



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

PRIMARY SCHOOL CURRICULUM DESIGN

CREATIVE ARTS

GRADE 4

FOR LEARNERS WITH PHYSICAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

First Published 2017

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FOREWORD

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

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

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

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

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

HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY,
MINISTRY OF EDUCATION

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 four curriculum furthers implementation of the CBC from Grade three in Primary level. The curriculum provides opportunities for learners with Physical impairments 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 Realising 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 four curriculum designs for learners with Physical impairments 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 five and prepare them for smooth transition to Grade six. Furthermore, it is my hope that teachers will use the adapted 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 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 four curriculum designs for learners with Physical Impairments 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 panellists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development and adaptation of the Grade five curriculum designs for learners with Physical Impairments 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 four and preparation of learners with Physical Impairments for transition to Grade five.

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

PROF. CHARLES O. ONG'ONDO, PhD, MBS
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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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 to acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious coexistence.

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 instill 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 competencies 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-fulfilment

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 UPPER PRIMARY

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	3
5.	Science & Technology	4
6.	Agriculture and Nutrition	4
7.	Social Studies	3
8.	Creative Arts	6
	Pastoral/Religious Instruction Programme	1*
Total		35

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

Creative Arts is an integrated learning area that consists of Art and Craft, Music and Physical Health Education. This design provides an avenue for symbiotic relationship in the triad where learning areas mutually benefit from each other from resource development to skill execution (inter/ multidisciplinary integration).

The learning area is organised in three strands namely; Creating and Executing, Performing and Display and Appreciation in Creative Arts. The learning experiences are structured to develop learners' creativity, nurture functional and aesthetic sensitivity that leads to the acquisition of transferable skills useful in other learning areas and contexts. This is supported by Howard Gardner's theory of multiple intelligence that each person has different ways of learning and different intelligences they use in their daily lives and also Dewey's social constructivism theory, which emphasises an experiential and participatory approach.

Digital literacy as a 21st-century skill, has been embedded to enable the learner to interact, create, store and disseminate knowledge and skills (product) using emerging technologies and trends in education. Subsequently, this will prepare the learner to acquire the knowledge, skills and attitudes to transit to the Junior School.

SUBJECT GENERAL LEARNING OUTCOMES

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

- 1) perform and display alone and with others different Creative Arts works to promote diverse cultural knowledge and expression,
- 2) create artworks to share their ideas, emotions, thoughts, feelings and experiences for learning and enjoyment,
- 3) perform physical and health activities for enjoyment, survival and self-fulfilment,
- 4) apply environmental conservation values of re-use and recycle of materials for creative and improvisation purposes,
- 5) evaluate Creative Arts works to make meaningful connections to creating, Executing, performing, display and appreciation of art works,
- 6) use emerging technologies as a learning tool to explore creative ideas in the process of making, performing, displaying and appreciation of Creative Arts' works.
- 7) Acquire a variety of developmentally appropriate Creative Arts experiences within the social, cultural, national and international context.
- 8) Address pertinent and contemporary issues in society through Creative Arts effectively.

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands	Suggested Number of Lessons
1.0 Creating and Executing	1.1 Percussion Musical Instruments (Drawing)	15
	1.2 Netball	15
	1.3 Painting and Montage	15
	1.4 Rhythm	15
	1.5 Melody	15
2.0 Performing and Displaying	2.1 Athletics	18
	2.2 Gymnastics	16
	2.3 Songs	18
	2.4 Photography	08
	2.5 Descant Recorder	15
Optional	2.6 Swimming (Optional)	15
	2.6 Indigenous Kenyan Games (Optional)	15
3.0 Appreciation in Creative Arts	3.1 Analysis of Creative Arts works	15
Total Number of Lessons		180

NOTE:

The suggested number of lessons per Sub Strand may be less or more depending on the content.

STRAND 1.0 CREATING AND EXECUTING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>1.0 Creating and Executing</p>	<p>1.1 Percussion Musical Instruments (Drawing) (20 lessons)</p> <ul style="list-style-type: none"> ● <i>Identifying: name, community, method of playing</i> ● <i>Parts</i> ● <i>Classifying: melodic, non-melodic, making charcoal sticks (cutting, trimming, burning,</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify indigenous percussion musical instruments from different Kenyan communities, b) classify indigenous Kenyan percussion musical instruments, c) improvise rhythmic patterns using indigenous percussion musical instruments, d) make charcoal sticks for drawing, e) create tonal value on a percussion instrument drawing using the smudging technique, f) appreciate percussion instruments and drawings 	<p>the learner is guided to:</p> <ul style="list-style-type: none"> ● watch virtual or actual percussion musical instruments and identify the name of the instrument, community and method of playing. 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. ● classify percussion musical instruments as melodic and non-melodic, ● research and discuss the parts of a percussion instrument and their roles. Learners with manipulation difficulties could use alternative functional parts 	<ol style="list-style-type: none"> 1. How are percussion instruments classified? 2. How do you create tonal variation in drawing?

	<p><i>cooling)</i></p> <ul style="list-style-type: none"> • <i>Drawing smudge technique, tonal variation.</i> 	<p>from different Kenyan communities.</p>	<p>of the body, use adapted digital devices, assistive technology or be supported.</p> <ul style="list-style-type: none"> • discuss value/ tone as an element of art created on virtual and actual sample pictures. Learners with speech difficulties could use alternative and augmentative modes of communication. • collaboratively, collect materials and tools and make charcoal sticks observing safety following the correct procedure. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be supported. • draw still-life picture of one percussion instrument creating tonal variation by smudging using charcoal sticks. Learners with manipulation difficulties 	
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			<p>could use adapted writing tools and materials, alternative functional parts of the body or use assistive technology.</p> <ul style="list-style-type: none"> • display and critique own and peers' percussion instruments and drawings in a just and fair manner. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Learner speaks clearly and listens keenly while critiquing peers' works and work together to collect materials and tools used to make charcoal sticks, drawings and percussion instruments. • Digital literacy: Learner interacts with digital devices to source information on percussion instruments. 				
<p>Values:</p> <ul style="list-style-type: none"> • Social justice: Learner critiques own and others' pictures justly. • Responsibility: Learner cares for own and peers' items and observes safety precautions when making charcoal sticks. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Social Cohesion: Learner acquires skill of working with others while making charcoal sticks in groups. • Safety and security: Learner observes fire safety when burning charcoal sticks. • Environmental conservation: Learner conserves the environment by carefully collecting materials for making a percussion instrument. 				
<p>Link to other learning areas:</p> <p>Social Studies: Learner exploits natural resources responsibly to make charcoal sticks.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creating and Executing	1.2 Netball (20 lessons) <ul style="list-style-type: none"> ● <i>Passing</i> ● <i>Catching</i> ● <i>Shooting</i> ● <i>Macramé</i> 	By the end of the Sub Strand, the learner should be able to: a) describe the skills of passing, catching and shooting, in Netball, b) make a ball using macramé technique, c) perform the skills of passing, catching and shooting, in Netball, d) value Netball as a team game for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> ● watch a virtual or live Netball game and identify passes, catching and shooting skills. 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. ● demonstrate passing (<i>chest and overhead</i>), catching (<i>double-handed</i>) and shooting(<i>standing</i>) skills. 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 	<ol style="list-style-type: none"> 1. Why are the skills of passing, catching and shooting skill important in a Netball game? 2. Why is it necessary to improvise a netball?

			<p>and extra caution taken for learners with chronic health conditions.</p> <ul style="list-style-type: none"> ● collect reusable materials and improvise balls using macramé technique (<i>overhand knot</i>). Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. ● practise passing (<i>chest and overhead</i>), catching (<i>double-handed</i>) and shooting(<i>standing</i>) skills, ● play a mini Netball game applying the skills of (<i>passing, catching and shooting</i>) in groups while observing safety, ● store the balls in an improvised storage such as; <i>recyclable gunny bags, boxes, crates, carton boxes and woven baskets.</i> 	
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			Critique own and others' netball skills in a Netball game.	
Core Competencies to be developed:				
<ul style="list-style-type: none"> ● Creativity and Imagination: Learner explores with varied materials to use when improvising balls. ● Learning to learn: Learner watches a Netball game to learn the netball skills through demonstration and practise. 				
Values:				
<ul style="list-style-type: none"> ● Social justice: Learner demonstrates fairness as they take turns in practising the netball skills of shooting, catching and passing ● Responsibility: Learner takes initiative to clean the working area and store the balls in an improvised storage. ● Unity: Learner works together with peers when painting, improvising a ball and performing the netball skills of shooting, catching and passing. 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> ● Resource mobilisation and utilisation: Learner seeks parental assistance when collecting locally available materials to improvise a Netball, add to a portfolio. ● Self-esteem: learner displays confidence in demonstrating new skills through practice and playing a Netball mini game. 				
Link to other learning areas:				
Mathematics: Learner takes part in passing the Netball to a team-mate while applying ball trajectory visualisation.				
Suggested resources: netball balls, whistles, field, colours, ICT devices, goal post, assistive technology, Other Related Services: Physiotherapy, Occupation Therapy, Speech Therapy, Learners Support Assistant				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.3 Painting and Montage (15 lessons) <ul style="list-style-type: none"> • <i>montage (learning areas matter, overlapping, finishing)</i> • <i>colour classification</i> • <i>colour value</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify montage compositions for familiarity, b) classify colours into primary and secondary for painting, c) paint a picture of simple items for colour value application, d) create a montage composition for expression, e) appreciate painting and montage as methods of making pictures. 	The learner is guided to: <ul style="list-style-type: none"> • observe sample pictures to identify painting and montage composition, • mix primary colours to create secondary colours. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. • mix white with a secondary colour to create light tones on a scale strip, • mix black with a secondary colour to create dark tones on a scale strip • paint a picture emphasis colour value, • source picture for relevant pictures and cut out, • arrange and paste cut out pictures to make a montage 	<ol style="list-style-type: none"> 1. How do you improvise glue for pasting pictures? 2. Why is colour classification important in painting?

			themed “games” and clean the working area, <ul style="list-style-type: none"> • show and take turns to talk about their own and others work. Learners with speech difficulties could use alternative and augmentative modes of communication. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and Collaboration: the learner works with others in groups and speaks clearly about their own and others work. • Creativity and Imagination: learner makes thoughtful choices when producing a montage pictorial composition. 				
Values: <ul style="list-style-type: none"> • Respect: Learner accommodates others’ views during critique of their own and others’ original rhythmic compositions. • Love: Inculcated as the learner take turns to talk about their own and others work. 				
Pertinent and Contemporary Issues (PCIs): Social Cohesion: The learner acquires the skill of working with others during creating a montage composition.				
Link to other learning areas: English: The learner applies the concept of syllabic division in reciting French rhythm names of words and writing letters of				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creating and Executing	1.4 Rhythm and Pattern Making (15 lessons) <ul style="list-style-type: none"> ● <i>Note values: crotchet, pair of quavers and their rests,</i> ● <i>French rhythm names: taa, ta-te</i> ● <i>Note symbol: crochet, a pair of quavers and their rests</i> ● <i>Qualities: Variation of note values, repetition of patterns, ending on a long.</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) interpret rhythmic patterns involving the crotchet, pair of quaver and their rests, b) write the French rhythm names using free hand lettering, c) describe the qualities of a good rhythmic pattern, d) compose a rhythmic pattern involving a crochet, a pair of quavers and their rests, e) value creating rhythmic patterns. 	The learner is guided to: <ul style="list-style-type: none"> ● listen to/sing familiar topical songs and identify the music notes and their rests using their French rhythm names. Learners with speech difficulties could be given more considerable time. ● clap the rhythm of the songs while reciting their rhythms using French rhythm names, ● practice writing letters of the alphabet in lowercase using free hand (<i>ascenders and descenders</i>), Learners with manipulation difficulties could use adapted writing tools. ● use free hand lettering to write French rhythm names <i>taa</i> and <i>ta-te</i>, 	<ol style="list-style-type: none"> 1. How can a rhythm be created? 2. How are rhythms applied in daily life?

			<ul style="list-style-type: none">● relate the French rhythm names <i>taa</i>, and <i>ta-te</i> to music note symbols for crotchet and a pair of quavers,● discuss the techniques used in composing rhythmic patterns. Learners with speech difficulties could be provided with variety of alternative corresponding activities.● write rhythmic patterns from dictation using either French rhythm names or note symbols and their rests. Learners with manipulation difficulties could use adapted writing tools.● compose original rhythmic patterns and write them using French rhythm names, note symbols and their rests,● critique rhythms created by self and peers respecting each other's views.	
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<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: The learner works with others in groups and speaks clearly during critique of own and others' rhythms. • Creativity and Imagination: The learner applies the techniques of printing and comes up with unique all-over repeat pattern patterns.
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner accommodates others' views during critique of own and others' original rhythmic compositions. • Integrity: Inculcated as the learner creates own original rhythmic patterns.
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Social Cohesion: The learner acquires the skill of working with others during group composition of rhythmic patterns. • Social Justice: The learner fairly critiques melodies created by others and self.
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • English: The learner applies the concept of syllabic division in reciting French rhythm names of words and writing letters of the alphabet in lowercase using free hand. • Mathematics: The learner will use the concept of numbers when relating the value of the quaver in relation to the quaver and while creating rhythms using note values.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creating and Executing	1.5 Melody (18 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify solfa syllables <i>d r m</i> in a simple melody,	The learner is guided to: <ul style="list-style-type: none"> • sing familiar songs based on the solfa syllables <i>d r m</i>, and identify the solfa syllables by 	How can one create interesting melodies?

	<ul style="list-style-type: none"> • <i>Solfa syllables:d,r, m</i> • <i>Kodaly hand signs,</i> • <i>Qualities of a good melody:use of stepwise motion, variation of the solfa syllables and sound duration, starting and ending on d</i> 	<p>b) interpret hand signs for the solfa syllables <i>d r m</i> for pitch discrimination,</p> <p>c) describe the qualities of a good melody,</p> <p>d) create short melodies using the solfa syllables,</p> <p>e) model clay slabs with solfa syllables,</p> <p>f) enjoy creating short melodies using solfa syllables.</p>	<p>ear. Learners with speech difficulties could be provided with variety of alternative corresponding activities.</p> <ul style="list-style-type: none"> • listen to and identify aurally and orally the solfa pitches (<i>d r m</i>) as sounded on a melodic instrument/voice, • watch videos/demonstrations of execution of the Kodaly hand signs for the solfa syllables <i>d, r m</i> and practice performing the hand signs, 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. • write solfa syllables (<i>d r m</i>) using free hand lettering (ascenders and descenders) Learners with manipulation 	
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			<p>difficulties could use adapted writing tools.</p> <ul style="list-style-type: none"> ● brainstorm on and discuss the qualities of a good melody, Learners with speech difficulties could be given more considerable time. ● apply various composition techniques to create short melodies based on the solfa syllables <i>d, r, m</i> and the note values crotchet, a pair of quavers and their rests, ● collect clay for modelling from the local environment, Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. ● roll clay into slab and cut out three rectangular pieces of three different sizes, 	
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			<ul style="list-style-type: none"> • attach clay models (<i>coiling technique</i>) of solfa syllables (d, r, m) to the rectangular slabs, • decorate the slabs by stamping and paint using primary colours. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: Developed as the learner uses unique and new ideas to compose melodies and while using free hand lettering to write the solfa syllables. • Self -efficacy - The learner develops self-efficacy through free hand lettering, modelling and composing melodies. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: The learner works with peers when writing using free hand, modelling, creating and performing various melodies. • Love: Will be realised as the learner respects others while critiquing each other's performance. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Life skills: The learner acquires interpersonal skills through interacting with peers in groups as they model and create melodies. • Mentorship and peer education: The learner shares their compositions with peers who give feedback for improvement. 				
<p>Link to other learning areas:</p> <p>Mathematics: The learner applies the skill of sequencing of solfa syllables when creating simple melodies using stepwise motion.</p>				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to create and/or execute: – a rhythmic pattern using an indigenous percussion musical instrument, – a drawing using smudge technique – netball skills – A montage on games – A painting using colour value – a rhythmic pattern using French rhythm names and music note symbols and rests, – an all-over repeat pattern – short melodies using the solfa syllables <i>d r m</i>	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

STRAND 2.0 PERFORMING AND DISPLAYING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	2.1 Athletics (18 lessons) <ul style="list-style-type: none"> ● <i>Medium start</i> ● <i>elongated start</i> ● <i>sprints</i> ● <i>painting</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) describe the sprint starts and sprinting techniques, b) perform the sprint starts and sprinting techniques for skill development, c) paint the Kenyan flag for an athletic event, d) recognise the value of flying the Kenyan flag during an athletics event. 	The learner is guided to: <ul style="list-style-type: none"> ● watch a virtual or live demonstration of sprint starts and sprinting techniques, 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. ● demonstrate a medium and elongated sprint start techniques, 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 	<ol style="list-style-type: none"> 1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?

			<p>learners should be observed and extra caution taken for learners with chronic health conditions.</p> <ul style="list-style-type: none"> ● demonstrate the sprinting technique, ● sketch the Kenyan Flag on the paper/fabric, Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body or use assistive technology. ● paint the flag observing colour arrangement and neatness, Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. ● attach the flag to a suitable handle to be used during an athletics performance, ● practise the medium and elongated start 	
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			<ul style="list-style-type: none"> • practise sprinting technique, • play sprint games while observing safety and cheering each other using the flags made, • record a sprint competition and give feedback of the techniques used (<i>starting and sprinting</i>) 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: The learner understands collective responsibility while singing the Kenya National Anthem and as they paint and fly the Kenyan flag. • Digital literacy: The learner uses digital technology to watch a virtual demonstration of sprint starts and sprinting techniques. 				
<p>Values:</p> <ul style="list-style-type: none"> • Patriotism: The learner appreciates sketching and painting the Kenyan flag. • Love: The learner works with peers to demonstrate the techniques of starting sprints and sprinting techniques. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Safety and security: The learner performs sprints while observing the safety of self and others. • Social cohesion: The learner works with peers as they play sprint games while observing safety and cheering each other using the flags. 				
<p>Link to other learning areas:</p> <p>Social studies: The learner links knowledge of Kenyan flag learnt in Social studies as they learn colours of the flag.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	2.2 Gymnastics (16 lessons) <ul style="list-style-type: none"> • <i>Crab balance</i> • <i>Side roll</i> 	By the end of the Sub Strand, the learner should be able to; <ol style="list-style-type: none"> a) describe a crab balance and a side roll in gymnastics, b) perform the crab balance and side roll for skill acquisition, c) appreciate performing gymnastics skills for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> • watch a virtual or live demonstration of crab balance and side roll, 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. • demonstrate crab balance, 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. 	How does performance of rolls and balances enhance gymnastics?

			<ul style="list-style-type: none"> • demonstrate a side rolls, • practise the crab balance while observing safety, • practise side roll while observing safety, • play a game to enhance the crab balance and side roll skills while taking turns, • observe each other's performance and give feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: The learner appreciates their unique abilities in practising side roll and crab balance. • Critical thinking and problem solving: The learner follows simple instructions and seeks help while performing a crab balance and side roll in gymnastics. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love: The learner takes turn to support a peer during performance of the crab balance and side roll. • Responsibility: The learner puts into practise the aspects of safety of self and others when performing the rolls and balances. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Safety: The learner observes safety of self and others as they perform the rolls and balances. • Social cohesion: The learner works in pairs to perform the side roll, crab balance and sing patriotic songs. 				
<p>Link to other learning areas: Mathematics- The learner uses number and sequence concept in performing gymnastics.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	2.3 Songs (15 lessons) <ul style="list-style-type: none"> ● <i>Sacred, patriotic and topical songs,</i> <ul style="list-style-type: none"> – <i>Accuracy in pitch, rhythm</i> – <i>Performance directions: tempo, dynamics</i> ● <i>Performance techniques and etiquette: gestures, facial expressions diction,</i> ● <i>Kenyan Folk songs- Identifying: name, community</i> ● <i>Classifying: work, funeral, naming, initiation, marriage and worship songs.</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) sing different types of songs applying performance techniques, b) perform the East African Community Anthem in unison, c) identify types of folk songs performed by indigenous Kenyan communities, d) perform an indigenous Kenyan folk song by applying performance techniques, e) value performing indigenous folk songs from different Kenyan communities. 	The learner is guided to: <ul style="list-style-type: none"> ● listen to and identify different types of songs, ● sing different types of songs <i>with</i> accuracy in pitch and rhythm adhering to performance directions and applying appropriate performance techniques, Learners with speech difficulties could use alternative and augmentative modes of communication. ● discuss the messages of the songs and demonstrate how the mood of the songs can be expressed while singing, Learners with speech difficulties could be given more considerable time. 	<ol style="list-style-type: none"> 1. What is the importance of songs? 2. What entails good singing? 3.

			<ul style="list-style-type: none"> ● collaboratively with peers, listen to a live or recorded performance of the East African Community in unison, write and internalise the text of the three stanzas, Learners with manipulation difficulties could use adapted writing tools. ● perform the three verses of the East African Community in unison observing performance techniques and etiquette, 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 	
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			<p>extra caution taken for learners with chronic health conditions.</p> <ul style="list-style-type: none"> • watch a variety of live/recorded folk songs from different indigenous Kenyan communities identify and classify them, 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 groups, take a role to perform different folk songs, • practice playing percussion instruments to accompany a folk song using appropriate technique. 	
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Core Competencies to be developed:

- Citizenship: The learner performs folk songs drawn from different Kenyan communities developing and appreciating cultural diversity within the Kenyan context.
- Critical thinking and problem solving: The learner listens to and discusses different aspects of folk songs enhancing critical thinking and problem-solving skills.
- Communication and Collaboration: The learner sings different types of songs expressively using appropriate gestures, facial expressions and diction to convey the message in the songs.

Values:

- Responsibility: is instilled when the learner takes different roles in folk songs.
- Patriotism: acquired through performing folk songs from diverse Kenyan communities and the East African community Anthem.

Pertinent and Contemporary Issues to be developed:

Social Cohesion: The learner performs with peers different types of folk songs drawn from diverse Kenyan communities

Link to other learning areas:

Indigenous Languages: The Learner uses indigenous language when singing songs drawn from different communities in Kenya.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	2.4 Photography (8 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify different digital devices for photography,	The learner is guided to: • observe virtual and actual pictures to recognise	Why is light important in photography?

	<ul style="list-style-type: none"> • <i>devices</i> • <i>elements</i> <p><i>(light and centre of interest)</i></p>	<p>b) identify elements of photography for familiarisation,</p> <p>c) take photographs using digital devices for expression,</p> <p>d) enjoy taking photographs for expression.</p>	<p>devices for taking photographs.</p> <p>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.</p> <ul style="list-style-type: none"> • observe sample photographs to discuss appropriate lighting and centre of interest, Learners with speech difficulties could be given more considerable time. • source and set the digital devices for taking photographs, Learners with manipulation difficulties could use alternative functional parts 	
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			<p>of the body or use assistive technology.</p> <ul style="list-style-type: none"> • take photographs of self and objects within in the surrounding, • select to store photographs with proper lighting and centre of interest, • show and talk about own and others photographs in the e portfolio. 	
<p>Core Competencies to be developed: Critical thinking and problem solving: The learner selects to store photographs with proper lighting and centre of interest.</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: is instilled during group discussions as the learner listens to and accommodates peers' views. • Responsibility: is developed through setting and caring for the digital devices and using digital devices. 				
<p>Pertinent and Contemporary Issues (PCIs) Social Cohesion: The learner works with peers' to take photos of self and objects in the surroundings.</p>				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Mathematics: The learner applies mathematical concepts, such as geometry and proportions, in framing and composition. • Integrated Science: The learner delves into the science behind digital imaging technologies, connecting scientific principles to the functioning of devices used in photography. 				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	2.5 Descant Recorder (15 lessons) <ul style="list-style-type: none"> • <i>Parts: head joint, middle joint, foot joint, finger holes,</i> • <i>Care: hygiene storage, handling,</i> • <i>Techniques: posture, fingering and blowing)</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the parts of a descant recorder, b) care for a descant recorder for longevity, c) play notes B A G on a descant recorder using correct playing techniques, d) play simple melodies based on notes B A G on the descant recorder, e) enjoy playing melodies on the descant recorder. 	The learner is guided to: <ul style="list-style-type: none"> • explore the descant recorder and identify the parts, Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. • brainstorm on ways of caring for a descant recorder and its importance, Learners with speech difficulties could use alternative and augmentative modes of communication. • practise the techniques of playing a descant recorder, • responsibly use digital devices to search and watch recordings on how to play notes <i>B A</i> and <i>G</i> on the descant recorder, Learners with manipulation difficulties could use 	How can a good tone be produced on the descant recorder?

			<p>alternative functional parts of the body, use adapted digital devices, assistive technology or be supported.</p> <ul style="list-style-type: none"> • play simple melodies based on B A G on the descant recorder with accuracy in pitch and rhythm, • watch peers play melodies on the descant recorder, critique and give feedback to peers for improvement. <p>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.</p>	
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Core Competencies to be developed:

- Digital literacy: The learner uses digital devices to search and watch how to play notes on the descant recorder
- Learning to learn: The learner searches for and acquires skills of how to play new notes on the descant recorder.
- Critical thinking and problem solving: developed as learner searchers for appropriate materials to use for making a descant recorder case.

Values:

- Respect: is instilled during group discussions as the listens to and accommodates peers' views.
- Responsibility: is developed through taking care of the descant recorder and using digital devices.

Pertinent and Contemporary Issues (PCIs):

- Communicable diseases: Prevented by observation of hygiene measures in the use of the descant recorder.
- Social cohesion: enhanced through playing the descant recorder in groups.

Link to other learning areas:

Agriculture and Nutrition: Concepts and knowledge learnt on prevention of communicable diseases is applied in the use of the descant recorder.

OPTIONAL GAMES

Learners **must** cover at least **one** of these areas:

1. Swimming
2. Indigenous Kenyan games

Optional Sub Strand

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	2.6 Swimming (Optional) (15 lessons) <ul style="list-style-type: none"> • <i>water entry</i> • <i>water games</i> • <i>floating</i> • <i>gliding</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) describe water entry at the swimming pool, b) identify games that can be played in the swimming pool for fun, c) float in water for skill acquisition, d) glide in water for water confidence, e) appreciate safety in and out of the swimming pool while playing water games. 	The learner is guided to: <ul style="list-style-type: none"> • visit the swimming pool for familiarisation and water orientation, Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they move in safe environment. • demonstrate water entry into the pool using feet first technique, 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 	1. Why is Swimming an essential life skill?

			<p>learners should be observed and extra caution taken for learners with chronic health conditions.</p> <ul style="list-style-type: none"> • play water games for confidence • demonstrate floating techniques, • practise flotation technique (mushroom <i>supine and prone</i>), • demonstrate gliding, • practise gliding, • observe each other performing the glide and floating and provide feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: The learner builds confidence by floating in water. • Learning to learn: The learner acquires skills in swimming by practising water entry and floating in water. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner respect others' performance in floating and gliding in water. • Responsibility: The learner observes own and others safety while performing and practising the water entry, flotation and gliding. 				

Pertinent and Contemporary Issues (PCIs):

- Safety and security: The learner adheres to water safety precautions while practising water entry, floatation and gliding.
- Environmental awareness: The learner familiarises on the pool environment and safe use of water and pool hygiene.

Link to other learning areas:

Integrated science: The learner develops a practical understanding of correct body posture when floating and gliding.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.6 Indigenous Kenyan Games (Optional) (15 lessons) <i>Animal games</i>	By the end of the Sub Strand, the learner should be able to: a) identify types of indigenous animal games played in Kenya, b) perform different indigenous animal games for skill acquisition c) Perform indigenous animal games to a musical rhythm for enjoyment, d) appreciate the role played by animal games for fitness and health	The learner is guided to: <ul style="list-style-type: none">● watch a virtual or live demonstration of indigenous animal game and identify the skills observed 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.● demonstrate animal games while observing safety,	<ol style="list-style-type: none">1. How do indigenous animal games enhance physical fitness?2. Why indigenous animal games are considered an indigenous?

			<p>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.</p> <ul style="list-style-type: none"> • practice animal games while observing safety, • practise different types of animal games while combining it to a musical rhythm 	
<p>Core competency to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: The learner works with others in playing animal games. • Learning to learn: The learner acquires and masters physical fitness skills while participating in animal games. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner takes on different roles while playing animal games. • Unity: The learner works with others while playing animal games. 				

Pertinent and Contemporary Issues (PCIs):

- Safety: The learner observes safety rules when playing animal games.
- Health and Fitness: The learner improves fitness when playing animal games for a healthy lifestyle.

Link to other learning areas:

- Mathematics: The learner keeps counting during animal games.
- Agriculture and Nutrition: The learner's knowledge of different animals is enhanced.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform and/or display <ul style="list-style-type: none"> – Starts sprint – Crab balance – Side roll – Notes B, A and G – Simple melodies based on B A G – Photographs – Different types of songs – Kenyan folk songs – Water confidence – Animal games 	Performs and/or displays the 10 items in Creative activities skilfully	Performs and/or displays the 10 items in Creative activities correctly	Performs and/or displays 6-9 items in Creative activities with minor flaws and/ or omissions	Performs and/or displays 2-5 items in Creative activities with flaws and/ or omissions

STRAND 3.0 APPRECIATION IN CREATIVE ARTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p>3.0 Appreciation in Creative Arts</p>	<p>3.1 Analysis of Creative Arts works (15 lessons)</p> <ul style="list-style-type: none"> • <i>Concept of appreciation: appropriate behaviour, aesthetic, skills, message communicated, how to give feedback, care of displayed works,</i> • <i>Kenya National Anthem; Role, values,</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) explain the concept of appreciation in Creative Arts, b) make a portfolio for presenting creative art works, c) showcase own and peers’ artworks in a gallery for critique, d) showcase own and peers’ artworks in a gallery, e) analyse the Kenya National Anthem to foster patriotism, f) describe a Kenyan folk song performance using appropriate terminologies, 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • research and brainstorm the concept of appreciation in Creative Arts focusing. Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be supported. Learners with speech difficulties could use alternative and augmentative modes of communication. • collaboratively select and prepare previously created artworks for display, (<i>drawings, painting, photographs, musical instruments, balls, clay slabs,</i> 	<p>What is the importance of analysis in Creative Arts?</p>

	<p><i>occasions when all the verses are performed</i></p> <ul style="list-style-type: none"> • <i>Components of a folk song: - community of origin type/occasion, message, -participants and their roles (soloist, instrumentalist, singers), instruments.</i> 	<p>g) participate in games and sports within the school, h) value appreciation of Creative Arts works drawn from various cultural backgrounds</p>	<p><i>recorder cases</i>) Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology</p> <ul style="list-style-type: none"> • prepare a working portfolio from locally available resources and decorate by either pasting coloured paper/fabric, • present the drawings in the working portfolio folder, • prepare display areas, boards and props, • display works of Creative Arts in appropriate areas within the school, • take a gallery walk to observe artworks, <p>Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility</p>	
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			<p>devices by ensuring that they move in safe environment</p> <ul style="list-style-type: none"> • talk about own and peers' work for appreciation focusing on; <i>type of artwork, materials used, media used and craftsmanship</i>, Learners with speech difficulties could be provided with variety of alternative corresponding activities. • listen to/watch a performance of the three verses of the Kenya National Anthem and talk about its aspects, 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. 	
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			<ul style="list-style-type: none"> • listen to or watch a live or recorded performance of a Kenyan folk song and analyse the components, • participate in netball, athletics and gymnastics events for fun and for inter class/inter school championships • appreciate the performances with focus on; <i>teamwork</i>, <i>safety for self and others</i>. 	
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Core Competencies to be developed:

- Self-efficacy: The learner exhibits their music and art works and sports work responsibly for appreciation.
- Citizenship: The learner gets to appreciate Kenyan music as they listen to and analyse Kenyan folk songs.
- Learning to learn: Developed as the learner takes initiative to understand how art, music and sports work and to understand how art, music and sports work
- Digital Literacy: The learner appreciates different works of art displayed through multimedia

Values:

- Unity: Instilled when the learner collaborates with others when analysing in groups the execution of sports skills
- Peace: The learner respects others while analysing the execution of sports skills in groups
- Integrity: The learner observes sportsmanship during mini games

Pertinent and Contemporary Issues (PCIs):

- Analytical and creative thinking – The learner analyses the execution of sports skills critically
- Social cohesion: The learner analyse in groups the execution of sports skills
- Analytical and creative thinking – The learner analyse music and sports events, critique art works
- Cultural awareness – The learner analyse folk songs and indigenous art from different parts of the world

Link to other learning areas:

- Social studies: The learner integrates with others while undertaking various tasks in groups
- English: Use of English in discussing the music listened to enhance the language skills.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to display /critique/participate in or analyse/ – Artworks – Kenya national Anthem – Kenyan folk songs – Games	Displays/ critiques/participate in or analyses the 4 items in Creative Arts in detail and/ or skilfully	Displays/ critiques/participate in or analyses the 4 items in Creative Arts correctly	Displays/ critiques/participate in or analyses the 2-3 items in Creative Arts	Displays/ critiques/participate in or analyses at least 1 item in Creative Arts

APPENDIX I: COMMUNITY SERVICE LEARNING AT UPPER PRIMARY

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 Social Studies learning area. The implementation of the CSL activity is a collaborative effort where the class teacher coordinates and works with other learning areas teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1) Preparation

- 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 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 learning areas 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. 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 and values demonstrated. 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 or rating scale or any other appropriate tool.

APPENDIX II: SUGGESTED LEARNING RESOURCES, ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Adaptations of Suggested Adaptations	Suggested non-formal activities to support learning
1.0 Creating and Executing	1.1 Percussion Instruments-Drawing	Melodic and non-melodic indigenous Percussion instruments, charcoal sticks, bottle tops, pebbles, tins, wires, threads, Y-sticks, gourds, wood, rubber, manilla papers, hides/membranes, cutting tools, assistive technology such as universal cuffs,speech therapist,Learner support assistance, Occupational	Portfolio, observation schedule, aural/oral questions, checklist, rating scale, project, display and critique.	<p>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</p> <ul style="list-style-type: none"> • Use of worksheets <p>2. Oral or Aural assessment</p> <ul style="list-style-type: none"> • Signing, miming, use of AAC, time adjustment 	Performance in the school choir/festivals, Creative Arts club activities.

		Therapist, Physiotherapist.		<ul style="list-style-type: none"> • 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 	
	1.2 Netball	Adapted digital devices, Netball balls, open places or marked fields, goal posts, markers, whistle, storage, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.	Portfolio, project, observation schedule, written tests, checklist, exit tickets, skill progression charts, self-assessment worksheet	<ul style="list-style-type: none"> • 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 	Research, watch Netball matches, participate in ball games championships in and out of school
	1.3 Painting and Montage	Drawing papers/ book, water-based paints, brushes, palettes, rags, picture (newspapers, drawings, magazine etc), glue, universal cuffs/wrist braces/arm braces, page-turners	Assessment rubric, observation schedule, portfolio, checklist,	<p>3. Practical assessment</p> <ul style="list-style-type: none"> • Physical support • Adapted resources • Description of how to carry out a practical activity while 	Creative Arts club activities, gallery visits

	<p>1.4 Rhythm</p>	<p>Percussion instruments, Coloured pens, papers, pencils, assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices.</p> <p>Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>	<p>Portfolio, project, observation schedule, written tests, checklist, exit tickets, skill progression charts, self-assessment worksheet</p>	<p>being audio/video recorded</p> <ul style="list-style-type: none"> ● Time adjustment ● Rest intervals ● Project ● Physical support ● Adapted resources ● Description of how to carry out a practical activity while being audio/video recorded ● Time adjustment 	<p>Music festivals, School music and cultural festivals and events, Music club.</p>
	<p>1.5 Melody</p>	<p>Melodic instrument, Clay, rolling pins, water-based paint,</p>	<p>Aural/oral tests Portfolio, project,</p>		<p>Music festivals, School music and cultural festivals</p>

		brushes, clay cutting tools. assistive technology such as universal cuffs/wrist braces/arm braces, weighted pencil/pen grips, page-turners, adapted digital devices. Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.	observation schedule, written tests, checklist, exit tickets, skill progression charts, self-assessment worksheet		and events, Music club.
2.0 Performing and Displaying	2.1 Athletics	Athletics track, open places or marked fields with marked lines and lanes, adapted digital devices, whistle,	Portfolio, observation schedule, checklist, project, exit tickets, skill		Watch various Athletics championships on digital media, join school athletics team, participate

		<p>clapper, assistive technology such as universal cuffs/wrist braces/arm braces, adapted digital devices with filter keys/key guards/larger mouse.</p> <p>Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>	<p>progression charts</p>		<p>in community and inter-school championships and other levels, participate in Athletics events and activities</p>
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	2.2 Gymnastics	Repertoire of patriotic songs, assistive technology such as universal cuffs/wrist braces/arm braces. Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.	Observation schedule, written tests, checklist, exit tickets, skill progression charts, self-assessment worksheet		Inter school gymnastic championship, gymnastic club
	2.3 Songs	Recordings of <i>sacred, patriotic and topical</i> , East African Community Anthem and Kenyan folk songs, resource person, pitching instrument, assistive	Observation schedule, aural and oral tests.		Music festivals, School events, Music club,

		<p>technology such as universal cuffs/wrist braces/arm braces.</p> <p>Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>			
	2.4 Photography	<p>School tablets, or camera, phone and adapted digital devices.</p> <p>Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational</p>	<p>Exhibition, observation schedule, portfolio, checklist,</p>		<p>Creative Arts club activities, gallery visits</p>

		Therapist, Physiotherapist.			
	2.5 Descant Recorder	<p>Descant recorder, Baroque fingering chart, Recorder melodies based on G, A B. yarns, pieces of cloth, crochet, needles, threads, adapted digital devices.</p> <p>Other Related Service Providers: Resource person, speech. therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>	<p>Aural tests, observation schedule, checklist, portfolio, project, written tests, checklist, self-assessment worksheet</p>		<p>Music club, Art club activities</p>

	<p>2.6 Swimming (Optional)</p>	<p>Swimming facility such as standard pool, inflatable pools; clothing and gear- such as swimsuits, goggles; safety equipment- such as life jackets, rescue tubes, first aid kit, spine board; swimming aids- such as kick boards, pull buoys, fins, swim noodles, floatation devices; other materials such as markers and lanes, ropes, buoys, adapted digital devices.</p> <p>Other Related Service Providers: Resource person, speech therapist, Learner support</p>	<p>Portfolio, observation schedule, exit tickets, skill progression charts, swimming performance analysis</p>		<p>Participate in swimming galas and competitions, join swimming clubs and fun days</p>
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		assistance, Occupational Therapist, Physiotherapist.			
	2.6 Indigenous Kenyan Games (Optional)	Cut and stick pictures of animals, video clips on animal games, Percussion musical instruments.	Observation schedule, checklist, rating scale.		Visit to a national park, museums and animal orphanage.
3.0 Appreciation in Creative Arts	3.1 Analysis of Creative Art works	Audio visual equipment, display boards, display props, mounting papers, manila papers, masking tapes/glue Audio recordings of the Kenya National Anthem and Kenyan folk songs, adapted digital devices. Other Related Service Providers:	Portfolio, observation schedule, exit tickets, analysis, display and critique		Participating in community festivals and sporting events, exhibitions, Participating in music festivals, school games, sports club, Art club, visiting community galleries, music club/choir, Singing the Kenya

		Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.			National Anthem during school assemblies, sports events and school functions.
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