REPUBLIC OF KENYA
MINISTRY OF EDUCATION

PRIMARY SCHOOL CURRICULUM DESIGN
CREATIVE ACTIVITIES

GRADE 3

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 Grad three curriculum designs for learners with Physical Impairment build on competencies attained by learners at Grade two. 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.

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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 three 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 three curriculum designs for learners 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 three and prepare them for smooth transition to Grade four. 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 three 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 three 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 three and preparation of learners with Physical Impairment for transition to Grade four.

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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 Three, 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	Suggested Number of Lessons
1.0 Creating and Exploring	1.1 Pushing and Pulling	14
	1.2 Drawing and Painting	14
	1.3 Rhythm and Pattern Making	18
	1.4 Skipping	14
	1.5 Collage	10
	1.6 Melody	18
	1.7 Weaving	10
2.0 Performing and Display	2.1 Rounds	18
	2.2 Galloping	14
	2.3 Sculpture	14
	2.4 Forward Roll and V-balance	14
	2.5 String Musical Instrument	14
	2.6 Modelling and Ornament Making	10
3.0 Appreciation	3.1 The Kenya National Anthem	14
	3.2 Water Safety Awareness	14

STRAND 1.0: CREATING AND EXECUTION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Execution	**1.1 Pushing and Pulling (14 lessons)**	By the end of the sub-strand the learner should be able to: a) identify pushing and pulling in physical activities for space and body awareness, b) perform pulling and pushing activities for flexibility, c) enjoy pushing and pulling for strength and flexibility.	• Learners to watch virtual or a demonstration of pushing and pulling activities in physical activities. 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 demonstrate pushing and pulling activities. 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 a safe environment	How can pulling and pushing skill be applied at home?

			- Learners to practice pushing and pulling activities. 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 sing songs while pulling and pushing. Safety of all learners should be observed and extra caution taken for learners with chronic health conditions. Learners with speech difficulties could use alternative and augmentative modes of communication. - Learners to play games using pulling and pushing skills by observing safety.	
Core Competencies: ● Digital literacy: as the learner manipulates digital devices to watch clips showing pushing and pulling activities. ● Self-efficacy: as the learner appreciates their ability to demonstrate and practise pushing and pulling successfully.				

Values:
● Unity: is promoted as the learner cooperates with others as they perform pushing and pulling activities.
● Respect: is nurtured as the learner portrays positive regard for self and others as they practise pushing and pulling activities.

Pertinent and Contemporary Issues (PCIs):
Safety**:** is promoted as the learner individually observes safety while playing games involving pushing and pulling.

Link to other learning areas:
● Mathematics Activities: as the learner counts while pulling and pushing.

Suggested learning resources:
Open space, field makers, landing mats, flash cards, digital devices, musical instruments, pictures, reference books , audio /visual recordings of music and pushing and pulling skills, relevant virtual sites, relevant props and costumes, 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)
1.0 Creating and Execution	**1.2 Drawing and Painting** (14 lessons) *-drawing* *-painting* *-colour mixing*	By the end of the sub strand, the learner should be able to: a) identify materials for colour mixing b) mix colours using spraying and blowing techniques, c) draw a simple picture using regular and irregular shapes,	● Learners to watch videos to recognise how to mix colour by spraying and blowing technique. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity	Why is it important to clean the brush after painting?

		d) create a painting for self-expression, e) value made pictures for expression.	could be regulated for learners who are sensitive to light. • Learners to spray colours randomly using recyclable old brushes/improvised brush and clean the hands after the activity. Learners with manipulation difficulties could use alternative functional parts of the body, adapted brushes or use assistive technology. • Learners to mix the colour by blowing randomly using using straws, biro pen tube among others while observing safety. Learners with manipulation difficulties could be supported • Learners to draw/trace/stamp and colour a simple composition using regular and irregular shapes. Learners with manipulation difficulties could use adapted drawing and colouring tools. • Learners to paint the picture creatively for expression.	

				• Learners to collaboratively, display their work for peer feedback. Ensure the surface for display are accessible. .	

Core Competencies to be developed:
- Communication and collaboration: as the learner watch videos to recognise how to mix colour by spraying and blowing technique,
- Creativity and imagination: as the learner explores colours mixing techniques in painting.

Values:
- Unity: is promoted as the learner respects others' opinions while talking about their own and peers' pictures.
- Social justice: is nurtured as the learner shares resources and responsibilities equitably while mixing colored water paints.

Pertinent and Contemporary Issues (PCIs):
Health promotion issues: are nurtured as the learner cleans the working area and washes hands after spraying paint.

Link to other learning areas:
Hygiene Activities: as the learner takes care of hygiene by cleaning their hands after painting.

Suggested learning resources:
Digital devices, pictures, flash cards, recyclable old brushes/improvised brush, weighted pencil/pen grips, 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)
1.0 Creating and Execution	**1.3 Rhythm and pattern making** (18 lessons) ● *Short and long sounds* ● Body Percussion- *clapping, tapping, snapping, stamping* ● print making ● pattern making	By the end of the sub strand the learner should be able to: a) identify different sound durations in simple songs, b) create a simple rhythmic pattern using long and short sounds, c) play rhythmic accompaniments to simple songs, d) move in rhythm around basic shapes drawn on the floor, e) make a random repeat patterns using found objects, f) appreciate creating rhythms and patterns.	● Learners to sing simple familiar songs for familiarisation of short and long sounds in rhythmic patterns. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications. ● Learners to listen to or watch live or recorded performances of simple songs and clap their rhythmic patterns. 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 take turns to recite short and long sounds in a simple rhythmic pattern using French rhythm names. Learners	How are rhythms created?

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			with speech difficulties could recite at their level of functional ability.	
			• Learners to use short and long sounds to create simple rhythmic patterns. Learners with speech difficulties could be given more considerable time.	
			• Learners to play simple body percussion rhythmic accompaniments to familiar songs. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.	
			• In purposive groups, learners to draw/trace/mount/stamp geometric basic shapes on the ground and move in rhythm on the shapes drawn, by skipping, sliding or galloping observing safety. 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. Safety of all learners should be observed and extra caution taken for learners with chronic health conditions.	
			• Learners to explore virtual sources to identify a random and an all over patterns. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be supported.	
			• Learners to print a random pattern alternating colours to suggest rhythm, using - a leaf - block (banana stalk, maize cob, among others). Learners with manipulation difficulties could use alternative functional parts of	

			the body or use assistive technology.	

Core Competencies to be developed:
- Creativity and imagination: as the learner creates simple rhythmic patterns using short and long sounds.
- Self- efficacy: as the learner confidently plays rhythmic accompaniment to familiar songs.
- Critical thinking and problem solving: as the learner in groups, draws geometric basic shapes on the ground and moves in rhythm on the shapes drawn.

Values:
- Responsibility: is enhanced as the learner takes care of the digital devices as they record the rhythmic chant performances for future use.
- Respect: is promoted as the learner gives chance to peers as they take turns to recite short and long sounds using French rhythm names.

Pertinent and Contemporary Issues (PCIs):
- Life skills: are enhanced as the learner applies skills acquired to safely and rhythmically move while skipping, sliding and galloping around basic shapes drawn on the ground.
- Social cohesion: is promoted as the learner portrays team spirit as they work with peers to recite short and long sounds using French rhythm names.

Link to other learning areas:
Mathematics: as the learner applies knowledge and skill gained in Mathematics to count and maintain the beat as they move in rhythm on the shapes drawn to accompany a familiar song.

Suggested learning resources:
Relevant virtual sites, resource persons, flash cards, digital devices, pictures, reference books, audio /visual recordings of music, 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)
1.0 Creating and Execution	**1.4 Skipping** (14 lessons) • *forward,* • *backward,* • *right* • *left* • *straight line* • *curved* • *circular* • *zigzag)*	By the end of the sub strand, the learner should be able to: a) identify different ways of skipping in different directions b) skip in different directions for skill acquisition, c) make patterns while skipping in different ways, d) appreciate skipping in different directions for balance and strength.	• Learners to talk about skipping in different directions. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to skip in different ways. 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 play games involving skipping skills. Safety of all learners should be observed and extra caution taken for learners with chronic health conditions. • Learners to sing songs while skipping for enjoyment while making line patterns and	How can apparatus used in skipping be made more interesting?

			shapes. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications. Leaners with mobility difficulties and those on mobility devices could perform an alternative corresponding activity while singing.	

Core Competencies:
- Creativity and imagination: as the learner pays attention making patterns while skipping.
- Self- efficacy: The learner individually skips confidently in different ways.

Values:
- Unity: The learner cooperates with peers while skipping.
- Peace: The learner avoids hurting others by observing safety while playing games involving skipping.

Pertinent and Contemporary Issues:
 Gender issues in education: The learner shows respect for gender equality while playing games in skipping with peers.

Link to other subjects:
Mathematics activities: The learner learns concepts of shapes and patterns.

Suggested learning resources:
Flash cards, digital devices, pictures, reference books , audio /visual recordings of music and skipping skills, relevant virtual sites, relevant attire, open space, resource persons, 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)
1.0 Creating and Executing	**1.5 Collage** (10 lessons) - Pasting - Cutting - drawing	By the end of the sub strand, the learner should be able to: a) identify materials to be used in a collage, b) prepare materials for making the collage, c) create a collage for self-expression, d) appreciate using collage as an art of self-expression.	• Learners to observe images of simple collage from actual or virtual environment for motivation to make a collage. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. • Learners to collect varied materials for making collage. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. • Learners to sort out materials to make the collage. • Learners to outline a simple picture to guide the pasting of materials. • Learners to collaboratively, paste the different materials on the outlined forms. Learners with manipulation difficulties could be supported.	How are different materials pasted to make a collage for self-expression?

			• Learners to show and talk about own and others' collage, work. Learners with speech difficulties could use alternative and augmentative modes of communication.	

Core Competencies to be developed:
- Communication and collaboration: as the learner work collaboratively to paste the different materials on the outlined forms,
- Self-efficacy: as the learner express themselves about their artwork during display sessions

Values:
- Responsibility: as the learner reusing recycling waste materials from the environment,
- Love: as the learners display and critique about own and others' collage, work

Pertinent and Contemporary Issues (PCIs):
Life skills: as learners 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:
- Environmental Activities: as the learner use of locally available materials emphasises on use of non-degradable, recycled, reused, waste materials.
- Language activities: as the word Collage can be included in the vocabulary.

Suggested learning resources:
Locally available materials, reference books, relevant virtual sites, flash cards, 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)
1.0 Creating and Executing	**1.6 Melody** (18 lessons) *Variation in:* – *rhythm, - tempo (slow and fast),* – *volume, (loud and soft)* – *text,* – *pitch*	By the end of the sub strand the learner should be able to: a) identify variations in simple tunes, b) improvise simple melodic variations to familiar tunes as a foundation of melodic composition, c) create melodic patterns using improvised percussions, d) apply performance directions in simple tunes, e) enjoy creating melodies using different variation techniques.	• Learners to collaboratively keenly listen to or watch live or recorded performances of simple songs and talk about the variations. 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 sing simple familiar tunes using variations in rhythm, tempo, volume, text and pitch. Learners with speech difficulties could use residual speech, hum, mime or use	How can a song be varied to make it more interesting?

			alternative mode of communications.	
			• Learners to create melodic patterns from percussions such as bottles filled with water to different levels or two-tone wood blocks among others. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.	
			• In purposive groups learners to collaboratively perform the created melodic patterns observing performance 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. Safety of all learners should be observed and extra caution taken for learners with chronic health conditions.	

			• Learners to perform and record the created melodies before an audience for feedback. Organize a safe conducive environment.	

Core Competencies to be developed:
- Communication and collaboration: as the learner keenly listens to or watches live or recorded performances of simple songs and talks about melodic variations.
- Creativity and imagination: as the learner creates melodic patterns from differently pitched objects.

Values:
- Respect: is enhanced as the learner performs and records the improvised melodies before an audience for feedback.
- Unity: is promoted as the learner in groups researches from print and electronic media different simple ways of varying melodies.
- Patriotism: The learner takes pride in singing familiar tunes from diverse Kenyan communities.

Pertinent and Contemporary Issues:
- Safety and security: is nurtured as the learner observes their safety as they create melodic patterns from differently pitched objects.
- Social cohesion: is enhanced as the learner portrays team spirit as they find out from the electronic media different simple ways of varying melodies.

Link to other subjects:
Environmental Activities: as the learner applies knowledge and skills gained in Environmental Activities to create melodic patterns from differently pitched objects.

Suggested learning resources:
Flash cards, audio/visual recordings of songs, song book, digital devices, musical instruments, reference books, relevant virtual sites, 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)
1.0 Creating and Executing	**1.7 Weaving** (14 lessons) - Plain paper weave	By the end of the sub-strand, the learner should be able to: a) identify samples of plain weaves of varied materials and colours b) prepare the papers for weaving, c) create a plain weave paper in two colours d) display, talk about own and others' work	• Learners to observe actual or virtual samples of plain weaves of varied materials and colours for motivation. 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 papers with contrasting colours. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. • Learners to prepare weaving paper frame by cutting slits. Safety of all learners should be observed and extra caution taken for learners with chronic health conditions.	How can one create a plain weave paper in two colours?

			- Learners to cut paper strips for interlacing through the slits and dispose off waste. Learners with manipulation difficulties could use adapted cutting tools. - Learners to interlace the strips by running over and under the slits on the paper frame to make a paper mats in two colours. Learners with manipulation difficulties could be supported. - Learners to experiment to make paper weaves with different colours. - Learners to showcase their plain weaves and ask their peers to comment. Learners with speech difficulties could use alternative and augmentative modes of communication.	
Core Competencies to be developed: • Creativity and imagination: as the learner design aesthetically pleasing plain paper weave. • Learning to learn: as the learner acquires new skills of interlacing to make a woven item.				

Values:
• Responsibility: is enhanced as the learner disposes off paper cuttings after weaving.
• Social justice: is promoted as the learner shares tools with peers as they weave.
Pertinent and Contemporary Issues:
• Cultural Appreciation: is fostered as the learners appreciate weaving as a traditional craft.
Link to other learning areas:
Environmental activities: as the learner disposes of waste to maintain the environment.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to create and/or execute: - pushing and pulling for flexibility - Drawing a simple picture paint a simple picture - simple rhythmic pattern in music - random repeat pattern	Creates and/or executes the 8 items in Creative activities correctly and aesthetically	Creates and/or executes the 8 items in Creative activities correctly	Creates and/or executes the 5-7 items in Creative activities with minor errors and/or inconsistencies	Creates and/or executes the 2-4 items in Creative activities with errors and/or inconsistencies

- Skipping in different directions - melodic variations to familiar tunes - melodic patterns using improvised percussions - plain weaving in two colours				

STRAND 2.0: PERFORMING AND DISPLAYING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Display	**2.1 Rounds** (18 lessons)	By the end of the sub strand, the learner should be able to: a) identify a variety of rounds in music, b) sing own part in a round on a specific theme for skill development, c) apply appropriate performance techniques in a round, d) appreciate singing rounds for enjoyment.	• Learners to download a variety of virtual or recorded clips on simple rounds and talk about the round songs. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be supported. • Learners to talk/write/type about how to sing in a round focusing on; accuracy of tune, clarity of words, entries and keeping to own part. • Learners to sing own part in a round on a specific theme for skill development. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications.	How are rounds sung?

			• Learners to sing rounds with peers applying appropriate performance techniques. Learners with speech difficulties could use alternative and augmentative modes of communication. • Learners to collaboratively, take turns to sing own part in a round as others give feedback and record for future reference. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be supported.	

Core Competencies:
- Communication and collaboration: as the learner talks about the round songs, and sings rounds with clear diction..
- Digital literacy: as the learner downloads a variety of virtual and recorded clips on simple round songs.
- Self- efficacy: as the learner sings own part in round songs on a specific theme for skill development,

Values:
- Responsibility: is enhanced as the learner keeps to own part in a round performance.
- Unity: is promoted as the learner cooperates with others in groups while singing own part in round songs.
- Respect: is nurtured as the learner portrays positive regard for self and others as they work in groups on rounds.

Pertinent and Contemporary Issues:
- Personal hygiene: is enhanced as the learner observes safety and hygiene while improvising paints for painting simple illustrations and making props
- Self-awareness and self-esteem: is nurtured as the learner sings round songs with appropriate body movements in groups.
- Social cohesion: is promoted as the learner takes own part while singing round songs in groups.

Link to other subjects:
- English: as the learner applies the skill of communication acquired in English to clearly pronounce the words of the round.
- Religious Activities: as the learner applies values such as unity and love acquired in Religious Education during group work.

Suggested learning resources:
Open space, audio /visual recordings of rounds, flash cards, digital devices, musical instruments, relevant props and costumes, relevant virtual sites, 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	**2.2 Galloping** (14 lessons) *Directions: forwards, left and right.* *Patterns: straight, curved,*	By the end of the sub strand, the learner should be able to: a) identify different directions of galloping for agility and coordination, b) perform galloping in different directions for skill acquisition	• Learners to observe video or demonstrations of galloping and talk about the body movement. 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.	How does a horse gallop?

	circular and zigzag.	c) enjoy playing galloping games while moving in different directions.	• Learners to demonstrate galloping. 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 galloping in different directions. Safety of all learners should be observed and extra caution taken for learners with chronic health conditions. • Learners to practice galloping to make patterns. Organize a safe conducive environment. • Learners to play games while galloping in different directions and give self and other group members feedback. Learners with mobility difficulties and those on mobility devices could be supported.	

Core Competencies to be developed:	

Core Competencies to be developed:
- Self-efficacy: learners: as the learner focusses on practising galloping skills by accepting feedback from peers.
- Communication and collaboration: as the learner interacts with peers while playing games that involve galloping.

Values:
- Love: is promoted as the learner portrays respect in providing positive feedback to peers during practise of galloping activity.
- Respect: is enhanced as the learner allows other chances while demonstrating galloping skills.

Pertinent and Contemporary Issues:
Social cohesion: is fostered as the learner embraces own and others performance during practise of galloping.

Link to other subjects:
- Environmental activities: as the learner learns about directions.
- Religious activities: as the learner learns positive values while providing feedback to peers.

Suggested learning resources:
Safe space or playground, digital devices, reference books, relevant virtual sites, 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	**2.3 Sculpture (Toy Assemblage)** (14 lessons)	By the end of the sub-strand, the learner should be able to: a) recognise toys made by assemblage, b) explore tools, and material for assemblage,	• Learners to observe actual or virtual samples of playing toys and dolls made by assemblage. Learners with postural defects or short stature could be appropriately positioned for	How can one join different materials to make a toy?

		c) make toys by combination of different materials, d) d) enjoy making and playing with the toys.	comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light. • Learners to collect and sort different recyclable material assemblage of toys or dolls. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. • Learners to assemble the materials to get the structure of the doll or toy. Learners with manipulation difficulties could be supported. • Learners to add details to enhance the features of the toy or doll. • Learners to use the toys or doll to play and sing with peers for enjoyment. Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications.	

Core Competencies to be developed:
- Communication and collaboration: as the learner works together collect and sort different recyclable material assemblage of toys or dolls.
- Creativity and imagination: as the learner assemble the materials to get the structure of the doll or toy,

Values:
- Respect: is promoted as the learner gives positive feedback as they display items made.
- Unity: is promoted as the as the learner in groups, collect and sort different recyclable materials

Pertinent and Contemporary Issues:
- Safety and security: is nurtured as the learner observes their safety collect and sort different recyclable material assemblage of toys or dolls
- Social cohesion: is promoted as the learner enjoys playing with peers using the toys or dolls created.

Link to other learning areas:
Environmental Activities: as the learner applies knowledge and skills gained in Environmental Activities as assemble the materials to get the structure of the doll/toy.

Suggested learning resources:
Digital devices, reference books, relevant virtual sites, recyclable material assemblage of toys or dolls, 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	**2.4 Forward Roll and V-balance** (14 lessons) *Materials: coloured papers, pieces of clothes and any other suitable material.*	By the end of the sub-strand the learner should be able to: a) identify body parts using for performing forward roll and V-balance b) make markers for use during forward roll and V-balance performance c) perform forward roll for skill acquisition d) perform V-balance for skill acquisition, e) enjoy performing forward roll and V- balance in for flexibility and balance.	• Learners to watch video clips or a demonstration of a forward roll and V-balance. 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 forward roll and talk about how the body moves, • Learners to perform "V" balance and talk about different parts of the body used. 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.	How can forward roll and V balance be used to improve flexibility and balance?

			• Learners to identify, collect and share simple reusable materials within the environment to be used as markers as they observe safety precautions. Extra caution should be 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 and paint them. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. • Learners to mark the field using the improvised markers. • Learners to practise forward roll and V-balance. Safety of all learners should be observed and extra caution taken for	

			learners with chronic health conditions. • Learners to play games using forward and V- balance in sequence. Organize a safe conducive environment.	

Core Competencies:
- Creativity and imagination: as the learner identifies simple reusable materials to use in improvised markers.
- Communication and Collaboration**:** as the learner talks about different ways the body moves when performing forward roll and V-balance.

Values:
- Love: is promoted as the learner appreciates their own ability in practising forward roll and V balance.
- Social justice: is enhanced as the learner shares materials equitably with peers for making markers.

Pertinent and Contemporary Issues:
- Personal Hygiene: is enhanced as the learner cleans the working and stores markers after performance.
- Environmental conservation: is promoted as the learner collects reusable materials.

Link to other subjects:
- Environmental activities: as the learner observes hygiene while collecting and sharing simple reusable materials.
- Religious Activities: as the learner applies values while working in groups.

Suggested learning resources:
Flash cards, digital devices, musical instruments, pictures, reference books, visual recordings of gymnastic performance, relevant virtual sites, reusable locally available material for making improvised makers, 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	**2.5 Playing String Musical Instruments** (14 lessons) – *fiddles/ground bows/mouth bow*	By the end of the sub strand the learner should be able to: a) identify string musical instruments from diverse Kenyan communities, b) improvise a string musical instrument using locally available materials, c) play an improvised string instrument for enjoyment, d) appreciate string instruments from diverse Kenyan communities.	• Learners to watch live or recorded Kenyan instrumental performances and visually and aurally identify string instruments. 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 identify the local names of Kenyan string instruments. Learners with speech difficulties could use alternative and augmentative modes of communication.	1. How are string instruments played? 2. Which materials are used for improvising a musical string instrument?

			• Learners to improvise a Kenyan single stringed instrument using assemblage technique and observe safety and hygiene by washing hands and cleaning the working area. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. • Learners to imitate playing string instruments. Learners with manipulation difficulties could be provided • Learners to play an improvised string instrument. • Learners to collaboratively use digital devices responsibly to record and play string instruments for enjoyment.	

Core Competencies to be developed:
- Communication and collaboration: as the learner visually and aurally identities and talks about the string instruments from the recordings and pictures.
- Creativity and imagination: as the learner uses locally available materials to improvise a string instrument.
- Self- efficacy: as the learner confidently plays the improvised string instrument.

Values:
- Responsibility: is promoted as the learner takes care of digital devices as they record and play string musical instruments for enjoyment.
- Unity: is promoted as the learner cooperates with others as they work in pairs to identify and talk about the string instruments from the recordings and pictures.

Pertinent and Contemporary Issues:
- Environmental conservation: is enhanced as the learner responsibly uses locally available materials to improvise string instruments
- Self-awareness and self-esteem: is enhanced as the learner plays the string instrument for enjoyment.

Link to other subjects:
Environmental activities: as the learner identifies string instruments from different Kenyan communities.

Suggested learning resources:
open space, reusable locally available material for making improvised fiddle, musical bows and mouth bows, resource persons, visual recordings of musical instrument, flash cards, digital devices, musical instruments (fiddle, musical bows and mouth bows), pictures, 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	**2.6 Modelling and Ornament Making.** (10 lessons)	By the end of the sub strand the learner should be able to: a) identify modelled beads for familiarity, b) model beads using pellet technique, c) decorate the beads d) make a beaded ornament, e) appraise own and others modelled items for appreciation.	• Learners to explore virtual and actual samples of beaded ornaments. 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. • In purposive groups, learners to roll clay/ papier mache to make pellets for beading. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. • Learners to pierce the pellets to make a hole through for stringing and leave them to dry under shade.	How are ornaments made?

				Learners to decorate the beads by painting. Learners with manipulation difficulties could use adapted panting tools and materials.	
				Learners to pass string to make a single stranded necklace. Learners with manipulation difficulties could be supported	
				Learners to display the ornament for peers feedback. Learners with speech difficulties could use alternative and augmentative modes of communication.	

Core Competencies to be developed:
- Communication and collaboration: as the learner work together prepare clay or papier mache for modelling items
- Creativity and imagination: as the learner creates make a single stranded necklace and a matching bracelet,

Values:
- Respect: is promoted as the learner gives positive feedback as they display items made.
- Unity: is enhanced as the learner in groups, prepare clay or papier mache for modelling items.
- Patriotism: is promoted as the learner takes pride in making ornaments using recyclable materials from the local community.

Pertinent and Contemporary Issues:
• Safety and security: The learner observes their safety as they fire the clay beads in an improvised kiln.
• Social cohesion: The learner portrays team spirit as they explore pinch and pellet technique to make simple forms in pairs.
Link to other subjects:
Environmental Activities: as the learner applies knowledge and skills gained in Environmental Activities to create melodic patterns from differently pitched objects such as voiced or tuned percussion.
Suggested learning resources:
Relevant virtual sites, pictures, reference books, flash cards, digital devices, clay/ papier mache, 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

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform and/or display - own part in a round, - appropriate performance techniques in a round,	Performs and/or displays the 8 items in Creative activities skillfully	Performs and/or displays the 8 items in Creative activities correctly	Performs and/or displays the 4-7 items in Creative activities with minor flaws and/ or omissions	Performs and/or displays the 1-3 items in Creative activities with flaws and/ or omissions

- Galloping in different directions, - Makes toys - Forward roll - V- balance - an improvised stringed instrument - ornament made using modelled beads				

STRAND 3.0: APPRECIATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Appreciation	**3.1 The Kenya National Anthem** (14 lessons) • National Anthem observing anthem etiquette,(*stand and face the flag if there is one, stand at attention among others)* • occasions when the Kenyan national flag is hoisted *(during national holidays, on school parades, during nation heads of states*	By the end of the sub strand the learner should be able to: a) identify the text of the first stanza of Kenya National Anthem in Kiswahili, b) describe the message in the Kenya National anthem, c) sing the Kenya National Anthem observing the anthem etiquette, d) appreciate performance of the Kenya National Anthem for patriotism.	• Learners to keenly listen to or watch a live or recorded performances of the first stanza Kenya National Anthem and sing along. 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 write/type the text of the first stanza Kenya National Anthem and talk about the message of the anthem. Learners with speech difficulties could use alternative and	How is the Kenya National Anthem performed?

	meeting among others)		augmentative modes of communication.	
			• In purposive groups, learners to take turns to perform the first stanza of Kenya National Anthem observing anthem etiquette.	
			• In purposive groups, learners to talk about the occasions when the Kenyan national flag is hoisted.	
			• Learners to record the performances for future reference. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be supported.	

Core Competencies to be developed:
- Communication and collaboration: as the learner keenly listens to, and talks about the words of the Kenya National Anthem.
- Citizenship: as the learner takes pride in performing the Kenya National Anthem.

Values:
- Respect: is promoted as the learner performs the first stanza of the Kenya national anthem observing the anthem etiquette.
- Unity: is promoted as the learner in groups, take turns to perform the first stanza of Kenya National Anthem.
- Patriotism: is fostered as the learner performs the first stanza of the Kenya National Anthem observing anthem etiquette.

Pertinent and Contemporary Issues
Life skills: are enhanced as the learner applies knowledge acquired in observing anthem etiquette in daily life.

Link to other subjects:
Kiswahili Language Activities: as the learner sings the first stanza of the Kenyan National Anthem in articulating the words Kiswahili.

Suggested learning resources:
Flash cards, digital devices, musical instruments, pictures, reference books, audio /visual recordings of the Kenya National Anthem, relevant virtual sites, relevant props and costumes, 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)
3.0 Appreciation	**3.2 Water Safety Awareness** (14 lessons)	By the end of the sub strand, the learner should be able to: a) identify different water points and water bodies in your locality,	• Learners to observe pictures of different water points and water bodies within your locality and share with peers. Learners with postural defects	1. How safe are the water points and water bodies in your locality?

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		b) explain water dangers arising from water points and water bodies in your locality, c) narrate ways of observing safety around water points and water bodies in your locality, d) appreciate water safety in your locality for life skills,	or short stature could be appropriately positioned for comfort and clear view. • Learners to talk/write/type about dangers of water points and water bodies in your locality with peers, • Learners to talk/ write/type about ways of observing safety around water points and water bodies in your locality.	2. Why is water safety awareness important?

Core Competencies to be developed:
- Communication and collaboration: as the learner talks about dangers of water points and water bodies in your locality with peers.
- Learning to learn: as the learner learns to observe safety measures around different water points and water bodies in the locality.

Values:
- Responsibility: as the learner observes safety precautions around water points and water bodies in their locality.
- Integrity: as the learner exercises self-discipline around water points and water bodies within their locality.

Pertinent and Contemporary Issues:
- Health promotion: is enhanced as the learner practises self-discipline around water points and water bodies in their locality to avoid injuries
- Safety: is promoted as the learner develops water safety awareness by practising safety measures around water points and water bodies in their locality.

Link to other subjects:
- Environmental Activities: as the learner practises water safety awareness within their locality.
- Religious Activities: as the learner applies values of self-discipline around water points and water bodies in their locality.

Suggested learning resources:

Pictures of water bodies, digital devices, pictures, relevant virtual sites, 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

Suggested Assessment Rubric

Level \ Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify and/or explain - the message in the National anthem - water dangers in locality - ways of observing water safety	Identifies and/or explains the 3 items in appreciating Creative activities giving examples	Identifies and/or explains the 3 items in appreciating Creative activities accurately	Identifies and/or explains the 1-2 items in appreciating Creative activities with minor errors	Identifies and/or explains at least 1 item 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 Learning Resources	Suggested Adaptations for Assessment Methods	Non-Formal Activities
1.0 Creating and Execution	**1.1 Pushing and Pulling**	- Oral tests - Practical tests - Fieldwork reports - Peer Assessment	- Open space - Field makers - Landing mats - Flash cards - Digital devices - Musical instruments - Pictures - Reference books - Audio /visual recordings of music and pushing and pulling skills - Relevant virtual sites - Relevant props and costumes - Resource persons	1. **Written test/typing, stamping or signing** - Using digital device - Recording - Use of scribes - Use of adapted pens, paper, book holders, - Adjustment of time and space - Providing illustrations to be interpreted - Use of worksheets	**Creative Arts Competitions** - Music festivals, Internal competitions, Arts Fair and Sports competitions held in and out of school **Field visits** - visiting Cultural, Music centres and exhibition centres to learn songs, dances, musical instruments,

				2. Oral or Aural assessment • Signing, miming, use of AAC, time adjustment **2. Portfolio/ • e-Portfolio** • Physical support • Use of assistive devices • Adapted digital devices and writing materials. • Description of how to carry out a practical activity while being audio/video recorded, time adjustment **3. Practical assessment** • Physical support • Adapted resources	props and costumes • **Live Performances and Exhibitions**-Attend live performances and exhibitions for appreciation • **Apprenticeship** - connections with artists in the community in order to learn performing some of the artworks, making costumes, props and ornaments among others in all disciplines of Creative Arts • **Concerts** – Participating in and attending music concerts

				• Description of how to carry out a practical activity while being audio/video recorded • Time adjustment • Rest intervals **4. Project** • Physical support • Adapted resources • Description of how to carry out a practical activity while being audio/video recorded • Time adjustment	within the school and its environs. • **Project work –** The learners will be guided to consider the various PCIs provided in the learning area and choose one suitable to their context and reality. • **Creative Arts clubs -** participating in Sports, Music and Arts club activities within the school • **Participating during Cultural day or week-** learners acquire skills, knowledge and attitude that

					enhance awareness of how Creative Arts address social issues.
					• **School assembly activities** – performing, watching, or listening to performances during school assemblies.
					• **School events:** performing during events such as parents, prize giving, and careers and sports day, among others.
					• **Scout/Girl guide activities** - participating in the school band by playing

					musical instruments, singing, matching, and making costumes, props and ornaments. • **Performing troupes or ensembles**- Learner forms small groups for performance in all Creative Arts disciplines.
	1.2 Drawing and Painting	Orals tests Written tests Peer Assessment Field report	• Digital devices • Pictures • Reference books • Resource persons • Flash cards		

| | 1.3 Rhythm and Pattern Making | Aural tests
Orals tests
Written tests
Peer Assessment | • Relevant virtual sites
• Resource persons
• Flash cards
• Digital devices
• Pictures
• Reference books
• Audio /visual recordings of music | | |
| | 1.4 Skipping | • Oral tests
• Aural test
• Performance assessment
• Fieldwork reports
• Participatory assessment
• Peer assessment | • Flash cards
• Digital devices
• Pictures
• Reference books
• Audio /visual recordings of music and skipping skills
• Relevant virtual sites
• Relevant attire
• Open space
• Resource persons | | |

	1.5 Collage	• Written tests • Practical tests • Peer assessment • Oral tests • Field reports	• Locally available materials • Reference books • Relevant virtual sites • Flash cards • Resource persons	
	1.6 Melody	• Oral test • Aural tests • Written tests • Practical tests • Peer assessment	• Flash cards • Audio/visual recordings of songs, • Song book, • Digital devices • Musical instruments • Reference books • Relevant virtual sites	
	1.7 Weaving	• Written tests • Practical tests • Peer assessment • Oral tests • Field reports	• Reference books • Relevant virtual sites • Flash cards • Resource persons • Locally available materials	

Performing and Display	2.1 Rounds	• Oral tests • Practical tests • Fieldwork reports • Peer Assessment	• Open space • Resource persons • Audio /visual recordings of rounds • Flash cards • Digital devices • Musical instruments • Relevant props and costumes • Reference books • Relevant virtual sites		
	2.2 Galloping	• Demonstrations • Peer assessment • Practical tests • Fieldwork reports	• Safe space or playground • Digital devices • Reference books • Relevant virtual sites		
	2.3 Sculpture	• Written tests • Practical tests • Peer assessment	• Digital devices • Reference books • Relevant virtual sites		

		• Oral tests • Field reports	• Locally available materials • Resource persons		
	2.4 Forward Roll and V-balance	• Demonstrations • Peer assessment • Practical tests • Fieldwork reports • Participatory assessment	• Flash cards • Digital devices • Musical instruments • Pictures • Reference books • visual recordings of gymnastic performance • Relevant virtual sites • Reusable locally available material for making improvised makers		
	2.5 String Musical Instrument	• Oral tests • Aural test • Written tests • Fieldwork reports • Participatory assessment	• Open space • Reusable locally available material for making improvised fiddle, musical bows and mouth bows		

		• Peer assessment	• Resource persons • Visual recordings of musical instrument • Flash cards • Digital devices • Musical instruments (fiddle, musical bows and mouth bows) • Pictures • Reference books		
	2.6 Modelling and Ornament Making	• Written tests • Practical tests • Peer assessment • Oral tests • Field reports	• Relevant virtual sites • Pictures • Reference books • Flash cards • Digital devices • Locally available materials • Resource persons		
3.0 Appreciation	**3.1 The Kenya National Anthem**	• Oral tests • Aural tests • Written tests	• Flash cards • Digital devices • Musical instruments		

		- Peer assessment - Practical tests - Participatory assessment - Peer assessment - Fieldwork reports	- Pictures - Reference books - Audio /visual recordings of the Kenya National Anthem - Relevant virtual sites - Relevant props and costumes - Resource persons - Reusable locally available material for making improvised Kenyan national flag	
	3.2Water Safety Awareness	- Oral presentations - Peer assessment - Practical tests - Fieldwork reports - Participatory assessment	- Pictures of water bodies - Digital devices - Pictures - Reference books - Relevant virtual sites	

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
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.