



**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION**

**PRIMARY SCHOOL CURRICULUM DESIGN  
CREATIVE ARTS**

**GRADE 5**

**FOR LEARNERS WITH PHYSICAL IMPAIRMENT**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*A Skilled and Ethical Society*

First Published 2017

Revised 2024

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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 five curriculum designs for learners with Physical Impairments build on competencies attained by learners at Grade four. 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 five curriculum furthers implementation of the CBC from Grade four 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 five 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 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 21<sup>st</sup> 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 five 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 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 five and preparation of learners with Physical Impairments for transition to Grade six.

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 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 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

<b>S/No</b>	<b>Learning Area</b>	<b>Number of Lessons</b>
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
9.	Pastoral/Religious Instruction Programme	1
<b>Total</b>		<b>35</b>

## **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-fulfilment,
- 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 upper primary school, 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

<b>Strand</b>	<b>Sub Strand</b>	<b>Suggested Number of Lessons</b>
1.0 Creating and Executing	1.1 Wind Musical instruments (Drawing)	15
	1.2 Football	18
	1.3 Rhythm	15
	1.4 Painting and Mosaic	12
	1.5 Melody	15
	1.6 Rounders	15
2.0 Performing and Displaying	2.1 Athletics	15
	2.2 Fabric decoration	12
	2.3 Kenyan Folk Dance	10
	2.4 Puppetry	08
	2.5 Descant Recorder	15
Optional sub strand	2.6 Swimming (Optional)	15
	2.6 Indigenous Kenya Games (optional)	15
3.0 Appreciation in Creative Arts	3.1 Analysis of Creative Arts works	15
<b>Total Number of Lessons</b>		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><b>1.0 Creating and Executing</b></p>	<p><b>1.1 Wind Musical Instruments (Drawing)</b> (15 lessons)</p> <ul style="list-style-type: none"> <li>● <i>Identifying: name, community, method of playing</i></li> <li>● <i>Role of parts</i></li> <li>● <i>Care</i></li> <li>● <i>Texture- cross hatching</i></li> <li>● <i>Crayon etching</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify indigenous wind musical instruments from diverse Kenyan communities,</li> <li>b) explain the role of the parts of a wind instrument in sound production,</li> <li>c) make a wind instrument using locally available materials,</li> <li>d) care for an indigenous Kenyan musical wind instrument,</li> <li>e) draw a still-life picture using crayon etching technique,</li> <li>f) value indigenous wind musical instruments from Kenyan communities.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● view real/pictures/videos of indigenous wind instruments from Kenyan communities and identify 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.</li> <li>● name the parts of a wind instrument and discuss how they contribute towards sound production, Learners with speech difficulties could use alternative and augmentative modes of communication.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to care for and maintain a wind instrument?</li> <li>2. How is crayon improvised?</li> </ol>



			<ul style="list-style-type: none"><li>● collect and prepare materials for making a wind instrument observing precautions while collecting the materials, Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.</li><li>● make a wind instrument using locally available materials while observing safety and clean up the working area,</li><li>● tune the wind instrument made for functionality,</li><li>● discuss the caring for a wind instrument and its importance, Learners with speech difficulties could be given more considerable time.</li><li>● practice care and maintenance of a wind instrument (<i>handling, hygiene and storage</i>),</li><li>● draw a composition of two wind instruments using crayon etching technique with</li></ul>	
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			<p>emphasis on texture (cross hatching)</p> <p>Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body or use assistive technology.</p> <ul style="list-style-type: none"> <li>● explore drawing other objects(two) from the environment using cross hatching technique,</li> <li>● display and talk about own and others' created work using appropriate language while respecting other's views.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Creativity and Imagination: The learner explores materials and ways of making a wind instrument.</li> <li>● Communication and collaboration: The learner speaks clearly and effectively while discussing the care of a wind instrument and its importance.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: instilled as the learner talks about peers' work using appropriate words.</li> <li>● Responsibility: inculcated through use of locally available materials sustainably to make crayons and a wind instrument.</li> </ul>				

**Pertinent and Contemporary Issues(PCIs):**

- Environmental conservation - The learner sustainably uses environmental resources to make crayons and a wind instrument.
- Social cohesion - The learner works with peers as they make crayons, draw, mount pictures and make wind instruments.

**Link to other learning areas:**

Integrated science: The learner applies the concept of change of matter while melting wax for making crayons.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question (s)</b>
<b>1.0 Creating and Executing</b>	<b>1.2 Football</b> (18 lessons) <ul style="list-style-type: none"><li>● <i>kicking</i></li><li>● <i>stopping</i></li><li>● <i>dribbling</i></li><li>● <i>papier mâché, (shredding, soaking, pounding, mixing with adhesive)</i></li><li>● <i>casting</i></li></ul>	By the end of the Sub Strand, the learner should be able to: a) execute the skills of kicking, stopping and dribbling in football, b) prepare papier mâché for casting cones c) cast marking cones using papier mâché for football game, d) enjoy playing a mini game of football in a field marked using coloured cones.	The learner is guided to: <ul style="list-style-type: none"><li>● observe a virtual or live game to identify kicking, stopping and dribbling skills in football, Learners with postural defects or short stature could be appropriately positioned for comfort and clear view.</li><li>● demonstrate in-step kick and outside of the foot kicking in football, Learners with postural defects could use alternative functional parts of the body, perform an alternative corresponding</li></ul>	<ol style="list-style-type: none"><li>1. Why is the football game popular?</li><li>2. What are the advantages of casting with papier mâché?</li></ol>

			<p>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"> <li>● demonstrate inside of the foot and step trap stopping in football,</li> <li>● observe videos on casting method in sculpture to familiarise on procedure, 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.</li> <li>● prepare papier mâché following correct procedure, Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.</li> </ul>	
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			<p>use a mould to cast papier mâché cones following correct procedure,</p> <ul style="list-style-type: none"> <li>● paint the marking cones to decorate,</li> <li>● mark the playing area using the cones,</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>● practice kicking skills in football,</li> </ul> <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>	
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			<ul style="list-style-type: none"> <li>● Practise stopping skills in football,</li> <li>● practise dribbling skills in football,</li> <li>● play a mini football game in a field marked using coloured cones while applying skills learnt.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Digital literacy: The learner operates digital devices to observe kicking, stopping and dribbling skills in Football.</li> <li>● Creativity and imagination: The learner comes up with new ideas on how to improvise cones using papier mâché.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: The learner appreciates others' effort as they execute the skills of kicking, shooting and dribbling.</li> <li>● Responsibility: The learner observes safety precautions while executing skills and playing the mini Football game.</li> <li>● Unity: The learner will cooperate to create cones and as they display team spirit as they play together</li> </ul>				
<p><b>Pertinent and Contemporary Issues(PCIs):</b></p> <ul style="list-style-type: none"> <li>● Social cohesion- The learner plays together in two teams in a mini Football game.</li> <li>● Resource mobilisation and utilisation- The learner seeks parental assistance when collecting materials for improvisation of cones and colours using recyclable resources</li> </ul>				
<p><b>Link to other learning areas:</b></p> <p>Mathematics: The learner is exposed to ball trajectory as they practise kicking, stopping and dribbling.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.0 Creating and Executing</b>	<b>1.3 Rhythm</b> (15 lessons)  <ul style="list-style-type: none"> <li>● <i>Note values and symbols: minim, crotchet a pair of quavers and their rests,</i></li> <li>● <i>French rhythm names taa-aa, taa and ta-te,</i></li> <li>● <i>Make a calligraphy pen</i></li> <li>● <i>Write in calligraphy</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: a) interpret rhythmic patterns involving minim, crotchet a pair of quavers and their rests, b) create rhythms using music note values and their rests, c) make a calligraphy pen for writing, d) write in calligraphy French rhythm names of a rhythmic pattern, e) aurally identify rhythm in two-beat patterns, f) compose simple rhythms in two-beat patterns, g) enjoy creating rhythms using music notes and their rests.	The learner is guided to: <ul style="list-style-type: none"> <li>● listen to/sing simple songs involving <i>minim, crotchet, pair of quavers and their rests</i> and clap/tap their rhythmic patterns, Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications.</li> <li>● relate the French rhythm names to music note symbols and their rests,</li> <li>● practice writing the note symbols of a minim, crotchet, a pair of quavers and their rests on monotone, Learners with manipulation difficulties could use adapted writing tools.</li> </ul>	<ol style="list-style-type: none"> <li>1. How are rhythmic patterns created?</li> <li>2. How can rhythm be used in daily life?</li> </ol>

			<ul style="list-style-type: none"> <li>● apply composition techniques to compose original rhythmic patterns and write them using French rhythm names and Note symbols and their rests,</li> <li>● make a calligraphy pen using locally available materials (<i>bamboo/papyrus stick, fountain pen and any other</i>) taking care of the environment, Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.</li> <li>● practice writing letters of the alphabets (lower case) in calligraphy putting into account <i>angle of slant and ascenders/ descenders</i> Learners with manipulation difficulties could use adapted writing tools.</li> <li>● write simple words in calligraphy among them French rhythm names,</li> </ul>	
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			<ul style="list-style-type: none"> <li>● clap/tap/stamp the beat/ pulse and identify the strong and weak beats of music in two-beat patterns,</li> <li>● sing/listen to different types of songs and rhythmic patterns to identify two-beat patterns,</li> <li>● compose <i>two-beat</i> rhythmic patterns,</li> <li>● present composed rhythmic patterns to peers for review and feedback.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: developed as a learner works with a peer to execute a cartwheel and when they speak clearly to provide feedback on peers' composed rhythmic patterns.</li> <li>● Creativity and imagination: developed as the learner utilises the composition techniques to compose original rhythmic patterns in two-beat patterns.</li> <li>● Learning to learn: developed as the learner takes initiative to understand how rhythmic patterns are created.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Integrity: will be inculcated in the learner as they present their originally created rhythmic patterns.</li> <li>● Unity: the value of unity will be promoted as the learner works collaboratively when executing the cartwheel skill.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(PCIs):</b></p> <ul style="list-style-type: none"> <li>● Analytical skills and decision making: enhanced while deciding on how to combine different techniques to make a rhythmic pattern.</li> <li>● Social cohesion: enhanced as learner works in a group appreciating others' work.</li> </ul>				

**Link to other learning areas:**

English: enhanced practice writing alphabets in calligraphy.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.0 Creating and Executing</b>	<b>1.4 Painting and Mosaic</b> (15 lessons) <ul style="list-style-type: none"><li>● <i>colour classification.</i></li><li>● <i>colour wheel</i></li><li>● <i>still-life painting.</i></li><li>● <i>materials for mosaic</i></li><li>● <i>making mosaic.</i></li></ul>	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none"><li>a) identify primary and secondary colours on the colour wheel,</li><li>b) identify materials and tools for making a mosaic pictures,</li><li>c) paint a still-life composition using wash technique,</li><li>d) create a mosaic themed composition</li><li>e) value painting and mosaic as picture making technique,</li></ul>	The learner is guided to; <ul style="list-style-type: none"><li>● mix and paint the colour wheel with primary and secondary colours, Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.</li><li>● demonstrate wash technique of painting (<i>flat and graded wash</i>), Learners with postural defects could use alternative functional parts of the body, perform an alternative corresponding activity, or perform at their level of</li></ul>	How do we use pictures in our daily lives?

			<p>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"> <li>● paint a still-life composition based theme ‘fruits’, with emphasis on colour value (<i>washout technique</i>), Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body or use assistive technology.</li> <li>● observe and identify mosaic pictures,</li> <li>● collect and prepare materials for making mosaic by cleaning, sorting and cutting: (<i>coloured paper or banana fibres, suitable adhesives, supports</i>),</li> <li>● paint the support in one colour to contrast the pasted material,</li> </ul>	
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			<ul style="list-style-type: none"> <li>● sketch forms related to the theme of a support (at least two forms), Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body or use assistive technology.</li> <li>● create the mosaic picture with emphasis on: <i>mono media</i>, <i>spacing of the materials</i></li> <li>● display and talk about own and others work in a just manner. Learners with speech difficulties can select orally, by typing or writing.</li> </ul>	
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**Competencies to be developed:**

- Creativity: The learner generates original ideas and express them through artistic mediums.
- Critical Thinking: The learner analyses and evaluates choices in colour, composition, and technique to achieve desired artistic outcomes.
- Communication: The learner expresses ideas and emotions through visual means effectively.

**Values:**

Respect: instilled as the learner talks about own and others' work in a just manner

**Pertinent and Contemporary Issues(PCIs):**

- Food security: enhanced as learners paints a still-life composition based themed Food Security-fruits
- Environmental Sustainability: enhanced as the learner explores eco-friendly materials and practices in art creation, such as using recycled materials for mosaic work.

**Link to other areas:**

- Science: The learner understands the concepts of colour classification into primary and secondary colours
- Mathematics: as the learner explores geometric patterns in mosaic compositions.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.0 Creating and Executing</b>	<b>1.5 Melody</b> (15 lessons) <ul style="list-style-type: none"> <li>● <i>Solfa syllables: d r m f s</i></li> <li>● <i>Kodaly hand signs: d r m f s</i></li> <li>● <i>qualities of a card (layout, colour, lettering)</i></li> <li>● <i>card design</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) sing the sol-fa syllables <i>d r m f s</i> for pitch discrimination,</li> <li>b) interpret the hand signs of the sol-fa syllables <i>d r m f s</i></li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● sing familiar songs based on the solfa syllables <i>d r m f s</i> sing the solfa syllables in ascending and descending order, Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications. Search for</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is it important to apply composition techniques in composing a melody?</li> <li>2. Why is calligraphy lettering used in writing?</li> </ol>

		<p>c) compose short melodies based on the sol-fa syllables <i>d r m f s</i>,</p> <p>d) make a decorated card for the display of the composed melodies,</p> <p>e) appreciate melodies created by self and others.</p>	<p>videos or watch live demonstration of the hand signs for <i>d r m f s</i>. and practice performing the hand signs in pairs,</p> <p>Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be supported. Screen resolution and light intensity could be regulated for learners who are sensitive to light.</p> <ul style="list-style-type: none"> <li>● orally and aurally identify the pitches <i>d r m f s</i> displayed on cards or played on a melodic instrument, Learners with speech difficulties could use alternative and augmentative modes of communication.</li> <li>● play melody games for pitch discrimination, (such as question and answer phrases,</li> </ul>	
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			<p>completing a given phrase orally) in groups,  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"> <li>● listen to songs and discuss the composition techniques (<i>stepwise motion, narrow leaps, ending, repetition of pitches, variation of pitches</i>)</li> <li>● apply compositional techniques to create short melodies using the sol-fa syllables <i>d r m f s</i> and the note values learnt observing integrity,</li> </ul>	
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			<ul style="list-style-type: none"> <li>● present the melodies in class for review and feedback from others,</li> <li>● identify qualities of a good card from sample cards,</li> <li>● prepare appropriate materials for making a card (hard paper, glue, cutting tools, watercolours/ poster colours, brushes),</li> <li>● Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.</li> <li>● measure, cut and fold paper to create card layout,</li> <li>● decorate the card using suitable techniques</li> <li>● write own created melody (using either French rhythm names or note symbols) in the decorated card, Learners with manipulation difficulties could use adapted writing tools.</li> </ul>	
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			<ul style="list-style-type: none"> <li>● record own and others' melodies or present the melodies for sharing and peer review.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Self-efficacy: The learner develops self-efficacy when creating their own melodies and recording using digital devices.</li> <li>● Digital literacy: developed as the learner connects to digital devices to search and watch videos of hand signs and practice performing them, recording and presenting their own created melodies.</li> <li>● Creativity and imagination: The learner explores the solfa syllables and note values to create original melodies and cards.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: is instilled through listening to other's works and opinions in reviewing created cards and melodies.</li> <li>● Unity: achieved through working in groups to create cards and melodies.</li> <li>● Integrity: the learner will be required to display honesty by coming up with own original melodies and cards without lifting or copying from other sources.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(PCIs):</b></p> <ul style="list-style-type: none"> <li>● Mentorship and peer education: The learner share their composed melodies with peers for review and gets feedback for improvement.</li> <li>● Safety - The learner observes safety as they use various tools and materials to make the calligraphy pens and cards.</li> <li>● Conservation of the environment - The learner uses materials from the environment responsibly to make a calligraphy pen and card.</li> </ul>				
<p><b>Link to other learning areas:</b></p> <p>English: The learner articulates vowels and syllables as they sing the solfa scale reinforcing language skills.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>1.0 Creating and Executing</b>	<b>1.6 Rounders</b> (17 lessons) <ul style="list-style-type: none"> <li>● <i>Batting</i></li> <li>● <i>Fielding</i></li> <li>● <i>Carving a bat</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify the features of a rounders bat for familiarisation,</li> <li>b) identify materials and tools used in carving,</li> <li>c) carve a bat for playing the game of rounders,</li> <li>d) execute batting and fielding skills in the game of rounders for skills acquisition,</li> <li>e) value the safety of self and others when playing the game of rounders.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● observe illustrations or actual samples of bats to identify the features (<i>knob, handle, grip, head, length and thickness</i>),</li> <li>● talk about the features of a bat, Learners with speech difficulties can select orally, by typing or writing.</li> <li>● collect the reusable materials from local environment, Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.</li> <li>● use and share locally available wood with peers to carve rounders' bats while observing safety,</li> <li>● demonstrate batting skills, Learners with postural defects could use alternative functional</li> </ul>	How do the fielding skills help players in a Rounders game?

			<p>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"> <li>● practise batting using the improvised bat while observing safety,</li> <li>● practising fielding skills while observing safety,</li> <li>● play a Rounders game while observing safety.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: The learner talks, shares materials and ideas on executing the skill of batting, fielding when playing rounders.</li> <li>● Creativity and imagination: The learner works with peers and exchange new ideas to inspire creativity when carving the bat.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Social justice: The learner shares rounders bats equally and takes turns to bat and play a Rounders game.</li> <li>● Love: The learner portrays a caring attitude while executing and playing the Rounders game.</li> </ul>				
<p><b>Pertinent and Contemporary Issues(PCIs):</b></p> <ul style="list-style-type: none"> <li>● Safety and security- The learner becomes more aware of safety procedures as they participate in Rounders game.</li> <li>● Social cohesion: The learner collaborates in discussing the skills of rounders and carving a rounders bat.</li> </ul>				

**Link to other learning areas:**

Mathematics: The learner acquires concepts of order and counting while practising fielding and batting.

**Suggested Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to create and execute; - wind instruments using locally available materials - still-life using crayons - making cones using papier mache - rhythms using note values and rests - calligraphy pen for writing	Create and/or execute 9 items in Creative Arts skilfully.	Create and/or execute 9 items in Creative Arts correctly	Create and/or execute 8-5 items in Creative Arts with a few errors.	Create and/or execute 4-1 items in Creative Arts with many errors.

<ul style="list-style-type: none"><li>- still-life composition using was technique</li><li>- short melodies using d r m f s</li><li>- hand signs of the solfa syllables d r m f s</li><li>- a bat for playing rounds</li></ul>				
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## STRAND 2.0 PERFORMING AND DISPLAYING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>2.0 Performing and Displaying</b>	<b>2.1 Athletics</b> (15 lessons) <ul style="list-style-type: none"> <li>● <i>Baton change</i></li> <li>● <i>relays</i></li> <li>● <i>plaiting technique</i></li> </ul>	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> <li>a) improvise batons for relay racing</li> <li>b) make ropes using plaiting technique for relay racing,</li> <li>c) perform the skill of visual and nonvisual baton change in a relay race,</li> <li>d) appraise peers' performance in a relays.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● collect appropriate locally available materials for making batons (<i>plastic, wood, bamboo, aluminium</i>) and improvise a baton, Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.</li> <li>● explore actual and virtual samples of plaited basketry items, Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be supported.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is observance of the visual and non-visual baton change skill important in a relay race?</li> <li>2. How are plaiting materials prepared?</li> <li>3. Why is an anthem performed before and after an Athletic event?</li> </ol>

			<ul style="list-style-type: none"> <li>● collect materials for plaiting a rope (<i>sisal, leather, old fabric</i>),</li> <li>● prepare and decorate the material for ropes by dyeing/ painting,</li> <li>● plait a 3-strand rope for use as tape for ending races,</li> <li>● explain/demonstrate the skill of baton exchange, Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology when demonstrating using the model.</li> <li>● demonstrate the skills of baton change (<i>upsweep and down sweep</i>) Learners with postural defects could use alternative functional parts of the body, perform an alternative corresponding activity, or perform at their level of</li> </ul>	
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			<p>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"> <li>● practise the skill of baton change in a relay race while safely safety Organize a safe conducive environment.</li> <li>● participate in a relay race with peers running towards the finishing tape, 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.</li> </ul>	
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**Core Competencies to be developed:**

- Creativity and Imagination: The learner comes up with new ideas on how to improvise a baton exchange and when decorating the material for plaiting ropes.
- Learning to learn: The learner learns new the skills of baton change (*upsweep and down sweep*)



**Values:**

- Responsibility: The learner engages in improvising of batons and plaiting ropes for use during a relay race.
- Unity: The learner displays team spirit as they exchange batons during a relay race.

**Pertinent and Contemporary Issues(PCIs):**

- Climate change: The learner responsibly sources for materials in the locality for creating the relay baton.
- Safety: Learner makes a baton cautiously and maintains its own lane during baton exchange to avoid collision.

**Link to other learning areas:**

Agriculture and Nutrition: The learner uses reusable locally available material concepts to improvise a relay baton.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>2.0 Performing and Displaying</b>	<b>2.2 Fabric Decoration</b> (13 lessons) <ul style="list-style-type: none"> <li>● <i>materials (dyes, tying materials, cotton fabric, dye fasteners)</i></li> <li>● <i>tie and dye (circles,</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify tie and dye techniques in fabric decoration,</li> <li>identify fabric decorated using applique technique,</li> <li>decorate a fabric using tie and dye techniques for skill acquisition,</li> <li>applique to decorate a fabric for expression,</li> </ol>	The learner is guided to; <ul style="list-style-type: none"> <li>● explore virtual and actual sources to study techniques of fabric decoration focusing on; tie and dye, applique and materials in fabric decoration, Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be supported. Screen resolution and light intensity could be regulated for</li> </ul>	.Why is fabric decoration important? .What are the sources of natural dyes?

	<p><i>marbling and spiral)</i></p> <ul style="list-style-type: none"> <li>• <i>applique</i></li> </ul>	<p>e) appreciate tie and dye as a technique in fabric decoration,</p>	<p>learners who are sensitive to light.</p> <ul style="list-style-type: none"> <li>• source materials such as recyclable fabrics, tying/stitching/pasting materials and dye (natural/artificial), 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.</li> <li>• prepare the dye bathe (primary colour) using dyes, water and fasteners, Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.</li> </ul>	
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			<ul style="list-style-type: none"> <li>● tie the fabric and dye in one colour to explore circles and marbling, Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.</li> <li>● decorate the fabric using applique technique with emphasis on; contrast of the surface and pasted fabrics (colour/patterns) stitching or pasting method</li> <li>● neaten the decorated fabrics by trimming and ironing,</li> <li>● display and talk about own and others work in a just manner. Learners with speech difficulties can select orally, by typing or writing.</li> </ul>	
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**Core Competencies to be developed:**

- Digital literacy: The learner explores virtual and actual sources to study techniques of fabric decoration
- Creativity and imagination: The learner decorates the fabric using applique technique

**Values:**

- Love: The learner portrays a caring attitude while working together in decorate a fabric using tie and dye techniques
- Responsibility: The learner handles tools for decorating fabrics by trimming and ironing

**Pertinent and Contemporary Issues(PCIs):**

- Social cohesion: The learner talks about own and others work in a just manner.
- environmental conservation :The learner sources materials such as recyclable fabrics, tying/stitching/pasting

**Link to other learning areas:**

Agriculture and nutrition: The learner studies techniques of fabric decoration focusing on; tie and dye, applique and materials in fabric decoration

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>2.0 Performing and Displaying</b>	<b>2.3 Kenyan Folk Dance</b> (18 lessons) • <i>Background of the dance: name, community of origin, performers (soloist, chorus/respon</i>	By the end of the Sub Strand, the learner should be able to: a) discuss the background of a Kenyan folk dance, b) describe components of a Kenyan folk dance, c) discuss the roles of folk dance in the community, d) make an ornament using available materials to	The learner is guided to: • watch a Kenyan folk-dance performance and discuss the background details, 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.	1. Why is it important to perform a folk dance? 2. What is the role of costumes, body adornment and ornaments in a dance? 3. How do the aspects of a folk dance

	<p><i>se, instrumentalists, dancers), occasion,</i></p> <ul style="list-style-type: none"> <li>● <i>Components of a dance: songs, costumes, body movements, adornment, ornaments, formations, props and instruments,</i></li> <li>● <i>Performance components: songs, body movements, formations and patterns, instruments, costumes, body adornment,</i></li> </ul>	<p>enhance performance of a Kenyan folk dance,</p> <p>e) perform in a group folk dance from a Kenyan indigenous community,</p> <p>f) appreciate the role of folk dance in the society.</p>	<p>Learners with speech difficulties can select orally, by typing or writing.</p> <ul style="list-style-type: none"> <li>● identify and describe the components of a Kenyan folk dance,</li> </ul> <p>Learners with speech difficulties could be given more considerable time.</p> <ul style="list-style-type: none"> <li>● brainstorm on the social and economic roles of Kenyan folk dances in the community,</li> </ul> <p>Learners with speech difficulties could be given more considerable time.</p> <ul style="list-style-type: none"> <li>● use available materials to make ornaments (<i>necklace, bangles, earrings</i>) for performing a Kenyan folk dance using appropriate techniques; (<i>beadwork/ metalwork/ woodwork, upcycling</i>),</li> </ul> <p>Learners with manipulation difficulties could use alternative functional parts of</p>	<p>contribute to its performance?</p>
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	<p><i>ornaments, props and etiquette.</i></p>		<p>the body or use assistive technology.</p> <ul style="list-style-type: none"> <li>● explore making ornaments with available resources considering; <i>colour variation, size of beads.</i></li> <li>● identify and take a role to perform a Kenyan folk dance adhering to performance components.</li> </ul> <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>	
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**Core competencies to be developed:**

- Communication and collaboration: developed in use of dance in group performances as an avenue to communicate ideas, feelings and emotions.
- Creativity and Imagination: developed through the creation of various dance formations and patterns in a folk dance.
- Citizenship: enhanced during performance of folk dances from Kenya diverse communities.

**Values:**

- Unity: is developed while performing folk dances from other communities and relating/ interacting with each other.
- Responsibility: is inculcated through taking different roles in a dance as well as maintaining discipline in group relationships.
- Patriotism: is instilled through performance of dances from different Kenyan communities.

**Pertinent and Contemporary Issues(PCIs):**

- Safety: observed while handling different tools and materials in making the costume and ornament for use in a folk-dance performance.
- Environmental issues: observed while sourcing/ improvising costumes and props using recycled resources from the local environment.
- Gender roles: performing gender appropriate roles in a dance enhances respect for different genders.

**Link to other learning areas**

Indigenous languages- enhanced through performance of dance songs in indigenous languages.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<p><b>2.0</b> <b>Performing and Displaying</b></p>	<p><b>2.4</b> <b>Puppetry</b> (8lessons)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify a glove puppet,</li> <li>b) prepare materials used in making puppets,</li> <li>c) make a glove puppet using recyclable materials,</li> <li>d) perform a puppet show while singing topical songs applying performance technique,</li> <li>e) appreciate own and other’s hand puppets.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● observe sample puppets in actual/virtual sources to identify a glove puppet, Screen resolution and light intensity could be regulated for learners who are sensitive to light.</li> <li>● explore the environment responsibly to gather recyclable materials for making glove puppets, (<i>found objects</i>), 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</li> </ul>	<p>What is the importance of puppets?</p>



			<ul style="list-style-type: none"> <li>● make a glove puppet using recyclable materials with emphasis on functionality and exaggeration, Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.</li> <li>● decorate the puppet to bring out features and for aesthetic effects</li> <li>● present a puppet show incorporating topical songs with proper voice projection and clarity in pronunciation of words (diction),</li> <li>● talk about own and peers' puppets fairly. Learners with speech difficulties can select orally, by typing or writing.</li> </ul>	
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**Core Competencies to be developed:**  
 Creativity and imagination: The learner will explore new materials and ideas when making puppets from found objects.

**Values:**

- Integrity: The learner applies laid down procedure to make own puppets.
- Social justice: The learner applies social justice by giving fair comments on other learners' puppetry work.

**Pertinent and Contemporary Issues(PCIs):**

- Environmental education and climate change: The learner demonstrates proper waste disposal by placing waste in dustbins or compost pits during the process of making puppets.
- The learner performs topical songs on pertinent and contemporary issues in society during puppetry shows.

**Link to other learning areas:**

- Home science: The learner uses skills of stitching while making puppets.
- Integrated Science: The learner processed found objects by recycling and upcycling when making puppets.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>2.0 Performing and Displaying</b>	<b>2.5 Descant Recorder</b> (14 lessons) ● Notes G A B C' D' ● <i>Techniques: fingering, breath control, tonguing, tone quality</i>	By the end of the Sub Strand, the learner should be able to: a) play notes G A B C' D' on the descant recorder, b) play a melody built on the notes G A B C' D' on the descant recorder applying appropriate techniques, c) create a random repeat pattern based on the notes G A B C' D',	The learner is guided to: ● practice playing the notes G A and B observing the correct <i>fingering, breath control, tonguing and tone quality</i> , Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology. ● observe the baroque fingering chart for note C' and D' and practice fingering the notes,	How is a good tone produced on the descant recorder?

		<p>d) enjoy playing melodies using the descant recorder.</p>	<ul style="list-style-type: none"> <li>● responsibly search and watch a video/demonstration on how to play notes C' and D', Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be supported.</li> <li>● play notes G A B C' D' on the descant recorder with appropriate techniques (<i>fingering, breath control, and tone quality</i>), Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.</li> <li>● play melodies based on the notes G A B C' D' on the descant recorder with appropriate techniques,</li> <li>● create stencils of the notes G A B C' D',</li> <li>● print random repeat patterns on paper with the stencils using contrasting colours (<i>dabbing/</i></li> </ul>	
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			<i>spraying method) and mount the patterns for display,</i> <ul style="list-style-type: none"> <li>• play melodies based on the notes G A B C' D' for peer review.</li> </ul>	
<b>Core Competencies to be developed:</b> <ul style="list-style-type: none"> <li>• Digital literacy: The learner connects to digital resources to search for information on how notes are played on the descant recorder.</li> <li>• Communication and collaboration: developed as learners perform and execute skills in groups.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Unity: The learner works with peers to review performances of melodies. on a descant recorder by their peers.</li> <li>• Respect: The learner critiques peers' recorder performances using polite language. love as he/she works together with others in the different presentations and skill performances.</li> </ul>				
<b>Pertinent and Contemporary Issues(PCIs):</b> <ul style="list-style-type: none"> <li>• Social cohesion: The learner collaborates with others while mounting, playing notes on the descant recorder.</li> <li>• Safety and security: The learner becomes more aware of cyber security practices as they responsibly search and watch a video on how to play notes C' and D'.</li> </ul>				
<b>Link to other learning areas:</b> <p>English: The Learner uses English as the language of communication in providing feedback on peers' performances of melodies on the descant recorder.</p>				

### 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)
<p><b>2.0</b> <b>Performing and Displaying</b></p>	<p><b>2.6 Swimming</b> <b>(Optional)</b> (15 lessons)  <b>Front crawl</b></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) describe the front crawl technique in swimming,</li> <li>b) perform the front crawl technique in swimming,</li> <li>c) appreciates own and others' efforts in performing the front crawl technique.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● watch an actual or live performance of a front crawl execution, 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.</li> <li>● demonstrate the front crawl skill in swimming, observing (<i>glide, body position, arm action, leg action and breathing</i>) 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</li> </ul>	<p>What is the importance of creating tempo and rhythm in a crawl?</p>

			<p>extra caution taken for learners with chronic health conditions. practise front crawl skill while ensuring smooth progression (<i>leg, arm action, rhythm and tempo</i>)</p> <ul style="list-style-type: none"> <li>● observe pool hygiene and safety while swimming,</li> <li>● observe own and others' performance and give feedback. Learners with speech difficulties can select orally, by typing or writing.</li> </ul>	
<p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Digital literacy: The learner uses digital devices to watch video clips of front crawl in swimming.</li> <li>● Learning to learn: The learner learns to demonstrate and practise the front skills with persistence.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Love: The learner portrays a caring attitude while working together in executing front crawl skill in swimming.</li> <li>● Responsibility: The learner observe pool hygiene and safety while swimming,</li> </ul>				
<p><b>Pertinent and Contemporary Issues</b></p> <p>Safety: The learner observes pool safety when practising front crawl during swimming.</p>				
<p><b>Link to other learning areas:</b></p> <p>Science and technology: The learner is exposed to concepts of floatation.</p>				

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

			<p>observed and extra caution taken for learners with chronic health conditions.</p> <ul style="list-style-type: none"> <li>● practice indigenous counting games while observing safety,</li> <li>● practise different types of indigenous counting games while combining it into a musical rhythm.</li> </ul>	
<p><b>Core competency to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: The learner works with others in indigenous counting games.</li> <li>● Learning to learn: The learner acquires and masters skills in indigenous counting games.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Responsibility: The learner takes on different roles during indigenous counting games.</li> <li>● Unity: The learner works with others in indigenous counting games.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Safety: The learner observes safety rules when playing indigenous counting games.</li> <li>● Health and Fitness: The learner improves fitness through indigenous counting games for a healthy lifestyle.</li> </ul>				
<p><b>Link to other learning areas:</b></p> <ul style="list-style-type: none"> <li>● Mathematics: The learner keeps counting during indigenous counting games.</li> </ul>				



### Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform and/or display: – buttons for relay racing – button change in relay race – a puppet show – a folk dance from Kenyan indigenous community – decorated fabric using tie and dye – melody built on notes of GABCD on a descant recorder – random repeat pattern based on GABCD – counting games	Perform and/or display 7 items in Creative Arts correctly and skilfully.	Perform and/or display 7 items in Creative Arts correctly.	Perform and/or display 6-3 items in Creative Arts.	Perform and/or display 3-1 items in Creative Arts.

### STRAND 3.0: APPRECIATION IN CREATIVE ARTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
<b>3.0 Appreciation in Creative Arts</b>	<b>3.1 Analysis of Creative Arts works</b>  (10 lessons) <ul style="list-style-type: none"> <li>● <i>Components of a folk dance; community, occasion, participants, songs, body movement, formations instruments, costumes, body adornment, ornament.</i></li> <li>● <i>East African Community Anthem: message, values, occasion</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: a) explore works of art displayed in the e-galleries for inspiration and mentorship, b) showcase artworks for critique, c) analyse a Kenyan folk dance using appropriate terminologies, d) analyse the East African Community Anthem to foster patriotism, e) participate in ball games and athletics, f) value appreciation of Creative Arts works	The learner is guided to: <ul style="list-style-type: none"> <li>● watch e- galleries to see and analyse artworks, 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.</li> <li>● interpret works of art displayed in the e-galleries taking into account; <i>type of art, material, media, meaning, aesthetic</i>), Learners with speech difficulties can select orally, by typing or writing.</li> </ul>	Why is it important to showcase Creative Arts works?

	<p><i>and etiquette in performance,</i></p>	<p>drawn from various cultural backgrounds.</p>	<ul style="list-style-type: none"> <li>● reflect on the analysed work of art for inspiration and mentorship,</li> <li>● display artwork in the portfolio in appropriate areas within the school, (<i>still life drawings, painting, card, a puppet, mosaic and ornaments</i>), Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.</li> <li>● observe artwork in display and talk about own and others work considering; <i>type of art, materials, media and aesthetic</i>), Learners with speech difficulties can select orally, by typing or writing.</li> <li>● listen to selected folk dances from Kenyan communities and critically analyse the components,</li> </ul>	
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			<ul style="list-style-type: none"> <li>● listen/watch a performance of the East African Community Anthem and talk about the <i>message, values, occasion and etiquette in performance</i>, 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.</li> <li>● participate in Football, Athletics, Gymnastics and Swimming events for fun and inter- class/inter school championships, Learners with postural defects could use alternative functional parts of the body, perform an alternative corresponding activity, or perform at their</li> </ul>	
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			<p>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"> <li>● appreciate the sports performances with a focus on; fair play and observance of the code of conduct to enhance sportsmanship.</li> </ul>	
<p><b>Core competencies:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: The learner contributes to group discussions in critiquing artworks.</li> <li>● Digital literacy: The learner uses digital technology to watch artworks in e-galleries for analysis.</li> <li>● Citizenship: The learner gets to appreciate artworks from various Kenyan cultures</li> <li>● Learning to learn: developed as the learner takes the initiative to understand how different components of folk dance contribute to its overall performance.</li> </ul>				
<p><b>Values</b></p> <ul style="list-style-type: none"> <li>● Unity: The learner cooperates with others to organise class exhibition and critique.</li> <li>● Peace: The learner will interact with folk dances from different communities thus promoting peaceful coexistence.</li> </ul>				

**Pertinent and Contemporary Issues(PCIs):**

- Disaster risk reduction: The learner arranges artworks with appropriate spacing during display and observes safety in participating in games.
- Analytical and creative thinking - The learner develops analysis and critical thinking skills as they analyse artworks, a folk dance and the East African Community Anthem
- Cultural awareness - The learner becomes aware of other cultures as they interact with folk dances from different Kenyan communities and explore artworks from varied different parts of the world.

**Link to other learning areas:**

- Integrated science: The learner manipulates digital devices when exploring e-galleries.
- Indigenous languages- enhanced through performance of songs for a folk dance in indigenous languages.

**Suggested Assessment Rubric**

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to appreciate and/or analyse: – Kenyan folk dance – East African Community Anthem – Participate in a game	Appreciate and/or analyse 3 items in Creative Arts giving examples.	Appreciate and/or analyse 3 items in Creative Arts with precision.	Appreciate and/or analyse 2 in Creative Arts.	Appreciate and/or analyse 1 in Creative Arts.

**APPENDIX: 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
<b>1.0 Creating and Executing</b>	<b>1.1 Wind instrument-Drawing</b>	Wind instruments, resource person, pictures/videos of wind instruments, appropriate reusable resources for making a wind instrument, brushes, erasers, drawing papers (sugar paper, manilla), etching tools, Indian ink/ black colour, paint brush cutting tools, adhesive, assistive technology such as universal cuffs/wrist braces/arm braces, Footballs, open places	Portfolio, observation schedule, aural/oral questions, checklist, rating scale, project, display and critique.	<b>1. Written test/typing, stamping or signing</b> <ul style="list-style-type: none"> <li>● Using digital device</li> <li>● Recording</li> <li>● Use of scribes</li> <li>● Use of adapted pens, paper, book holders,</li> <li>● Adjustment of time and space</li> <li>● Providing illustrations to be interpreted</li> <li>● Use of worksheets</li> </ul>	Exhibition, gallery visits, club activities, Club activities, virtual/ actual gallery visits, Visits to cultural centres.

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Adaptations of Suggested Adaptations	Suggested Non-formal activities to support learning
		<p>or marked fields, goal posts, papier mâché, moulds, water-based paints, cones and markers, whistle, storage, adapted digital devices.</p> <p>Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>		<p><b>2. Oral or Aural assessment</b>            Signing, miming, use of AAC, time adjustment</p> <p><b>3. Portfolio/ • e-Portfolio</b></p> <ul style="list-style-type: none"> <li>• Physical support</li> <li>• Use of assistive devices</li> <li>• Adapted digital devices and writing materials.</li> <li>• Description of how to carry out a practical activity while being audio/video</li> </ul>	
	<b>1.2 Football</b>	Footballs, open places or marked fields, goal posts, papier mâché,	Portfolio, rating scale, project, observation		Football club, football school team, watch



Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Adaptations of Suggested Adaptations	Suggested Non-formal activities to support learning
		moulds, water-based paints, cones and markers, whistle, storage, adapted digital devices. Other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.	schedule, written tests, checklist, exit tickets, skill progression charts, self-assessment worksheet.	recorded, time adjustment <b>4. Practical assessment • Physical support</b> <ul style="list-style-type: none"> <li>• Adapted resources</li> <li>• Description of how to carry out a practical activity while being audio/video recorded</li> <li>• Time adjustment</li> <li>• Rest intervals</li> </ul>	Football matches, participate in football championships in and out of school.
	<b>1.3 Rhythm</b>	Bamboo stick/fountain pen ink/ stick, cutting tools, ink, colours, percussion instruments, adapted	Portfolio, observation schedule, checklist, aural/oral tests,	<b>4. Project • Physical support</b> <ul style="list-style-type: none"> <li>• Adapted resources</li> <li>• Description of how to carry out a</li> </ul>	Participation in Music club activities, games events.

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Adaptations of Suggested Adaptations	Suggested Non-formal activities to support learning
		digital devices, other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.	written tests.	practical activity while being audio/video recorded <ul style="list-style-type: none"> <li>• Time adjustment</li> </ul>	
	<b>1.4 Painting and Mosaic</b>	Coloured paper/banana fibres, suitable adhesives, supports, brushes, drawing paper/ book, water-based colours, water, adapted digital devices, other Related Service Providers:	Portfolio, observation schedule, checklist,		Exhibition, gallery visits, club activities, Club activities, virtual/ actual gallery visits, Visits to cultural centres

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Adaptations of Suggested Adaptations	Suggested Non-formal activities to support learning
		Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.			
	<b>1.5 Melody</b>	Pitching instrument/melodic instrument, improvised calligraphy pens, hard papers, glue, coloured papers, ink, watercolours/poster colours, adapted digital devices, other Related Service Providers: Resource person, speech	Project, observation schedule, portfolio, aural tests.		Presentations in Music Club activities, school functions.

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Adaptations of Suggested Adaptations	Suggested Non-formal activities to support learning
		therapist, Learner support assistance, Occupational Therapist, Physiotherapist.			
	<b>1.6 Rounders</b>	Wood, carving tools, sandpaper, polish, marked field, carved bats, posts, balls, whistle, adapted digital devices, other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.	Observation schedule, checklist, project, exit tickets, rating scale, skill progression charts, portfolio.		Play Rounders at games time, interschool championships and other levels, participate in Rounders events and activities.

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Adaptations of Suggested Adaptations	Suggested Non-formal activities to support learning
<b>2.0 Performance and Display</b>	<b>2.1 Athletics</b> <i>Visual baton exchange</i>	Wood, carving/cutting tools, sand papers, paints, polish, sisal, leather, fabric, recyclable, adapted digital devices, other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.	Portfolio, observation schedule, written tests, checklist, skill progression charts.		Participation in class/school events and activities, clubs activities, plaiting at community level, watch various Athletics championships on digital media, join school athletics team.
	<b>2.2 Fabric Decoration</b>	Dyes (natural/artificial), tying-in objects, recyclable	Portfolio, observation schedule, class		School Art club, School/Community exhibitions,

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Adaptations of Suggested Adaptations	Suggested Non-formal activities to support learning
		fabric, tying materials, water, fixatives/salt, iron box, adapted digital devices, other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.	display		cultural festivals
	<b>2.3 Kenyan Folk Dance</b>	Bamboo sticks, clay, wires, plastic, scrap metal, wood, threads, cutting tools, bending tools, smoothing tools, paints, wood polish, costumes, adornments,	Project, observation schedule, display and critique, exit card, checklist, rating scale.		Exhibition, club activities, Club activities, virtual/ actual gallery visits, Presenting folk dances during

<b>Strand</b>	<b>Sub Strand</b>	<b>Suggested Resources</b>	<b>Suggested Assessment</b>	<b>Suggested Adaptations of Suggested Adaptations</b>	<b>Suggested Non-formal activities to support learning</b>
		ornaments and props musical instruments, resource persons, audio/visual recordings of folk dances, adapted digital devices, other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.			school functions such as parents' day. Taking part in music and cultural festivals.
	<b>2.4 Puppetry</b>	Found objects, dyes/paints, threads, needles, glue, topical songs, adapted digital	Self-assessment worksheet, performance analysis,		Music festivals/events, cultural festivals, school clubs

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Adaptations of Suggested Adaptations	Suggested Non-formal activities to support learning
		devices, other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.	observation schedule, checklist.		activities.
	<b>2.5 Descant recorder</b>	Descant recorder, recorder books, Baroque fingering chart, audio/visual recordings, adapted digital devices, other Related Service Providers: Resource person, speech therapist, Learner	Observation schedule, aural/oral tests, portfolio. written test(dictation)		Participating in Music club, music festivals, school band. school functions.



Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Adaptations of Suggested Adaptations	Suggested Non-formal activities to support learning
		support assistance, Occupational Therapist, Physiotherapist.			
	<b>2.6 Swimming -Front crawl</b>	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 kickboards, pull buoys, fins, swim noodles, floatation devices, adapted	Project, observation schedule		Swimming club, inter-class swimming activities,

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Adaptations of Suggested Adaptations	Suggested Non-formal activities to support learning
		digital devices, other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.			
	<b>2.4 Indigenous Kenya Games-Counting games</b>	Counter, ropes, bean bags, counting video games, adapted digital devices, other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational	Observation schedule, checklist, rating scale.		Cultural festival, participate in indigenous games sports and competitions.

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested Adaptations of Suggested Adaptations	Suggested Non-formal activities to support learning
		Therapist, Physiotherapist.			
<b>3.0 Appreciation in Creative Arts</b>	<b>3.1 Analysis of Creative Arts works</b>	Audio-visual excerpts of East African Community Anthem, Kenyan Folk dances, Audio-visual equipment Resource persons, games events and equipment, adapted digital devices, other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist,	Oral/aural questions, written tests, observation schedules, checklist.		Participating in community festivals and sporting events, Exhibitions, participating in music festivals, school games, sports club, music club/choir, Singing the East African Anthems during school assemblies, sports events and school functions.

<b>Strand</b>	<b>Sub Strand</b>	<b>Suggested Resources</b>	<b>Suggested Assessment</b>	<b>Suggested Adaptations of Suggested Adaptations</b>	<b>Suggested Non-formal activities to support learning</b>
		Physiotherapist.			

### **CSL 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 subject 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 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. 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.