a ball			
		iv. Making a hole in the ball by pushing your thumb into the middle			
		v. Thinning the walls evenly by pinching with your thumb on the inside and 2 to 3 fingers on the outside			

		vi. Making the model have the shape desired by pinching edges			
		vii. Smoothing the model using fingers			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify materials that can be used for modelling	The learner identifies 4 materials that can be used for modelling	The learner identifies 3 materials that can be used for modelling	The learner identifies 2 materials that can be used for modelling	The learner identifies 1 material that can be used for modelling or none
Ability to model simple items using the pinch method	The learner models simple items using the pinch method following 7 steps	The learner models simple items using the pinch method following 5 to 6 steps	The learner models simple items using the pinch method following 3 to 4 steps	The learner models simple items using the pinch method following 2 steps or less

3.0 JEWELLERY AND ORNAMENTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Jewellery and Ornaments	3.1 Jewellery Making	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify locally available materials for making Jewellery items, b) make jewellery items using locally available materials for skill acquisition, c) appreciate the made Jewellery items by wearing and sharing. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● collect materials used for making Jewellery items such as beads, rings, metals, seeds, strings, fishing line, thread, beading wire, necklace, pliers, sculpture, clay and identify them. <i>Learners could use augmentative and alternative modes of communication when identifying the materials and tactually exploring them. Learners with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher to collect materials to be used in making jewellery. Safety precautions should be observed for all learners,</i> ● observe or listen to verbal or tactual description of pictures or real jewellery such as neck lace, rings, bracelets, bangles, armlets, anklets, earrings, hair pins, nose pins or ear studs and identify them. <i>Learners could use augmentative and alternative modes of communication when identifying the jewellery items presented. Learners with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher,</i> 	<ol style="list-style-type: none"> 1. What materials do you use in making jewellery items? 2. How do you make jewellery items?

			<ul style="list-style-type: none"> ● prepare in readiness for making jewellery and bead items like neck lace, rings, bracelets, bangles, armlets, anklets, earrings, hair pins, nose pins or ear studs by; i) assembling the materials that will be used for making jewellery items, ii) moving to the working area, iii) orienting to the working area, iv) Sitting appropriately, ● participate in demonstrations on making a beaded necklace as follows; i) cutting a long piece of string or fishing line, ii) tying a knot at one end of the string to keep the beads from slipping off, iii) choosing the beads to use, iv) stringing the beads on to the string or fishing line or beading wire, v) tying a knot or fixing a stopper or hook and eye to finish the necklace. <i>Learners with motor or manipulation difficulties could be assisted by peers or Learner Support Assistant or teacher to make the jewellery items or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with deafblindness and blindness. Safety precautions should be observed for all learners,</i> ● practice making various jewellery items, ● take turns as you make jewellery items, ● take photographs or video clips as peers participate in making and wearing jewellery items and display in class or put in their portfolios, ● clear the working area, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Self -efficacy as the learner successfully makes jewellery items.</p>				

Values:

Integrity is enhanced as learners uphold ethics and fairness as they share materials.

Pertinent and Contemporary Issues:

- Health and fitness is achieved as learners participate in fine and gross motor skills when making jewellery items.
- Self-esteemed as the learners make and wear jewelries they have made

Link to other learning areas:

Making jewellery items is linked to Visual Tracking in Sensory Motor Integration.

Suggested Learning Resources:

Beads, rings, metals, seeds, thread, chains, sculpture, clay, pliers, digital devices with assistive technology, video clips or animations, Learner Support Assistants, fishing line, thread, beading wire, necklace, hooks and eyes, stoppers,

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to prepare in readiness for making jewellery and bead items.	i. Assembling the materials that will be used for making jewellery items.			
		ii. Moving to the working area.			
		iii. Orienting to the working area.			
		iv. Sitting appropriately			
2	Ability to make a necklace	i. Cutting a long piece of string or fishing line.			
		ii. Tying a knot at one end of the string to keep the beads from slipping off			
		iii. Choosing the beads to use			
		iv. Stringing the beads onto the string or fishing line or beading wire			
		v. Tying a knot or fixing a stopper or hook and eye to finish the necklace.			

Teacher's general comment on the learner's performance:

 Teacher's Name _____
 Signature _____
 Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to prepare in readiness for making jewellery and bead items.	The learner prepares in readiness for making jewellery and bead items following 4 steps.	The learner prepares in readiness for making jewellery and bead items following 3 steps.	The learner prepares in readiness for making jewellery and bead items following 2 steps.	The learner prepares in readiness for making jewellery and bead items following 1 step or none
Ability to make a necklace	The learner makes a necklace following 5 steps	The learner makes a necklace following 3 to 4 steps	The learner makes a necklace following 2 steps	The learner makes a necklace following 1 step or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Jewellery and Ornaments	3.2 Ornament Making	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify locally available materials for making ornaments, b) make ornaments using locally available materials, c) enjoy making ornaments for aesthetic and leisure. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● collect locally available materials used for making ornaments such as beads, seeds, bamboo sticks, ostrich egg-shells, sea shells, cowry shells, wooden materials, animal hooves, baked clay, coloured paper, printed pieces of cloth and identify them. <i>Learners could use augmentative and alternative modes of communication when identifying the materials. Learners with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher to collect materials to be used in ornament making. Safety precautions should be observed for all learners,</i> ● observe or listen to verbal or tactual description of pictures or real ornaments such as beaded table mats and key holders and identify them. <i>Learners could use augmentative and alternative modes of communication when identifying the ornaments and tactually explore the materials. Learners with motor and manipulation difficulties could use alternative</i> 	<ol style="list-style-type: none"> 1. What material do you use when making an ornament? 2. How do you make ornaments?

			<p><i>functional parts of the body or be assisted by peers or Learner Support Assistants or teacher,</i></p> <ul style="list-style-type: none"> ● prepare in readiness for making ornaments such as beaded table mats, key holder by; i) Assembling the materials that will be used for making ornaments ii) Moving to the working area, iii) Orienting to the working area, iv) Sitting appropriately, ● participate in demonstrations with physical prompts (where necessary) on making beaded table mat following the correct steps which include; cutting the right size of thread, securing one end of the thread with a knot, stringing the beads to desired design, fastening the other end of the thread with a knot, cutting off the thread. <i>Learners with motor or manipulation difficulties could be assisted by peers or Learner Support Assistant or teacher to make the ornaments or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with deafblindness and blindness. Safety precautions should be observed for all learners,</i> ● take turns to make ornaments, ● practise making various ornaments, ● display the ornaments and talk about them, 	
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			<ul style="list-style-type: none"> • take photographs or video clips as peers participate in making ornaments, • clear the working area, collect and store the resources used appropriately. 	
Core Competencies to be developed: Creativity and imagination as the learners make ornaments of different designs and patterns				
Values: Social Justice is enhanced as learners practise fairness as they share materials.				
Pertinent and Contemporary Issues: Safety is achieved as the learners handle materials used for making ornaments with care.				
Link to other learning areas: Making ornament items is linked to Visual or tactile Tracking in Sensory Motor Integration.				
Suggested Learning Resources: Marked area of work, egg-shells, sea shells, cowry shells, seeds, wooden or stone materials, beads, fishing lines, thread, bones and ivory, animal hooves, baked clay and metals, digital devices with assistive technology, video clips or animations, Learner Support Assistants.				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to prepare in readiness for making ornaments.	i. Assembling the materials that will be used for making ornaments			
		ii. Moving to the working area			
		iii. Orienting to the working area			
		iv. Sitting appropriately			
2	Ability to make a beaded table mat	i. Cutting the right size of thread.			
		ii. Securing one end of the thread with a knot.			
		iii. Stringing the beads to desired design.			
		iv. Fastening the other end of the thread with a knot.			
		v. Cutting off the thread.			

Teacher's general comment on the learner's performance:

 Teacher's Name _____

 Signature _____

 Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to prepare in readiness for making ornaments.	The learner prepares in readiness for making ornaments following 4 steps	The learner prepares in readiness for making ornaments following 3 steps	The learner prepares in readiness for making ornaments following 2 steps	The learner prepares in readiness for making ornaments following 1 step or none
Ability to make a beaded table mat	The learner makes a beaded mat following 5 steps	The learner makes a beaded table mat following 3 to 4 steps	The learner makes a beaded table mat following 2 steps	The learner makes a beaded table mat following 1 step or none

4.0 MOUNTING TECHNIQUES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Mounting Techniques	4.1 Collage <ul style="list-style-type: none"> • <i>Paper collage</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify locally available materials for making collage for appropriate use, b) make pictures using the collage technique, c) enjoy using locally available materials to make collage items. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • collect locally available materials used for making collage pictures such as paper, magazine cut-outs, fibre, foil paper, coloured paper, matchsticks, bottle tops, leaves, seeds, eggshells, twigs, buttons, and identify them. <i>Learners could use augmentative and alternative modes of communication when identifying the materials and tactually explore them. Learners with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher to collect materials to be used in making collage pictures. Safety precautions should be observed for all learners,</i> • observe, manipulate or listen to verbal or tactual description of collage pictures and identify the materials used to make the pictures, • prepare in readiness for making collage work by; i) collecting materials needed for making paper collage, ii) Folding the paper, iii) Cutting 	<p>How do you make collage work?</p>

			<p>or tearing paper into different shapes, iv) Creating a theme, v) Selecting the surface where to stick the collage onto,</p> <ul style="list-style-type: none"> ● participate in demonstrations on making paper collage as follows; i) forming the outline of the picture to be decorated on manilla paper or carton (such as an outline of an animal, building or any other familiar item), ii) Assembling pieces to be put on to the collage, iii) Spreading the pieces to design the collage by laying it on a surface, iv) Adding decorations by using ribbons, beads, string or feathers, v) Gluing the collage, vi) Letting the collage dry. <i>Learners with motor or manipulation difficulties could be assisted by peers or Learner Support Assistant or teacher to make the collage or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with deafblindness and blindness. Safety precautions should be observed for all learners,</i> ● take turns to make collage work following the correct procedure, ● practise making a collage picture, ● display the collage picture and talk about them, ● clear the working area, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Self-efficacy as the learner successfully make pictures using the collage technique.</p>				

Values:

Respect is enhanced as learners take turns to make collage pictures and share materials.

Pertinent and Contemporary Issues:

Care of the environment as learners use locally available materials sparingly to make collage pictures.

Link to other learning areas:

Making collage items is linked to cutting and pasting shapes in Numeracy Activities.

Suggested Learning Resources:

Working area, paper, magazine cut-outs, fibre, foil paper, coloured paper, matchsticks, bottle tops, leaves, seeds, eggshells, twigs, buttons, digital devices with assistive technology, ribbons, beads, string or feathers, scissors, Learner Support Assistant, pictures

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to prepare in readiness for making collage work	i. Collecting materials needed for making paper collage			
		ii. Folding the paper			
		iii. Cutting or tearing paper into different shapes			
		iv. Creating a theme			
		v. Selecting the surface where to stick the collage onto.			
2	Ability to make pictures using the collage technique	i. Forming the outline of the picture to be decorated on a paper or carton.			
		ii. Assembling pieces to be put on to the collage			
		iii. Spreading the pieces to design the collage by laying it on a surface			
		iv. Adding embellishments by using ribbons, beads, string or feathers			
		v. Gluing the collage			
		vi. Letting the collage dry.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner’s Performance

The learner’s competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to prepare in readiness for making collage work	The learner prepares in readiness for making collage work following 5 steps	The learner prepares in readiness for making collage work following 3 to 4 steps	The learner prepares in readiness for making collage work following 2 steps	The learner prepares in readiness for making collage work following 1 step or none
Ability to make pictures using the collage technique	The learner makes pictures using the collage technique following 6 steps	The learner makes pictures using the collage technique following 4 to 5 steps	The learner makes pictures using the collage technique following 2 to 3 steps	The learner makes pictures using the collage technique following 1 step or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Mounting Techniques.	4.2 Mosaic	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify materials used in making mosaic for learning, b) make mosaic pictures using locally available materials, c) appreciate the use of locally available materials in making aesthetic items. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● Observe, manipulate or listen to verbal or tactual descriptions of locally available materials used for making mosaic items such as seeds, sea-shells, bottle tops, beads, coins, manilla paper, carton. <i>Learners with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher to collect materials to be used in making mosaic. Safety precautions should be observed for all learners,</i> ● observe, manipulate or listen to verbal or tactual description of mosaic pictures and identify the materials used to make the pictures. <i>Learners could use augmentative and alternative modes of communication when identifying the materials. Learners with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher,</i> ● prepare in readiness for making mosaic work by i) collecting materials needed for 	<ol style="list-style-type: none"> 1. What Mosaic works do you like? 2. How do you make Mosaic work?

			<p>making mosaic, ii) arranging the materials iii) cutting it into required shapes and sizes, iv) moving the pieces around to get the desired arrangement, v) selecting the surface to stick them down,</p> <ul style="list-style-type: none"> ● participate in demonstrations on making mosaic picture using different materials following the correct steps which include: i) choosing the materials to use in the mosaic, ii) forming the outline of the picture to be decorated on manilla paper or carton (such as an outline of an animal, building or any other familiar item), iii) applying glue or paste on the picture, iv) pasting the selected materials on the picture outline to form the desired pattern, v) letting the mosaic dry. <i>Learners with motor or manipulation difficulties could be assisted by peers or Learner Support Assistant or teacher to make the mosaic or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with deaf blindness. Safety precautions should be observed for all learners,</i> ● take turns to make mosaic pictures using varied materials, ● practise making mosaic pictures, 	
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			<ul style="list-style-type: none"> ● display the completed work and take photos of the mosaic pictures made, ● clear the area of work, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self -efficacy as the learner successfully makes mosaic pictures ● Creativity and imagination as the learner uses varied materials to make decorative pictures using the mosaic technique. 				
<p>Values: Unity is enhanced as learners take turns in making mosaic pictures.</p>				
<p>Pertinent and Contemporary Issues: Safety is achieved as the learner handles learning materials safely when making mosaic pictures.</p>				
<p>Link to other learning areas: Making mosaic pictures is linked to cutting and sticking shapes in Numeracy Activities.</p>				
<p>Suggested Learning Resources: seeds sea shells, bottle tops, beads, coins, manila paper, buttons, glue or paste, cutting items, digital devices with assistive technology, cartons or hard papers Learner Support Assistant</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to prepare in readiness for making mosaic work	i. Collecting materials needed for making mosaic			
		ii. Arranging the materials			
		iii. Cutting it into required shapes and sizes			
		iv. Moving the pieces around to get the desired arrangement			
		v. Selecting the surface to stick them down			
2	Ability to make a mosaic picture	i. Choosing the materials to use in the mosaic			
		ii. Forming the outline of the picture to be decorated on manilla paper or carton			
		iii. Applying glue or paste on the picture			
		iv. Pasting the selected materials on the picture outline to form the desired pattern			
		v. Letting the mosaic to dry			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to prepare in readiness for making mosaic work	The learner prepares in readiness for making mosaic work following 5 steps	The learner prepares in readiness for making mosaic work following 3 to 4 steps	The learner prepares in readiness for making mosaic work following 2 steps	The learner prepares in readiness for making mosaic work following 1 step or none
Ability to make a mosaic picture	The learner makes a mosaic picture following 5 steps	The learner makes a mosaic picture following 3 to 4 steps	The learner makes a mosaic picture following 2 steps	The learner makes a mosaic picture following 1 step or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Mounting Techniques.	4.3 Montage	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify materials used in making a montage for appropriate use, b) make montage pictures using locally available materials for creativity, c) enjoy making montage pictures using locally available materials. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● collect locally available materials used for making montage items such as manilla paper or carton, pieces of cloth, scissors, pictures from old magazines of newspapers, photos, glue or paste. <i>Learners with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher to collect materials to be used in making montage pictures. Safety precautions should be observed for all learners,</i> ● observe, manipulate or listen to verbal or tactual descriptions of materials used for making montage pictures such as manilla paper or carton, pieces of cloth, scissors, pictures from old magazines of newspapers, photos, glue or paste and identify them through observation of tactual exploration. <i>Learners could use augmentative and alternative modes of communication when identifying the materials. Learners with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistants or teacher,</i> 	<ol style="list-style-type: none"> 1. What materials do you use in making montage works? 2. How do you make montage work?

			<ul style="list-style-type: none"> ● prepare in readiness for making montage work by i) collecting materials needed for making montage, ii) arranging the materials iii) cutting it into required shapes and sizes, iv) moving the pieces around to get the desired arrangement, v) selecting the surface to stick them down, ● participate in demonstrations on making a montage picture as follows; choosing the materials to use, cutting the pictures or photos into different shapes, arranging the pictures into the desired pattern on a manilla paper or carton, applying glue or paste, sticking the pictures or photos to form the desired pattern, letting the montage dry. <i>Learners with motor or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher to make the montage or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with deafblindness and those with blindness. Safety precautions should be observed for all learners,</i> ● practice making montage pictures, ● display the completed work and take photos of the montage pictures made, 	
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			<ul style="list-style-type: none"> ● clear the area of work, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Critical thinking and problem solving as the learner designs different shapes and patterns using the montage technique.</p>				
<p>Values: Responsibility is enhanced as the learner takes care of learning materials.</p>				
<p>Pertinent and Contemporary Issues: Environmental awareness is achieved as the learner uses locally available materials to make montage pictures.</p>				
<p>Link to other learning areas: Arranging pictures and photos to form patterns when making a montage is linked to forming patterns in Numeracy Activities.</p>				
<p>Suggested Learning Resources: Manilla paper or carton, pieces of cloth, scissors, pictures from old magazines or newspapers, photos, glue or paste</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to prepare in readiness for making montage work	i. Collecting materials needed for making montage			
		ii. Arranging the materials			
		iii. Cutting it into required shapes and sizes			
		iv. Moving the pieces around to get the desired arrangement			
		v. Selecting the surface to stick them down			
2	Ability to make a montage picture	i. Choosing the materials to use			
		ii. Cutting the pictures or photos into different shapes			
		iii. Arranging the pictures into the desired pattern on a manilla paper or carton			
		iv. Applying glue or paste			
		v. Sticking the pictures or photos to form the desired pattern			
		vi. Letting the montage work dry			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to prepare in readiness for making montage items.	The learner prepares in readiness for making montage work following 5 steps	The learner prepares in readiness for making montage work following 3 to 4 steps	The learner prepares in readiness for making montage work following 2 steps	The learner prepares in readiness for making montage work following 1 step or none
Ability to make a montage picture	The learner makes a montage picture following 5 steps	The learner makes a montage picture following 3 to 4 steps	The learner makes a montage picture following 2 steps	The learner makes a montage picture following 1 step or none

5.0 MUSIC

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Music	5.1 Singing	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) sing or sign-sing or tactual sing familiar songs for enjoyment, b) perform new songs for learning and enjoyment; c) appreciate singing new songs for enjoyment and relaxation. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● listen to recorded familiar songs or tactual descriptions of the songs and sing along. <i>Learners could use augmentative and alternative modes of communication when singing or sign singing or tactual sign singing familiar songs,</i> ● sing familiar songs along with the teacher. <i>Learners could use augmentative and alternative modes of communication when singing or sign singing or tactual sign singing familiar songs,</i> ● participate in demonstrations on singing a new song as follows; i) memorising the words of the song, ii) tapping out the rhythm of the song, iii) singing or sign-singing or tactual singing the song line by line along with the teacher, iv) singing the whole song along with the teacher, v) singing or sign-singing or tactual singing the song independently, ● take turns to sing sign-sing or tactual sing the new song, 	<ol style="list-style-type: none"> 1. What kind of songs do you like? 2. How do you sing the song?

			<ul style="list-style-type: none"> practice singing or sign-singing or tactual singing the new song, 	
Core Competencies to be developed: Self-efficacy as the learner successfully sings the new song.				
Values: Respect is inculcated as learners take turns in singing the new song.				
Pertinent and Contemporary Issues: Health is promoted as learners sing for enjoyment and leisure.				
Link to other learning areas: Singing is linked to auditory discrimination in Sensory Motor Integration.				
Suggested Learning Resources: digital devices with assistive technology, from the .				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1.	Ability to sing a new song	i. Memorizing the words song			
		ii. Tapping out the rhythm of the song			
		iii. Singing or sign-singing or tactual singing the song line by line along with the teacher			
		iv. Singing or sign-singing or tactual singing the whole song along with the teacher			
		v. Singing or sign-singing or tactual singing the song independently			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Indicator Ability to sing a new song	The learner sings a new song following 5 steps	The learner sings a new song following 3 to 4 steps	The learner sings a new song following 2 steps	The learner sings a new song following 1 step or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Music	5.2 Musical Instruments	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify musical instruments for learning, b) play a musical instrument for skill acquisition and enjoyment, c) appreciate playing musical instruments for entertainment. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe, manipulate or listen to verbal or tactual descriptions of musical instruments such as drums, shakers, guitar, whistles, and identify them. Learners could use augmentative and alternative modes of communication when identifying the musical instruments. <i>Learners with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher,</i> ● observe or listen to verbal or tactual description of video clips or animations of learners playing musical instruments. Adjust light intensity for learners with light sensitivity, ● participate in demonstrations on playing a musical instrument as follows; i) identifying the modes of playing instrument such as beating, bowing, shaking, plucking and blowing, ii) positioning the musical instruments at an appropriate position, iii) positioning self to the appropriate posture, iv) playing the instrument rhythmically. <i>Learners with manipulation difficulties could be assisted by peers or Learner Support Assistant or teacher</i> 	<ol style="list-style-type: none"> 1. Which musical instruments do you like playing? 2. Why do we play musical instruments?

			<p><i>to play musical instruments or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with deafblindness and those with blindness. Safety precautions should be observed for all learners,</i></p> <ul style="list-style-type: none"> ● take turns to play musical instruments. ● take photos or record a video of peers playing the musical instruments. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self -efficacy as the learner successfully plays a musical instrument. ● Creativity and imagination as a learner plays musical instruments in different rhythms. ● Digital Literacy as the learner takes photos or records a video of peers playing the musical instruments. 				
<p>Values: Love is nurtured as learners support one another during the activities.</p>				
<p>Pertinent and Contemporary Issues: Social cohesion as learners work together and share learning resources.</p>				
<p>Link to other learning areas: Playing musical instruments is linked to auditory discrimination in Sensory Motor Integration.</p>				
<p>Suggested Learning Resources: digital devices with assistive technology, video clips or animations, Learner Support Assistants, pictures, drums, old jerricans, shakers and whistles.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify musical instruments for learning	i. Identifying drum as a musical instrument			
		ii. Identifying whistle as a musical instrument			
		iii. Identifying guitar as a musical instrument			
		iv. Identifying shaker as a musical instrument			
2	Ability to play a musical instrument	i. Identifying the modes of playing instruments such as beating, plucking and shaking			
		ii. Positioning the musical instruments at an appropriate position			
		iii. Positioning self to the appropriate posture			
		iv. Playing the instrument rhythmically			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify musical instruments	The learner identifies 4 musical instruments	The learner identifies 3 musical instruments	The learner identifies 2 musical instruments	The learner identifies 1 musical instrument or none
Ability to play a musical instrument	The learner plays a musical instrument following 4 steps	The learner plays a musical instrument following 3 steps	The learner plays a musical instrument following 2 steps	The learner plays a musical instrument following 1 steps or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 Music	5.3 Dance and Movement	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify simple dance movement styles for learning, b) dance to the rhythm of songs for enjoyment c) enjoy different dancing styles and movements for leisure. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● watch or listen to verbal or tactual descriptions of video clips or animations of dances and identify simple dancing styles. <i>Learners could use augmentative and alternative modes of communication when identifying simple dancing styles. Adjust light intensity for learners with light sensitivity,</i> ● observe or listen to verbal or tactual descriptions of learners performing dance and imitate. <i>Learners with motor or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher to dance,</i> ● participate in a demonstration dancing to the rhythm of songs by i) Listening to the rhythm of the song before starting to dance, ii) Looking for rhythm cues in the song, iii) Feeling the rhythm in the body, iv) Starting to make the dance movements, vi) Connecting rhythmically with the dance partner, vii) Imitating dance steps. <i>Learners with motor or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher to dance or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with deafblindness and those</i> 	<ol style="list-style-type: none"> 1. Which dancing styles do you like? 2. Why do we dance?

			<p><i>with blindness. Safety precautions should be observed for all learners,</i></p> <ul style="list-style-type: none"> ● practice new dance movements to different rhythms of songs. <i>Learners with motor or mobility difficulties could be assisted by peers or Learner Support Assistant or teacher to dance,</i> ● dance to given rhythms. 	
<p>Core Competencies to be developed: Self-efficacy as the learner successfully dances to the rhythm of songs.</p>				
<p>Values: Unity is enhanced as learners perform dance in groups.</p>				
<p>Pertinent and Contemporary Issues: Health and fitness is achieved as learners infuse dancing styles in their melodies.</p>				
<p>Link to other learning areas: Dancing is linked to balance in Movement Activities.</p>				
<p>Suggested Learning Resources: Marked area of work, musical instruments, digital devices with assistive technology, video clips or animations, Learner Support Assistants, music system.</p>				

SUGGESTED ASSESSMENT GUIDES

1. Assessment Checklist

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to dance to the rhythm of songs	i. Listening to the rhythm of the song before starting to dance			
		ii. Looking for rhythm cues in the song			
		iii. Feeling the rhythm in the body			
		iv. Starting to make the dance movements			
		v. Connecting rhythmically with the dance partner			
		vi. Imitating dance steps			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance

The learner's competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to dance to the rhythm of songs	The learner dances to the rhythm of songs following 5 to 6 steps	The learner dances to the rhythm of songs following 3 to 4 steps	The learner dances to the rhythm of songs following 2 steps	The learner dances to the rhythm of songs following 1 step or none