



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

**JUNIOR SCHOOL CURRICULUM DESIGN
CREATIVE ARTS AND SPORTS
FOR LEARNERS WITH PHYSICAL IMPAIRMENT
GRADE 7**



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

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FOREWORD

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

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

The reviewed Grade seven curriculum designs for learners with physical impairment build on competencies attained by learners with physical impairment at Primary school level. Emphasis at this grade is the development of skills for exploration and making informed decisions on pathways based on careers.

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 Seven is the first grade of Junior School while Grade 9 is the final grade of the level in the reformed education structure.

The reviewed Grade Seven curriculum furthers implementation of the CBC from Primary Education level. The curriculum provides opportunities for learners with physical impairment 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 ongoing curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential**.

Therefore, the Grade Seven 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 with physical impairment to attain the expected learning outcomes for Grade Seven and prepare them for smooth transition to Grade Eight. 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 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 seven curriculum designs for learners with physical impairment were developed and adapted with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education,

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panellists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development and adaptation of the Grade seven 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 seven and preparation of learners with physical impairment for transition to Grade eight.

A handwritten signature in blue ink, appearing to read 'Charles O. Ong'ondo', written in a cursive style.

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

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. **Foster nationalism and patriotism and promote national unity**

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

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

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

i) **Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

ii) **Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

iii) **Technological and Industrial Needs**

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. **Promote individual development and self-fulfilment**

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

4. **Promote sound moral and religious values**

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. **Promote social equity and responsibility**

Education **respect** should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

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

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

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

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. **Promote positive attitudes towards good health and environmental protection**

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LESSON ALLOCATION

| S/No | Learning Area | Number of Lessons Per Week |
|--------------|--|----------------------------|
| 1. | English | 5 |
| 2. | Kiswahili / Kenya Sign Language | 4 |
| 3. | Mathematics | 5 |
| 4. | Religious Education | 4 |
| 5. | Social Studies | 4 |
| 6. | Integrated Science | 5 |
| 7. | Pre-Technical Studies | 4 |
| 8. | Agriculture and Nutrition | 4 |
| 9. | Creative Arts and Sports | 5 |
| | Pastoral/Religious Instruction Programme | 1* |
| Total | | 40 +1* |

GENERAL LEARNING OUTCOMES

By the end of Junior School, the learner should be able to:

- a) Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
- b) Communicate effectively, verbally and non-verbally, in diverse contexts.
- c) Demonstrate social skills, spiritual and moral values for peaceful co-existence.
- d) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
- e) Practise relevant hygiene, sanitation and nutrition skills to promote health.
- f) Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
- g) Appreciate the country's rich and diverse cultural heritage for harmonious coexistence.
- h) Manage pertinent and contemporary issues in society effectively.
- i) Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

The Creative Arts and Sports Curriculum is a multidisciplinary learning area encompassing Physical Education and Sports, Visual Arts, and Performing Arts. This curriculum is anchored in Howard Gardner's Multiple Intelligence theory (1983) that recognizes the diverse intelligences of learners by accommodating varied ways of learning through, creating, performing, and analysing. Furthermore, this curriculum is informed by John Dewey's Social Constructivism Theory, which emphasises an immersive and participatory approach to learning that gives learners the freedom to express their ideas, feelings, and skills.

The curriculum is organised into three Strand: Foundations of Creative Arts and Sports, Creating and Performing in Creative Arts and Sports, and Appreciation in Creative Arts and Sports. The curriculum emphasises the development of practical, fine, and gross motor abilities. This concept stimulates critical thinking, lateral thinking, advanced analysis, and problem-solving skills—all of which are beneficial to the learner's overall growth.

A pivotal aspect of this curriculum is the integration of Information and Communication Technology (ICT) into the learning process. Proficiency in digital skills has been aligned with contemporary educational needs. Moreover, elements of entrepreneurship have been embedded in the curriculum to acquaint the learner with potential careers in the creative and sports industry.

The suggested learning experiences are designed to be learner-centred, employing experiential and inquiry-based learning methodologies. This approach aims to actively engage the learner in a learning process that fosters deeper understanding and application of knowledge. This curriculum is aligned to the National Goals of Education in Kenya, providing a comprehensive and structured framework for the progressive development of the learner in the realms of Creative Arts and Sports.

The curriculum further lays a foundation for the acquisition of essential skills, preparing learners for a seamless transition to the Arts and Sports Science pathway at the Senior School level.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Junior School, the learner should be able to:

- 1) Explore individual abilities in Creative Arts and Sports to nurture talent for self-expression and personal development.
- 2) Exhibit positive intrapersonal and interpersonal skills of communication during activities in Creative Arts and Sports.
- 3) Cultivate social values, moral principles in Creative Arts and Sports for peaceful coexistence.
- 4) Manage resources in the physical environment for sustainable development.
- 5) Promote health and wellness through participation in Creative Arts and Sports activities.
- 6) Embrace ethics and etiquette in producing Creative Arts and Sports items to enhance good citizenship
- 7) Participate in Creative Arts and Sports activities to appreciate Kenya's diverse cultures for harmonious coexistence.
- 8) Address Pertinent and Contemporary Issues through Creative Arts and Sports.
- 9) Apply digital skills in learning and production in Creative Arts and Sports.

SUMMARY OF STRAND AND SUB STRAND

| Strand | Sub Strand | Suggested Number of Lessons |
|--|---|------------------------------------|
| 1.0 Foundations of Creative Arts and Sports | 1.1. Introduction to Creative Arts and Sports | 8 lessons |
| | 1.2. Components of Creative Arts and Sports | 8 lessons |
| 2.0 Creating and Performing in Creative Arts and Sports | 2.1 Picture Making | 10 lessons |
| | 2.2. Rhythm | 10 lessons |
| | 2.3 Athletics and Sculpture | 10 lessons |
| | 2.4. Melody | 10 lessons |
| | 2.5 Handball | 12 lessons |
| | 2.6 Multimedia | 10 lessons |
| | 2.7. Descant Record | 10 lessons |
| | 2.8 Storytelling and Animation | 12 lessons |
| | 2.9 Football | 12 lessons |

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|--|---|--------------------|
| | 2.10 Kenyan Folk song | 10 lessons |
| | 2.11 Indigenous Kenyan Craft –Bead work | 10 lessons |
| OPTIONAL (Do One) Either Swimming Or Kenyan Indigenous Game | 2.12.1 Swimming (Optional) | 10 lessons |
| | 2.12.2 Kenyan Indigenous Game (Optional) | 10 lessons |
| 3.0 Appreciation in Creative Arts and Sports | 3.1 Analysis of Creative Arts and Sports | 8 lessons |
| TOTAL NUMBER OF LESSONS | | 150 Lessons |

NOTE:

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

STRAND 1.0 FOUNDATIONS OF CREATIVE ARTS AND SPORTS

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|--|--|--|---|
| <p>1.0 Foundations of Creative Arts and Sports</p> | <p>1.1. Introduction to Creative Arts and Sports</p> <p>(8 lessons)</p> <ul style="list-style-type: none"> • categories Visual Arts, Music and dance, drama and film and Sports • Collage/photo montage • Relationships among the categories of Creative Arts and Sports | <p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) describe categories of Creative Arts and Sports, b) outline the relationships among the categories of Creative Arts and Sports, c) create a chart on the categories of the Creative Arts and Sports, d) appreciate the categories of Creative Arts and Sports. | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • Watch, in groups, actual or virtual activities of Creative Arts and Sports to describe the categories Visual Arts, Music and dance, drama and film and Sports. 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 when watching virtual activities of creative arts and sports. • Collaboratively collect images of creative Arts and sports activities, share materials and paste them on a manila paper under each category. Learners with manipulation difficulties | <ol style="list-style-type: none"> 1. How is creative arts categorised? 2. How are the different categories of creative arts related? |

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|--|--|--|--|--|
| | | | <p>could use alternative functional parts of the body or use assistive technology when collecting, sharing and pasting images.</p> <ul style="list-style-type: none">● Decorate the chart neatly using found materials to make a collage illustration. Learners with manipulation difficulties could use adapted writing tools or be assisted by peers when decorating charts.● Display the chart in the classroom. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology when displaying charts.● Discuss the relationships among the categories of Creative Arts and Sports (functions, execution, visual, presentation, competition, audience, attire, themes, and team effort). | |
|--|--|--|--|--|

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| | | | <p>Learners with speech difficulties could use alternative and augmentative modes of communication.</p> <ul style="list-style-type: none"> ● Give feedback on own and others' displayed charts on the categories of Creative Arts and Sports. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: the learner uses digital devices to explore, collect and present information on the categories and relationships of creative Arts and Sports. ● Communication: the learner exhibits communication skills as they give feedback on their own and others work in groups to research and come up with ideas on categories of Creative Arts and Sports. ● Collaboration: the learner collaboratively collects images of creative Arts and sports activities; and shares materials ● Creativity and imagination: the learner innovatively combines materials to make, decorate and display the artistic chart on categories of Creative Arts and Sports. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Unity: the learner cooperates with group members in making, decorating and displaying an artistic chart on categories of Creative Arts and Sports. ● Love: the learner shares the available materials while exploring and making a chart in Creative Arts and Sports. ● Respect: the learner appreciates others' views during discussions on relationships among the Creative Arts and Sports categories. | | | | |

Pertinent and Contemporary Issues (PCIs):

- Social cohesion: the learner cooperates with others in group activities while exploring actual or virtual activities in Creative Arts and Sports.
- Social Awareness skills: the learner develops effective communication skills during group discussions on categories of Creative Arts and Sports.
- Environmental education: the learner uses appropriate found materials from the environment when making the chart.

Link to other Learning areas:

English: the learner utilises language and communication skills as they discuss, and present, enhancing their linguistic capabilities.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|--|---|---|--|--|
| 1.0 Foundations of Creative Arts and Sports | 1.2. Components of Creative Arts and Sports (8 lessons) ● Elements of a story (character, | By the end of the Sub Strand, the learner should be able to: a) describe elements of a story, b) perform activities demonstrating the components of fitness, c) write note values on a treble staff, | The learner is guided to: ● Discuss the elements of a story: character, setting, plot and theme. Learners with speech difficulties could be given more time to discuss the elements of a story. | 1. How are the components of Creative Arts and Sports inter-related? 2. How are components of Creative Arts and Sports applied? |

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| | <p>setting, plot and theme)</p> <ul style="list-style-type: none"> ● Coordination and strength in physical fitness, ● Note values and their rest: semibreve, minim, crotchet a pair of quavers and their corresponding rests, ● Pitch: treble staff, ledger lines, scale of C major, keyboard | <p>d) name pitches on treble staff,</p> <p>e) group music notes in simple time 2,</p> <p style="text-align: center;">4</p> <p>f) appreciate the components of Creative Arts and Sports.</p> | <ul style="list-style-type: none"> ● Observe actual or virtual activities of fitness that show coordination and strength in physical fitness. 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 when watching virtual activities of fitness. ● Demonstrate fitness exercises that enhance coordination and strength. 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. | |
|--|--|---|--|--|

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| | | | <ul style="list-style-type: none">● Practise activities that enhance coordination and strength using music.● Draw the treble staff and name lines and spaces including ledger lines. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology, adapted writing tools and materials to draw.● Draw the piano keyboard and relate to the treble staff.● Watch videos or films to appreciate how the components of creative Arts and Sports relate to each other. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. | |
|--|--|--|---|--|

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| | | | Screen resolution and light intensity could be regulated for learners who are sensitive to light. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication: the learner develops effective verbal expression and written communication skills while discussing the elements of storytelling. ● Collaboration: the learner embraces teamwork and mutual support while singing familiar tunes. ● Digital Literacy: the learner interacts with digital devices while watching virtual activities of fitness and watching videos to appreciate how the components of Creative Arts and Sports relate to each other. ● Critical Thinking and Problem Solving: the learner applies critical thinking to demonstrate fitness exercises from the observations made related to personal fitness. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: the learner takes responsibility for their health and well-being by participating in fitness activities. ● Unity: the learner works together with others to achieve common goals in group activities, fostering a supportive and inclusive environment. ● Citizenship: the learner appreciates diverse musical expressions thus fostering a sense of citizenship. | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Lifestyle diseases: The learner performs fitness activities to reduce the chances of lifestyle diseases.</p> | | | | |
| <p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> ● English and Kiswahili: the learner enhances language comprehension and interpretation skills during group discussions and presentations. ● Mathematics: the learner employs learnt mathematical principles of rhythm, values, timing, during music notation. | | | | |

Assessment Rubric for Foundations of Creative Arts and Sport

| Level Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|--|---|---|--|
| Ability to describe the categories of Creative Arts and Sports (Visual Arts , Music and dance, Drama and film Sports) | Describes the 4 categories of Creative Arts and Sports in detail | Describes the 4 categories of Creative Arts and Sports | Describes 2-3 categories of Creative Arts and Sports | Describes less than 2 categories of Creative Arts and Sports |
| Ability to execute components of Creative Arts and Sports (Elements of a story, Components of fitness and Elements of Music (writing note values on a treble staff, naming pitches on treble staff, grouping music notes in simple time -)) | Executes the 5 components of Creative Arts and Sports with precision. | Executes the 5 components of Creative Arts and Sports accurately. | Executes the 2-3 components of Creative Arts and Sports with minor errors | Executes less than 2 components of Creative Arts and Sports with errors. |
| Ability to create a chart on the categories of the Creative Arts and Sports | Creatively makes a chart on all the 4 categories of the Creative Arts and Sports | Makes a chart on all the 4 categories of the Creative Arts and Sports | Makes a chart on the 2-3 categories of the Creative Arts and Sports | Makes a chart on less than 2 categories of the Creative Arts and Sports |

STRAND 2.0 CREATING AND PERFORMING IN CREATIVE ARTS AND SPORTS

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|------------------------------------|--|--|--|-------------------------------------|
| 2.0 Creating and Performing | 2.1. Picture making (10 lessons) <ul style="list-style-type: none"> ● Drawing (line, tone, balance) ● Painting (cool/warm colours) | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) discuss line, tone and balance as elements and principle of Art, b) analyse cool and warm colours in colour wheel, c) draw a pictorial composition from memory, d) paint a scenery using cool and warm colour to appreciate owns and others' pictorial composition. | The learner is guided to; <ul style="list-style-type: none"> ● Explore virtual and actual sample drawing and to analyse elements and principle of Art: line, tone/ value and balance. Learners with postural difficulties 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. ● Draw a themed composition of a sports activity, using any dry media focusing on (balance of the space, balance of forms (at least 3 forms). Learners with manipulation difficulties could use alternative functional parts of the body or use assistive | How is balance achieved in drawing? |

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|--|--|--|---|--|
| | | | <p>technology, adapted drawing tools and materials.</p> <ul style="list-style-type: none"> ● Create tone on the composition using smudging technique considering; blending of the tone and tonal variation. ● Paint a landscape picture focusing on; sections-fore/middle/background and warm colours (progression), cool colours (recession) ● Finish by mounting the pictures considering contrast of the picture and the surface. Learners with manipulation difficulties could use alternative functional parts of the body or be assisted by peers to mount pictures. ● Talk about others work and reflect on own. Learners with speech difficulties could use alternative and augmentative modes of communication when talking about their work and that of others. | |
|--|--|--|---|--|

Core competencies to be developed:

- **Critical Thinking and Problem Solving:** The learner demonstrates critical thinking by exploring and experimenting with artistic techniques, such as the smudge technique, and problem-solving through the thoughtful use of visual elements.
- **Creativity and Imagination:** The learner's creativity flourishes as they draw inspiration from sport activities to compose unique and expressive pictorial compositions, showcasing a vivid imagination.
- **Learning to Learn:** The learner actively seeks and absorbs knowledge about visual art elements, principles, and techniques, demonstrating a proactive approach to continuous learning and skill development.
- **Citizenship and Self-Efficacy:** The learner exhibits a sense of citizenship by using their artistic expressions to reflect cultural aspects inspired by sport activities, fostering a sense of community and belonging. Self-efficacy is evident in their confidence to create meaningful artworks.

Values:

- **Integrity:** The learner upholds integrity by honestly representing their artistic ideas and expressing themselves authentically through their pictorial compositions.
- **Responsibility:** The learner takes responsibility for their artistic choices, demonstrating a sense of ownership and accountability in the creation of visual artworks.
- **Respect:** The learner respects diverse artistic expressions, valuing both their own creations and those of their peers, fostering a culture of mutual appreciation.
- **Unity:** The learner contributes to a sense of unity by using art as a universal language to connect with others, transcending cultural and linguistic boundaries.

Pertinent and Contemporary Issues (PCIs):

Environmental Awareness: The learner, through their choice of materials and subject matter, reflects an awareness of environmental issues, contributing to the discourse on sustainable art practices.

Link to other Learning areas:

- Social Studies: The learner connects with social studies through the exploration of cultural themes and societal influences, reflecting in their artwork inspired by sport activities.
- Integrated Science: The learner engages with integrated science by demonstrating an understanding of colour theories and the scientific principles behind artistic techniques.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question (s) |
|------------------------------------|--|--|---|---|
| 2.0 Creating and Performing | 2.2 Rhythm (10 lessons) <ul style="list-style-type: none">● Time signature,● Repetition of note● Values and rests, (Taa-aa-aa-aa, Taa-aa, Taa, Ta-te,)● Variation of note | By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none">a) outline factors to consider in creating a rhythmic pattern in simple time,b) compose a four- bar rhythmic pattern in 2/4 time,c) write rhythmic patterns in 2/4 on monotone from dictation,d) sight read rhythmic patterns on monotone, | The learner is guided to: <ul style="list-style-type: none">● Watch virtual or live spaces to listen to simple tunes and outline factors to consider in creating a rhythmic pattern. 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.● Recite the rhythmic patterns using French rhythm names. Learners with speech | <ol style="list-style-type: none">1. What constitutes rhythm in music?2. How are rhythmic patterns used in sports? |

| | | | | |
|--|---|--|---|--|
| | <ul style="list-style-type: none"> ● Values and rests ● Body movements ● French rhythm names | <p>e) appreciate rhythmic patterns created by self and others.</p> | <p>difficulties could use residual speech, hum, mime or use alternative modes of communication when reciting rhythmic patterns.</p> <ul style="list-style-type: none"> ● Compose 4 bar rhythmic patterns in 2 time, Learners 4 with manipulation difficulties could use adapted writing tools when composing rhythmic. <ul style="list-style-type: none"> ● Listen to and write 4 bar rhythmic patterns on, monotone. Learners with manipulation difficulties could use adapted writing tools. ● Sight read rhythmic patterns created by self and others, | |
|--|---|--|---|--|

Core competencies to be developed:

- Communication and Collaboration: as the learner articulates ideas and collaborates with peers to refine their understanding of the concept of rhythm.
- Learning to Learn: the learner acquires knowledge in rhythm as a fundamental component of musical creation, performance and analysis.
- Critical thinking and Problem-solving: as the learner composes and improvises rhythmic patterns to accompany warm-up routines.

Values:

- Integrity: as the learner composes rhythm, the commitment to conveying this musical element with precision reflects a sense of integrity in their approach to musical expression.
- Responsibility: as the learner composes four-bar rhythmic patterns, taking responsibility for individual contributions to the composition process is crucial in ensuring a sense of responsibility for their part in the musical collaboration.
- Respect: as the learner engages in the creative and collaborative process of valuing each other's ideas and contributions to demonstrate respect among musicians to create a positive and respectful musical environment.
- Unity: as the learner improvises rhythmic patterns, the collaborative nature of responding to others' contributions promotes a sense of togetherness in creating a musical experience.

Pertinent and Contemporary Issues (PCIs):

- Lifestyle diseases: The learner performs rhythms to various movements to reduce the chances of lifestyle diseases.
- Self-esteem: the learner creates new rhythmic patterns for self-satisfaction.

Link to other Learning areas:

- English: Writing about the factors involved in creating rhythmic patterns contributes to English language skills. This task involves the use of descriptive language, explanation, and the organisation of ideas.
- Mathematics: Identifying mathematical elements in rhythm, such as beats and timing, connects to mathematical concepts. The learner may analyse and quantify aspects of rhythmic creation.
- Integrated Science: Experimenting with the properties of sound during improvisation connects to integrated science. The learner may explore the scientific aspects of creating different rhythmic sounds.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|------------------------------------|---|---|---|--|
| 2.0 Creating and Performing | 2.3 Athletics and Sculpture (12 lessons) <ul style="list-style-type: none"> ● Javelin throw ● Javelin appearance ● Carving ● Decorating forms | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify materials for carving in sculpture, b) carve javelin according to the right specification, c) decorate the javelin using appropriate techniques, d) execute a javelin throw following the throwing phases for skill acquisition, e) appreciate each other's carved javelin and effort in throwing javelin. | The learner is guided to: <ul style="list-style-type: none"> ● Research and discuss carving as a technique in sculpture with focus on; practise in Kenya, materials and tools. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view when researching on digital devices. Screen resolution and light intensity could be regulated for learners who are sensitive to light. ● Observe actual or virtual images of a javelin with focus on; (general shape, length, thickness and weight). ● Select and explore suitable materials and tools for carving a javelin implement. Learners with manipulation difficulties could use alternative functional parts | <ol style="list-style-type: none"> 1. Which safety considerations are important in carving and throwing a javelin? 2. How does Javelin throwing enhance fitness? |

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| | | | <p>of the body or be assisted by peers.</p> <ul style="list-style-type: none"> ● Carve a javelin while observing the following: sketching image, carve out the negative parts of the javelin focusing on the shape and pointedness, craftsmanship, apply Africa pattern decorative techniques to enhance the javelin by engraving or painting the patterns). Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology when carving a javelin. ● Finish the javelin using appropriate techniques (sanding, texturing or varnishing), safety while handling tools and materials, display and critique own and others' javelin), | |
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| | | | <ul style="list-style-type: none"> ● Use the available digital devices or text to observe javelin throw and note the following phases; (carry, approach run, cross over, release and follow through). Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be supported when using digital devices. ● Demonstrate the javelin throw while observing safety. 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. ● Practise javelin throw while observing the five phases and the basic rules. ● Acknowledge others' effort by giving feedback on the carved javelin and throwing effort. | |
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Core Competencies to be developed:

- Learning to Learn: the learner demonstrates craftsmanship in carving a javelin implement according to the right specifications,
- Creativity and Imagination: the learner selects found materials from environment to use in carving the javelin implement,
- Self-efficacy: the learner develops self-efficacy, when carving a javelin implement according to the right specifications and executing a javelin throw following the phases correctly.

Values:

- Unity: the learner assists each other in safely executing a javelin throw.
- Integrity: the learner upholds integrity by adhering to basic rules, while practising a javelin throw.
- Responsibility: the learner demonstrates responsibility by ensuring precision and adherence to specifications in carving a javelin.

Pertinent and Contemporary Issues (PCIs):

- Safety and Security: observed when the learner uses carving tools to create a javelin implement,
- Environmental conservation: the learner uses found materials to carve a javelin implement while conserving the environment.

Link to other learning areas:

- Mathematics: learner uses mathematical concepts such as weight and length in javelin carving and execution.
- English and Kiswahili: Learner expresses their observations, understanding, and findings on a javelin in well-structured and articulate ways employing learnt language skills.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 2.0 Creating and Performing | 2.4 Melody (10 lessons) <ul style="list-style-type: none"> ● Qualities of a good: (singable - with leaps of a 3rd, has identifiable shape/contour, symmetry, starts on d, m or s, and ends on d), ● Melodies in C major | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) outline the qualities of a good melody, b) compose four-bar melodies in C major, c) perform created pieces of music in C major, d) enjoy creating melodies in C major. | The learner is guided to: <ul style="list-style-type: none"> ● Sing familiar tunes to outline the qualities of a good melody. Learners with speech difficulties could use residual speech, hum, mime or use alternative modes of communication. ● Orally compose and notate 4-bar melodies in c major and 2 time. ● Create and notate four- bar melodies in c major and in 2 time using the treble staff. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology when demonstrating using the model. ● Sight read 4-bar melodies in c major and in 2 time using voice, | What attributes contribute to a good melody? |

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| | | | <p>descant recorder or any other western instrument,</p> <ul style="list-style-type: none"> • Give feedback on melodies composed by self and others. Learners with speech difficulties could use alternative and augmentative modes of communication when giving feedback. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-Efficacy: the learner gains confidence through creating melodies that bear acceptable qualities. • Learning to Learn: the learner learns music notation and designs the seasonal melody card, and thus develops a novel approach to expressing musical concepts. • Digital Literacy: is enhanced by using digital notation software, gaining proficiency in contemporary music creation tools, and navigating digital platforms. • Communication and Collaboration: as the learner composes melody, effective communication is fostered through discussions with peers, sharing perspectives, and engaging in group analyses, contributing to a collaborative understanding of musical elements. | | | | |

Values:

- Respect: the learner values diverse perspectives and opinions from others about the qualities of a good melody.
- Patriotism: the learner incorporates Western and Kenyan cultural elements into their artistic expressions when designing the melody card using locally found objects and composing melody, as a sign of pride and connection to their cultural identity.
- Responsibility: the learner shows commitment to the creative processes involved in melody composing, which include learning to sight read melodies, designing melody cards and giving feedback on melodies created by self and others.
- Unity: the learner works with others to collect materials to design melody cards, perform parts of the melodies and present them, emphasising collaborative creativity.
- Love: learners passionately explore and appraise each other's creations for qualities that qualify them as good melodies and well-designed cards, to show their connection to music experience and to each other.

Pertinent and Contemporary Issues (PCIs):

- Citizenship: the learner acquires global citizenship, by writing music using Western Music notation, an internationally acceptable and conventional means of Music representation,
- Environmental Education: the learner uses appropriate found materials from the environment when embellishing the melody card.
- Learner Support Programmes: the learner, when creating melody and designing a melodic card, nurtures their artistic and musical talent.

Link to other Learning Areas:

Mathematics: Musical notation involves mathematical concepts such as rhythm, timing and understanding musical patterns, providing a cross-disciplinary application of mathematical principles.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 2.0 Creating and Performing | 2.5 Handball (12 lessons) <ul style="list-style-type: none"> ● Passes ● Dribbling ● Jump shot | By the end of the Sub Strand, the learner should be able to: a) describe passing, dribbling and jump shot in Handball game, b) perform the passing skills in Handball, c) execute dribbling in handball for skill acquisition, d) execute jump shot in handball, e) appreciate each other's efforts in playing Handball game. | The learner is guided to: <ul style="list-style-type: none"> ● Watch a virtual or observe a demonstration of passes (side pass, jump pass and flick pass), shooting (jump shot) and dribbling in Handball. 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. <ul style="list-style-type: none"> ● Demonstrate the passes. 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. ● Practise passing skills in a handball game. Safety | How does playing Handball enhance body health? |

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| | | | <p>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 role-play in safe environment.</p> <ul style="list-style-type: none"> ● Demonstrate dribbling skills. ● Practise dribbling skills (high and low) in handball game. ● Demonstrate jump shot skills. ● Practise jump shot, while observing safety. ● Apply passing, dribbling and shooting skills in a mini Handball game while observing safety and without gender bias. ● Value each other's effort in passing, shooting and dribbling in Handball. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: the learner develops confidence and belief in their skills and ability while engaging in a Handball game. ● Digital literacy: as the learners operate digital devices to observe virtual demonstration of passes, dribbling and jump shot in Handball. | | | | |

Values:

- Responsibility: the learner observes safety of own and others while playing Handball.
- Respect: the learner appreciates the need for respect of each other as they practise and perform handball skills thus emphasising the importance of sportsmanship.

Pertinent and Contemporary Issues (PCIs):

- Self-awareness: the learner develops self-esteem and interpersonal relationships enhancing their abilities while playing Handball games.
- Values in Sports: learner acquires the value of sportsmanship while playing Handball.

Link to other learning areas:

Mathematics: The execution of dribbling skills in handball involves spatial awareness, angles, and force application, connecting to mathematical concepts.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|------------------------------------|--|--|---|--|
| 2.0 Creating and Performing | 2.6 Multi Media Art (10 Lessons) - Motif design - Stencil | By the end of the Sub Strand, the learner should be able to: a) identify alternate repeat pattern, b) design a motif from organic shape, | Learner is guided to; <ul style="list-style-type: none"> ● Study actual and virtual samples of alternate pattern in stencil printing. ● Design a motif from organic shape inspired by the environment such as flowers, | 1. Why is registration important in printmaking? |

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| | <p>Printing</p> | <p>c) prepare a stencil using organic shape, d) create an alternate repeat pattern by stencil printing on a fabric, e) appreciate own and others stencil printed work,</p> | <p>leaves among others focusing on creativity. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology, adapted drawing tools and materials.</p> <ul style="list-style-type: none"> ● Prepare a stencil based on the motif focusing on positive and negative space. ● Prepare the fabric, printing ink/paste and surface for printing. ● Make registration marks on the fabric. ● Dab to print an alternate repeat pattern on a fabric using contrasting colours to make a curtain for your class. ● Finish by trimming and ironing. | <p>2. How is stencil printing used to create an alternative repeat pattern</p> |
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Core Competencies to be developed:

- Creativity and Imagination: The learner explores innovative approaches to stencil printing and pattern creation, encouraged to experiment with different materials, techniques, and design ideas.
- Learning to Learn: The learner actively seeks out resources, experiments with new techniques, and adapts their approach based on acquired knowledge and feedback.
- Self-Efficacy: The learner gains confidence in their artistic abilities through successful completion of stencil printing projects, experiencing a sense of accomplishment and empowerment as they see their ideas come to life.

Values:

- Unity: The learner collaborates on stencil printing projects, experiencing the power of art to bring people together and foster a sense of community and belonging.
- Responsibility: The learner considers the environmental impact of materials used in stencil printing, practising sustainable art-making practices and taking responsibility for their artistic choices.
- Patriotism: The learner celebrates cultural heritage and national identity through stencil printing motifs inspired by indigenous shapes and symbols, promoting patriotism through artistic expression.

Pertinent and Contemporary Issues (PCIs):

Cultural Sensitivity: as learners addresses the importance of cultural sensitivity in design,

Link to other learning areas

Mathematics: Explore mathematical concepts such as symmetry and geometry in the creation of repeat patterns, emphasising precision and measurements in stencil design.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|------------------------------------|---|---|---|---|
| 2.0 Creating and Performing | 2.7. Descant Recorder (10 lessons) <ul style="list-style-type: none"> ● Interpreting melodies on staff notation: ● -Key signature ● -Time Signature ● -Note Value ● Performance directions- ● dynamics (loud and soft) and tempo (fast and slow), | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) outline factors to consider in interpreting melodies on staff notation, b) sight read simple melodies on descant recorder from staff notation, c) perform a piece in C major on a descant recorder, d) perform simple melodies on a descant recorder observing performance directions, e) appreciate playing music on the descant recorder. | The learner is guided to: <ul style="list-style-type: none"> ● Brainstorm on factors to consider when interpreting melodies written on staff. ● Discuss the interpretation of performance directions on a piece of music for descant recorder. Learners with speech difficulties could use alternative and augmentative modes of communication when discussing and interpreting performance. ● Perform a solo descant recorder piece in C major and in 2 time. Learners 4 with manipulation difficulties could use | <ol style="list-style-type: none"> 1. What is the value of sight reading music? 2. Why are performance directions important in music? |

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| | | | <p>alternative functional parts of the body or use assistive technology when performing a solo.</p> <ul style="list-style-type: none"> • Observe performance directions for perform a solo piece in C major in 2 time. <p>4</p> | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-Efficacy: the learner, while executing solo pieces, exhibits self-efficacy, fostering personal growth. • Digital Literacy: the learner demonstrates digital literacy in preparing and sharing musical ideas, accessing sheet music, online tutorials, and other collaborative spaces. • Learning to Learn: the learner consistently practises, adjusts, and seeks feedback, reflecting a self-directed and adaptive learning approach. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> • Unity: The learner collaborates with peers during rehearsals, fostering a sense of togetherness in the pursuit of musical knowledge. • Respect: the learner demonstrates an appreciation Western Music traditions and is respectful in approaching this artistic expression. | | | | |
| <p>Pertinent and Contemporary Issues (PCIs):</p> <p>Self-awareness: the learner develops self-esteem and interpersonal relationships enhancing their abilities while practising playing the technical exercises.</p> | | | | |

Link to other Learning areas

- Mathematics: mathematical concepts of timing, beats, and sequences are applied in rhythmic patterns and melodic intervals in performance of solo instrumental pieces.
- Integrated Science: principles of sound and soundwaves transmission are used in playing music instruments.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|---|---|---|---|
| <p>2.0 Creating and Performing</p> | <p>2.8 Storytelling and animation (12 lessons)</p> <ul style="list-style-type: none"> • Storytelling techniques (use of voice, use of body, use of songs, audience involvement, props and costumes), • Storyline(beginning, middle, end) | <p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> describe techniques used in storytelling, explain qualities of a good flipbook, compose a 3 to 5-minute story addressing an issue in society, create a flipbook animation for storytelling, perform a 3 to 5-minute story before an audience, | <p>The learner is guided to:</p> <ul style="list-style-type: none"> • Watch live/recorded narration clips to discuss storytelling techniques (use of voice, use of body, use of songs, audience involvement, props and costumes). 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. • Explore to identify a pertinent and contemporary issue in | <ol style="list-style-type: none"> 1. How can storytelling be made interesting? 2. How can flip book animation be used in storytelling? |

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| | <ul style="list-style-type: none"> ● Composing a story ● Flipbook animation ● Performing a story | <p>f) realise storytelling as a means of communication.</p> | <p>society for storytelling. Learners with speech difficulties could use alternative and augmentative modes of communication.</p> <ul style="list-style-type: none"> ● Develop, in groups, a character/characters for a story. Learners with speech difficulties could use alternative and augmentative modes of communication as they develop a character together with others. ● Arrange milestones in a sequential order (beginning, middle and end) to create a short story. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology, adapted writing tools and materials when arranging milestones. ● Draw a sequence of a moving character to create a Flip Book Animation focussing on;(- | |
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| | | | <p>sequencing of objects/image(s), -positioning of objects on subsequent pages -creativity (storyline). Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology, adapted drawing tools and materials to draw a sequence on a moving character.</p> <ul style="list-style-type: none"> ● Finish and present the flip book with focus on: (-craftsmanship in use of materials and tools, - collating the papers, -binding of papers (using string/stapling). ● Riffle the flip book by emphasising on; (-frequency of image(s), -speed of flick per second to animate the story. ● Perform a vocal and physical warm up exercises in readiness for storytelling. Learners with speech difficulties could use alternative and augmentative modes of communication. | |
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| | | | <ul style="list-style-type: none">● Rehearse the short story for performance.● Perform a short story to an audience. Learners with postural difficulties 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.● Record the narration and avail it on a digital platform. Learners with manipulation difficulties could use alternative functional parts of the body, be assisted by peers or use adapted digital devices to record the narration. | |
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Core Competencies to be developed:

- Communication: the learner speaks clearly and engagingly during class discussions and when performing stories.
- Collaboration: the learner contributes to group activities when creating and performing stories.
- Self-efficacy: the learner develops resource mobilisation skills when collecting materials for flipbook animation and for storytelling. In performing a story, the learner builds confidence and self-esteem.
- Learning to Learn: the learner is equipped with concepts, knowledge, and skills relevant for continued learning and life.
- Digital literacy: the learner interacts with ICT gadgets to research and watch digital content relating to narratives and film book animation.

Values:

- Respect: the learner accommodates others' views when creating and performing the short story.
- Peace: the learner works in harmony with others during the rehearsal sessions and performance.
- Integrity: the learner is equipped with the value of honesty through creation of own original works devoid of plagiarism.
- Unity: the learner works in groups when creating and performing stories.

Pertinent and Contemporary Issues (PCIs):

- Social Cohesion: the learner acquires group cohesion skills while working with other team members.
- Life skills education: the learner gains communication skills through performances of stories.
- Career guidance: the learner derives skills in the preparation of costumes and props from locally available materials and technology.

Link to other Learning areas:

- English and Kiswahili: the learner takes part in class discussions using these languages as a medium of communication.
- Indigenous Languages: the learner uses these languages as a medium of communication as they interact with some resource persons from the community.

- Social Science: the learner explores social science concepts by narrating stories that reflect different historical periods, cultural practices, or societal issues.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 2.0 Creating and Performing | 2.9 Football (12 lessons) <ul style="list-style-type: none"> ● Trapping ● Dribbling ● Shooting ● Crayon etching | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> execute trapping skill in football, Execute shooting skill in football, perform dribbling skill in football, make improvised crayons for drawing, create a pictorial composition using crayon etching inspired by football game, value team effort in a football game and crayon etched drawing. | The learner is guided to: <ul style="list-style-type: none"> ● Watch a virtual or live football demonstration to discuss trapping skill: foot, thigh and chest), dribbling skill: (inside and outside of the foot and shooting: low drive and placed shot. Learners with postural difficulties or short stature could be appropriately positioned for comfort and clear view when watching virtual demonstration of football skills. Screen resolution and light intensity could be regulated for learners who are sensitive to light. | <ol style="list-style-type: none"> 1. How can colours be used to show distance? 2. Why is ball control important in a football match? |

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| | | | <ul style="list-style-type: none"> ● Improvise crayons from locally available materials, (melting the wax, add pigment, pour in the moulds, cool and cut to size). Learners with manipulation difficulties could use alternative functional parts of the body, be assisted by peers or use assistive technology when improvising crayons. ● Source to cut out images inspired by the football skills. 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 when sourcing and cutting images. ● Apply crayon to fill the paper in varied patterns/shapes, (explore varied drawing papers/colour). ● Coat the surface with black media and trace the images to create a composition, | |
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| | | | <ul style="list-style-type: none"> • Scratch creatively within the outline on the black media, • Display and talk about own and others work. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: learner applies crayon to fill the paper in varied patterns, shapes or colour. • Learning to Learn: the learner acquires and refines new skills in practising football. • Self-Efficacy: Performing trapping and dribbling skills contributes to self-confidence as the learner showcases their ability to execute fundamental football skills. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> • Responsibility: as the learner paints a landscape composition of a football field, they take ownership of creating a visually appealing representation and ensuring a clean working environment. • Unity: as the learner performs football skills, they contribute to a positive and cooperative atmosphere, emphasising the importance of working together. | | | | |
| <p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Physical fitness: as the learner keeps fit while playing football for promotion of a healthy lifestyle. • Friendship formation and interpersonal relationship: as the learners interact and make new friends during play. | | | | |
| <p>Link to other Learning areas:</p> <p>Mathematics: Dribbling involves quick calculations of distances and angles. The learner applies mathematical concepts to determine the most efficient paths and angles during dribbling, reinforcing practical mathematical application.</p> | | | | |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 2.0 Creating and Performing | 2.10 Kenyan Folk songs (10 lessons) <ul style="list-style-type: none"> ● Classification -community of origin, occasion, and gender ● Folk song performing techniques- (voice projection and balance, phrasing, tempo, tone, dynamics, expression and interpretation) | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) classify folk songs in Kenyan communities, b) perform a folksong from a Kenyan community, c) prepare a stencil for printing, d) create an alternate repeat pattern using stencil printing, e) appreciate folk songs performance as means of cultural preservation. | The learner is guided to: <ul style="list-style-type: none"> ● Brainstorm to classify the folk songs. Learners with speech difficulties can classify folk songs orally, by typing or writing. ● Visit an actual or virtual cultural centre to watch and select a solo or group folk song from any Kenyan community for performance. 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. ● Take a role in performing a solo or group folk song applying performance techniques. | <ol style="list-style-type: none"> 1. What is the role of folk songs in Kenyan society? 2. How can performances of Kenyan folk songs be made interesting? |

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| | <p>, gestures and movement, intensity, mood, idiom/authenticity)</p> | | <p>Learners with postural difficulties 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"> ● Study actual or virtual samples of alternate patterns in stencil printing. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive devices when studying. ● Design a motif from geometric (inorganic) shapes to be used in creating an alternate repeat pattern for stencil printing. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive | |
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| | | | <p>technology, adapted tools and materials when designing a motif.</p> <ul style="list-style-type: none"> ● Prepare the stencil using the inorganic motif by; (transferring the design onto the stencil, cutting out the non-image parts leaving the image (motif) parts raised. Make registration marks on the fabric. ● Prepare printing ink and surface. ● Print the alternate repeat pattern on costume using the dabbing method. ● Fix the ink by ironing the fabric. ● Use the printed costume for performance. ● Appreciate folk song performances as a form of cultural expression. | |
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Core Competencies to be developed:

- Citizenship: by performing folk songs from different Kenyan cultures, the learner recognizes and appreciates cultural diversity in Kenya, thus fostering a sense of shared responsibility in preserving and promoting cultural heritage.
- Critical thinking: is demonstrated as the learner interprets the significance of each component in a folk song, fostering a deeper understanding of cultural and musical expressions.
- Learning to Learn: is enhanced as the learner researches and adapts folk song performance and costume decoration techniques, demonstrating an openness to new ideas and methods.
- Creativity and Imagination: the learner explores and combines unique techniques in decorating the costumes by stencil printing, and selecting songs and materials for performance,
- Digital literacy is developed when the learner explores digital platforms to research, document and share folk song performances.
- Communication and Collaboration: are honed as the learner speaks articulately and interacts with others to create various components of folk songs.

Values:

- Unity: expressed as the learner collaborates with others to improvise costumes, collect found materials, rehearse and perform folk song as a shared cultural experience.
- Patriotism: is encouraged as the learner showcases a pride in presenting the folk song, contributing to the celebration and recognition of Kenyan cultural heritage,
- Integrity: is demonstrated as the learner improvises and decorates costumes that ensure authenticity and decency, and acknowledges the origin of the songs during the folk songs' presentations,
- Respect is demonstrated as the learner performs and appreciates folksongs from diverse Kenyan cultures, thus recognizing the diversity in performance technique and musical expression.

Pertinent and Contemporary Issues (PCIs):

- Citizenship Education: the learner performs folk songs whose content promotes cultural awareness.
- Social Awareness: the learner understands the existence of folks songs as a means of cultural expression and encounters new themes and content while searching for and performing folk songs from different Kenyan communities,

Link to other Learning areas

- Social Studies: Classification of Folk songs involves understanding the cultural and social context of different Kenyan communities, linking to social science.
- Languages (English, Kiswahili): Describing and communicating the ideas for costume improvisation requires effective communication skills, linking to language arts components in both English and Kiswahili.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| 2.0 Creating and Performing | 2.11 Indigenous Kenyan Craft-Beadwork (8 lessons) | By the end of the Sub Strand, the learner should be able to: a) describe varied indigenous beadwork in Kenyan communities, b) prepared materials and tools for beadwork, c) make beaded jewellery inspired by patriotism for Kenya, | The learner is guided to; In groups, research and discuss varied beadwork in Kenyan communities with focus on; (socio-cultural contexts, type of beads, pattern and colour, type and function of beaded jewellery). Learners with postural defects or short stature could be appropriately | <ol style="list-style-type: none">1. How can beadwork be used to preserve Kenyan culture?2. How can you express patriotism through Creative activities? |

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| | | <p>d) appreciate beadwork as an indigenous Kenyan craft,</p> | <p>positioned for comfort and clear view when researching on digital devices. Screen resolution and light intensity could be regulated for learners who are sensitive to light. Learners with speech difficulties could use alternative and augmentative modes of communication.</p> <ul style="list-style-type: none"> • Source available materials for beadwork in the environment such as beads (plastic/clay/shells/bone/wood) and strings/fishing line. 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. N/B take care of the environment. | |
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| | | | <ul style="list-style-type: none"> ● Prepare the materials focusing on; size, shape and colour. Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology when preparing the material. ● Practise making beaded jewellery with focus on colour, pattern and size using; (one way technique, crisscross technique). ● Make a beaded jewellery (bracelet) inspired by patriotism for Kenya, ● Display and talk about own and others in a just manner. Learners with manipulation difficulties could use alternative functional parts of the body, | |
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| | | | <p>be assisted by peers or use assistive technology when displaying beadwork.</p> <ul style="list-style-type: none"> • Research for varied Kenyan patriotic songs, • Sing a patriotic song adorned in beaded jewellery inspired by patriotism. Learners with speech difficulties could use residual speech, hum, mime or use alternative modes of communication when singing patriotic songs. • Appreciate Kenya as a country with a rich cultural heritage. | |
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Core Competencies to be developed:

- Communication and Collaboration: as the learner works in group, research and discuss varied beadwork in Kenyan communities
- Learning to learn: as the learner learns new ways to make beaded jewellery using one way technique and crises cross technique.
- Citizenship: as the learner appreciates Kenya as a country with a rich cultural heritage.

Values:

- Patriotism: as the learner makes beaded jewellery inspired by patriotism for Kenya and sings a patriotic song.
- Respect: as the learner talks about own and others beaded jewellery in a just manner.
- Love: as the learner appreciates Kenya as a country with a rich cultural heritage.

Pertinent and Contemporary Issues (PCIs):

Life skills: the learner gains self-confidence to make items that are appreciable and presentable in beadwork

Link to other learning area

- Social studies: learner research and discuss varied beadwork from Kenyan communities
- Indigenous language: learner research and discuss beadwork in varied socio-cultural contexts of Kenyan communities.

OPTIONAL SUB STRANDS

NB: Optional Sub Strands

The learner **MUST** cover at least **ONE** of these areas:

1. Swimming
2. Kenyan Indigenous Games
- 3.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|------------------------------------|---|--|---|---|
| 2.0 Creating and Performing | 2.12.1 Swimming (10 lessons) (optional) | By the end of the Sub Strand, the learner should be able to: a) describe different ways of water entry in a pool, | Learner is guided to: <ul style="list-style-type: none"> ● Watch a virtual or live demonstration of backstroke and water | How does water entry skills enhance safety in swimming? |

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| | <ul style="list-style-type: none"> ● Pencil dive ● Crouch dive ● Backstroke | <p>b) perform a crouch dive into the swimming pool,</p> <p>c) execute a water entry skill using a pencil dive,</p> <p>d) perform backstroke skill in swimming for skill development,</p> <p>e) appreciate own and others' effort in executing backstroke skill.</p> | <p>entry skill crouch dive, pencil dive). Learners with postural defects or short stature could be appropriately positioned for comfort and clear view when watching. Screen resolution and light intensity could be regulated for learners who are sensitive to light.</p> <ul style="list-style-type: none"> ● Demonstrate a crouch dive while observing safety. Learners with postural difficulties 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. | |
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| | | | <ul style="list-style-type: none"> ● Practice crouch dives while observing safety, ● Demonstrate pencil dive while observing safety, ● Practise pencil dive while observing safety, ● Demonstrate flutter kicks, arm action and breathing while in supine position, ● Practise backstroke focusing on coordination, ● Observe each other's performance and give feedback on the execution of the backstroke skill. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Collaboration: the learner works with others when reviewing the displays and while executing the skills of backstroke to give feedback. ● Critical Thinking and Problem solving: as the learner paints human form in water and executes the specific movements and techniques involved in pencil dive skill. ● Learning to Learn: Performing pencil dive and backstroke as the learner acquires and applies practical skills in a water safety context. | | | | |

Values:

- Unity: the learner contributes to a positive and cooperative environment, emphasising the importance of collective well-being as they display their painting and give each other feedback.
- Responsibility: as the learner executes the water entry and backstroke skills while ensuring safety of self and others and cleanliness of the work environment while painting.

Pertinent and Contemporary Issues (PCIs):

- Lifestyle diseases: the learners develop physical fitness to enhance health and well-being as he engages in swimming activities.
- Safety: the learners observe safety while performing the pencil dive.

Link to other learning area:

- Social Studies: Performing water treading may connect to social science concepts related to water safety practices, cultural aspects of swimming, or historical perspectives on aquatic activities.
- Mathematics: using the correct trajectory involved in a pencil dive connects to mathematical concepts.
- English and Kiswahili: giving each other feedback in displays and execution of skills involves effective verbal communication.

OPTION TWO

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|------------------------------------|---|---|--|--|
| 2.0 Creating and Performing | 2.12.1 Kenyan indigenous games Rope games (Optional) (10 lessons) | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> identify types of indigenous rope games played in Kenya, perform different indigenous rope games for skill acquisition perform indigenous rope skipping to a musical rhythm for enjoyment appreciate the role played by indigenous rope skipping for fitness and health | The learner is guided to: <ul style="list-style-type: none"> Watch a virtual or live demonstration of indigenous rope skipping and identify the skills observed. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view when watching a demonstration of indigenous rope skipping. Screen resolution and light intensity could be regulated for learners who are sensitive to light. Demonstrate indigenous rope skipping skills while observing safety. Learners with postural difficulties could use alternative functional parts of the body, perform an alternative corresponding activity, or | <ol style="list-style-type: none"> How does indigenous rope skipping enhance physical fitness? Why is rope skipping considered an indigenous game? |

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| | | | <p>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"> ● Practise indigenous rope skipping while observing safety ● Practise different types of indigenous rope skipping 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 indigenous rope skipping. ● Learning to learn: the learner acquires and masters skills in indigenous rope skipping. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: the learner takes on different roles during indigenous rope skipping. ● Unity: the learner works with others in indigenous rope skipping. | | | | |
| <p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Safety: the learner observes safety rules of indigenous rope skipping. ● Health and Fitness: the learner improves fitness through indigenous rope skipping for a healthy lifestyle. | | | | |
| <p>Link to other learning areas: Mathematics: the learner keeps counting during indigenous rope skipping.</p> | | | | |

Suggested Assessment Rubric for Strand 2.0 Creating and Performing in Creative Arts and Sports

| Level Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|--|--|---|---|
| Ability to describe creating and performing skills in Creative Arts and Sports. | Describes all aspects of creating and performing in Creative Arts and Sports accurately citing relevant illustrations. | Describes aspects of creating and performing in Creative Arts and Sports accurately. | Describes aspects of creating and performing in Creative Arts and Sports leaving out minor details. | Describes aspects of creating and performing in Creative Arts and Sports leaving out major details. |
| Ability to create items in Creative Arts and Sports: <ul style="list-style-type: none"> ✓ Compose rhythms ✓ Carve a javelin ✓ Compose melody ✓ Draw a pictorial composition ✓ Draw a descant recorder ✓ Paint a landscape composition ✓ Create a short story ✓ Create a flip book animation | Creates the 11 items in Creative Arts and Sports skilfully and/ or creatively. | Creates the 11 items in Creative Arts and Sports accurately and/ or correctly | Creates 6-10 items in Creative Arts and Sports with minor errors and/or inconsistencies. | Creates 5 or less items in Creative Arts and Sports with errors and/or inconsistencies. |

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| <ul style="list-style-type: none"> ✓ Decorate using stencil printing technique ✓ Improvising materials for folk songs. ✓ Beaded jewellery | | | | |
| <p>Ability to perform specific forms of Creative Arts and Sports:</p> <ul style="list-style-type: none"> ✓ Sight read rhythmic patterns ✓ Execute a javelin throw ✓ Perform simple pieces of music in C major ✓ Passing skills in Handball ✓ Shooting in handball ✓ Dribbling in handball ✓ Perform a western solo instrument piece in C major | <p>Performs the 12 items in Creative Arts and Sports creatively skilfully or/ and with precision.</p> | <p>Performs the 12 items in Creative Arts and Sports correctly and/ or accurately.</p> | <p>Performs 7-11 items in Creative Arts and Sports with minor flaws and/or inconsistencies.</p> | <p>Performs 6 or less items in Creative Arts and Sports with flaws and/or inconsistencies.</p> |

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| <ul style="list-style-type: none">✓ Trapping in in football✓ Dribbling in football✓ Perform a story✓ Perform a folk song✓ Rope games or swimming | | | | |
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STRAND 3.0 APPRECIATION IN CREATIVE ARTS AND SPORTS

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|---|--|---|---|
| 3.0 Appreciation in Creative Arts and Sports | 3.1 Analysis of Creative Arts and Sports (10 lessons) <ul style="list-style-type: none"> ● Criteria for evaluation ● Analysis of: <ul style="list-style-type: none"> -football game skills - trapping, dribbling ● Folksong- components of a folk song- media, style, community, participants, singing, messages, role of props, body | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) examine the criteria for evaluating categories of Creative Arts and Sports, b) analyse a football game for skill development, c) analyse the sports values for clean sports d) analyse a folk song from a Kenyan community, e) analyse a storytelling performance, f) evaluate a 2D artwork, g) appreciate the role of analysis in Creative Arts and Sports, | The learner is guided to: <ul style="list-style-type: none"> ● Brainstorm to interpret criteria for evaluating different categories of Creative Arts and Sports (football, folksong, narrative and 2-D Arts). Learners with speech difficulties could use alternative and augmentative modes of communication. ● Watch, listen to, read or observe selected Creative Arts or football performances. Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light | Why is analysis an important skill in Creative Arts and Sports? |

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| | <p>movements, purpose, costumes, accompaniment and mood narrative and 2- D Arts</p> | | <p>intensity could be regulated for learners who are sensitive to light.</p> <ul style="list-style-type: none"> ● Analyse a given folk song paying attention to its components. ● Watch a football game and analyse it, paying attention to trapping and dribbling skills while perfecting skills in a fair play. ● Analyse a given storytelling performance to evaluate elements such as theme, plot, confidence of the performer(s), use of voice, use of body, use of costume and props, audience involvement, time management, ● Analyse a landscape painting paying attention to: <ul style="list-style-type: none"> - organisation of the work balance, proportion, dominance), - subject matter (what is happening - | |
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| | | | topic), theme - what is the artist saying), judgement: Evaluating the Artwork. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-Efficacy: the learner gains confidence in their ability to evaluate and appreciate diverse forms of artistic expression as they apply their knowledge and skills to assess the artistic merits of visual representations. ● Citizenship: the learner exhibits cultural citizenship by exploring and understanding the cultural context and significance of the folk song. ● Learning to Learn: demonstrated as the learner adapts to new information, seeks further knowledge, and refines their evaluation skills throughout the process of evaluating Creative Arts and Sports. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Unity: Through collaborative efforts in understanding diverse perspectives, the learner contributes to a sense of unity within the learning community. ● Patriotism: The learner showcases patriotism by exploring and celebrating the cultural richness embedded in a Kenyan folk song, contributing to the preservation and appreciation of local heritage | | | | |
| <ul style="list-style-type: none"> ● Integrity: The learner approaches the evaluation task in art work with integrity, ensuring honest assessments that contribute to the ethical critique of artistic expression. | | | | |
| <p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Peer Education and Mentorship: the learner shares knowledge through review of others' performances. ● Safety: the learner plays a game of football and observes safety for each other. ● Life Skills and Human Sexuality: the learner gains analytical and creative thinking when discussing and evaluating own and others displayed 2D artworks. | | | | |

Link to other learning areas:

- English and Kiswahili: language skills are essential in articulating and expressing thoughts when examining, discussing and giving feedback on the criteria for Creative Arts and Sports evaluation.
- Social Studies: perspectives can be applied to understand the historical, cultural, and societal context of the folk song and its significance within the community.

Suggested Assessment Rubric for Strand 3.0 Appreciation in Creative Arts and Sports

| Level | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|--|---|--|---|--|
| Indicator | | | | |
| Ability to examine the criteria for evaluating Creative Arts and Sports. | Examines the criteria for evaluating Creative Arts and Sports in depth. | Examines the criteria for evaluating Creative Arts and Sports correctly. | Examines the criteria for evaluating Creative Arts and Sports with minor omissions. | Examines the criteria for evaluating Creative Arts and Sports with many omissions. |
| Ability to analyse performances or pieces in Creative Arts and Sports (folk song, football game, storytelling, 2D artwork) | Analyses all performances or pieces in Creative Arts and Sports critically. | Analyses all performances or pieces in Creative Arts and Sports. | Analyses 2 to 3 performances or pieces in Creative Arts and Sports. | Analyses less than 2 performances or pieces in Creative Arts and Sports. |

APPENDIX 1: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE LEARNING (CSL) PROJECT

Introduction

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners reflect, experience and learn from the community. The CSL activity is hosted as a strand in Social Studies. The Social Studies teacher will be expected to coordinate teachers from other learning areas to carry out the integrated CSL class activity. Learners will be expected to apply knowledge, skills, attitudes and values from the different Learning Areas to undertake the integrated CSL class activity. Learners will undertake **one common** integrated class CSL activity following a 6-step milestone approach that is:

| Milestone | Description |
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| Milestone 1 | Problem Identification Learners study their community to understand the challenges faced and their effects on community members. |
| Milestone 2 | Designing a solution Learners create an intervention to address the challenge identified. |
| Milestone 3 | Planning for the Project Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution |
| Milestone 4 | Implementation The learners execute the project and keep evidence of work done. |

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| Milestone 5 | <p>Showcasing /Exhibition and Report Writing Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback Learners write a report detailing their project activities and learnings from feedback</p> |
| Milestone 6 | <p>Reflection Learners review all project work to learn from the challenges faced. They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.</p> |

Assessment of CSL integrated Activity

Assessment for the integrated CSL activity will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL class activity. It will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies developed and values nurtured.

APPENDIX 2: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON- FORMAL ACTIVITIES

| Strand | Sub Strand | Suggested Assessment Resources | Suggested Assessment Methods | Suggested Adaptation Of Assessment Methods | Non-Formal Activities |
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| <p>1.0 Foundations of Creative Arts and Sports</p> | <p>1.1. Introduction to Creative Arts and Sports</p> | <ul style="list-style-type: none"> ● Adapted manilla/ heavy gauge paper ● Colours ● Cutting tools ● Found/recycled materials ● Textbooks on the history and significance of creative arts and sports ● Videos showcasing the evolution and cultural importance of creative arts and sports in Kenya | <ul style="list-style-type: none"> ● Portfolio Assessment: Compilation of individual and group work. ● Individual Reflections and Self-Assessment: Personal understanding and growth. ● Group Presentation and Panel Discussion: Comprehensive understanding and ability to | <p>1. Written test/typing, stamping or signing</p> <ul style="list-style-type: none"> ● Using digital device ● Recording ● Use of scribes ● Use of adapted pens, paper, book holders, ● Adjustment of time and space ● Providing illustrations to be interpreted ● Use of worksheets | <ul style="list-style-type: none"> ● Field visits - visiting Cultural, Art, Music centres and performing theatres, to learn folk songs, folk dances, musical instruments, verses, skits and narrative, Art work. Attend live performances for basic analysis. ● Apprenticeship - connections with artists, athletes and sportsmen in the community, |

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| | | <ul style="list-style-type: none"> ● Guest speakers, such as local artists and athletes, for interactive sessions ● Field trips to museums, art galleries, and sports facilities. ● Adapted writing resources: Padded pens/ pencils with enhanced grip head/ mouth pointers book holders and page turners universal cuffs, typing aids. ● Positioning devices: chest/ neck braces, prone wedges/ | <p>articulate concepts.</p> <ul style="list-style-type: none"> ● Interactive Classroom Display Walkthrough: Application of knowledge in a real-world context. ● Individual Written test: Mastery of theoretical concepts. ● Peer Review and Feedback: Collaboration, communication, and constructive feedback. ● Practical Demonstrations: Application of skills in physical activities. | <p>2. Oral or Aural assessment</p> <ul style="list-style-type: none"> ● Signing, miming, use of AAC, time adjustment <p>3. Portfolio/ • e-Portfolio</p> <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, | <p>learning from the example of older people or instrumentalists in all disciplines of Performing Arts, Visual Arts and Sports.</p> <ul style="list-style-type: none"> ● Concerts – Participating in and attending music or drama concerts within the school and its environs. ● Project work – The learners will be guided to consider the various PCIs provided in the subjects in Grade 7 and choose one suitable to their context and reality. |
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| | | <p>beds, special seats with straps, tables with adjustable heights and inclination</p> <ul style="list-style-type: none"> ● Adapted digital devices: adapted computers with larger screens ● Other Related Services: Physiotherapy, Occupation Therapy, Speech Therapy, Learners Support Assistant | <ul style="list-style-type: none"> ● Observation Checklist: Coordination, teamwork, and engagement. ● Creative Expression Assessment: Expression of creativity in arts and performance. ● Final Project Evaluation Rubric: Holistic assessment. <p>3.0 Appreciation in Creative Arts and Sports</p> <ul style="list-style-type: none"> ● Criteria Interpretation ● Brainstorming Session: Ability to interpret and discuss criteria for evaluating different categories. Assess | <p>time adjustment</p> <p>4. Practical assessment • Physical support</p> <ul style="list-style-type: none"> ● Adapted resources ● Description of how to carry out a practical activity while being audio/video recorded ● Time adjustment ● Rest intervals <p>5. Project Physical support</p> <ul style="list-style-type: none"> ● Adapted resources ● Description of how to carry out a practical activity while | <ul style="list-style-type: none"> ● Music, Art, Sports and Drama clubs - participating in Music, Art, Sports and Drama club activities within the school ● Sports Mini Tournaments: Hosting a mini tournament where learners form teams and compete in friendly matches. learners can learn and practise the basics, engage in skill-building drills, developing sportsmanship, |
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| | | | <p>their understanding and ability to articulate evaluation criteria.</p> <ul style="list-style-type: none"> ● Performance Analysis: Reflective analysis of selected Creative Arts and Sports performances. (Folksong, Football game, Storytelling performances) ● Painting Evaluation: Evaluation of visual artworks. Assess their ability to evaluate the organisation of the work (balance, proportion, dominance), subject matter, theme, and overall judgement of the artwork. | <p>being audio/video recorded</p> <ul style="list-style-type: none"> ● Time adjustment | <p>teamwork, and fair play.</p> <ul style="list-style-type: none"> ● Creative Arts Exhibition: Plan a creative arts exhibition where learners showcase their artistic talents. This can include displaying paintings, drawings, sculptures, and other visual arts creations. Incorporate a small stage for musical performances and dance displays. ● School assembly activities – performing, watching or |
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| | | | <ul style="list-style-type: none"> ● Group Analysis and Presentation: Collaborative analysis and presentation skills. Assess their collaborative skills and the depth of their understanding. ● Critical Judgement Essays: Critical analysis and judgement in written form providing critical judgement on specific Creative Arts and Sports categories. <p>Peer Review and Feedback:</p> | | <p>listening to performances during school assemblies.</p> <ul style="list-style-type: none"> ● School events: performing during events such as parents, prize giving, career and sports day among others. ● Scout/Girl guide activities - participating in the school band by playing musical instruments. ● Performing troupes or ensembles- Learner form small groups for performance. ● Festivals/Inter - |
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| | | | | | <p>house/class competitions- performing and learning from art, music, dance, theatre and sports competitions held in and out of school.</p> <ul style="list-style-type: none"> ● Participating during Cultural day/week- learners acquire skills, knowledge and attitude that enhances awareness on how Creative Arts and Sports address social issues. |
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| | <p>1.2. Components of Creative Arts and Sports</p> | <ul style="list-style-type: none"> ● Found materials ● Sample pictures ● Videos ● Keyboard ● Open field ● Charts and diagrams illustrating the various components ● Online articles explaining the role of each component in creative arts and sports ● Hands-on activities to engage students in experiencing different components ● Collaborative projects where students can explore and showcase their | | | |
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| | | <p>talents in creative arts and sports</p> <ul style="list-style-type: none"> ● Adapted writing resources: Padded pens/ pencils with enhanced grip head/ mouth pointers book holders and page turners universal cuffs, typing aids. ● Positioning devices: chest/ neck braces, prone wedges/ beds, special seats with straps, tables with adjustable heights and inclination ● Adapted digital devices: adapted computers with larger screens | | | |
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| | | <ul style="list-style-type: none"> ● Other Related Services: Physiotherapy, Occupation Therapy, Speech Therapy, Learners Support Assistant | | | |
| 2.0 Creating and Performing in Creative Arts and Sports | 2.1 Picture Making | <ul style="list-style-type: none"> ● Art supplies: drawing paper, pencils, colored pencils, paints, etc. ● Art tutorials and demonstrations ● Examples of famous paintings and artists ● Classroom exhibitions of students' artwork ● Adapted writing resources: Padded pens/ pencils with enhanced grip head/ mouth pointers book | | | |

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| | | <p>holders and page turners universal cuffs, typing aids.</p> <ul style="list-style-type: none"> ● Positioning devices: chest/ neck braces, prone wedges/ beds, special seats with straps, tables with adjustable heights and inclination ● Adapted digital devices: adapted computers with larger screens <p>Other Related Services: Physiotherapy, Occupation Therapy, Speech Therapy, Learners Support Assistant</p> | | | |
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| | <p>2.2. Rhythm</p> | <ul style="list-style-type: none"> ● Instructional Videos ● Interactive Worksheets ● Notation Software Tutorials ● Interactive Notation Apps ● Printable Rhythm Worksheets ● Improvisation Guides ● Improvisation Exercises ● Music Games ● Adapted writing resources: Padded pens/ pencils with enhanced grip head/ mouth pointers book holders and page turners universal cuffs, typing aids. | | | |
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| | | <ul style="list-style-type: none"> ● Positioning devices: chest/ neck braces, prone wedges/ beds, special seats with straps, tables with adjustable heights and inclination ● Adapted digital devices: adapted computers with larger screens ● Other Related Services: Physiotherapy, Occupation Therapy, Speech Therapy, Learners Support Assistant | | | |
| | 2.3 Athletics and Sculpture | <ul style="list-style-type: none"> ● Adapted athletics equipment: cones, hurdles, shot puts, etc. | | | |

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| | | <ul style="list-style-type: none"> • Sculpting materials: clay, wire, carving tools • Videos showcasing famous sculptures and athletes • Adapted outdoor activities promoting physical fitness and sculpture creation • Positioning devices: chest/neck braces, prone wedges/beds, special seats with straps, tables with adjustable heights and inclination • Adapted digital devices: adapted computers with larger screens | | | |
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| | | <ul style="list-style-type: none"> • Other Related Services: Physiotherapy, Occupation Therapy, Speech Therapy, Learners Support Assistant | | | |
| | 2.4. Melody | <ul style="list-style-type: none"> • Musical instruments: keyboards, guitars, etc. • Sheet music and musical notation resources • Listening sessions featuring different melodies and genres • Group singing and composition exercises • Adapted writing resources: Padded pens/ pencils with enhanced grip head/ mouth | | | |

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| | | <p>pointers book holders and page turners universal cuffs, typing aids.</p> <ul style="list-style-type: none"> ● Positioning devices: chest/ neck braces, prone wedges/ beds, special seats with straps, tables with adjustable heights and inclination ● Adapted digital devices: adapted computers with larger screens. ● Other Related Services: Physiotherapy, Occupation Therapy, Speech Therapy, Learners Support Assistant | | | |
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| | <p>2.5 Handball</p> | <ul style="list-style-type: none"> • Adapted handball rules and regulations • Adapted handball equipment: balls, goalposts, Whistle, Markers etc. • Videos demonstrating handball techniques and strategies. • Practical sessions on handball skills and gameplay. • Adapted writing resources: Padded pens/ pencils with enhanced grip head/ mouth pointers book holders and page turners universal cuffs, typing aids | | | |
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| | | <ul style="list-style-type: none"> ● Positioning devices: chest/ neck braces, prone wedges/ beds, special seats with straps, tables with adjustable heights and inclination ● Adapted digital devices: adapted computers with larger screens. ● Other Related Services: Physiotherapy, Occupation Therapy, Speech Therapy, Learners Support Assistant. | | | |
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| | <p>2.6 Multimedia</p> | <ul style="list-style-type: none"> ● Adapted multimedia projectors or smartboards for displaying examples and tutorials ● Adapted Art supplies: heavy gauge paper, printing ink, rollers, cutting tools, fabric, etc. ● Reference books and online resources on printing techniques, motifs, and patterns ● Guest artist visits or virtual sessions to share insights on stencil printing in the art world | | | |
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| | | <ul style="list-style-type: none"> • Examples of printed artworks • Tutorial on designing motifs | | | |
| | 2.7. Descant Record | <ul style="list-style-type: none"> • Descant recorders for students • Sheet music and recorder tutorials • Videos featuring descant recorder performances • Group sessions for practicing and performing descant recorder music | | | |
| | 2.8 Storytelling and Animation | <ul style="list-style-type: none"> • Storytelling resources: books, folktales, etc. • Animation software and tutorials • Examples of animated storytelling | | | |

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| | | <ul style="list-style-type: none"> • Student projects creating animated stories | | | |
| | 2.9 Football | <ul style="list-style-type: none"> • Adapted football equipment: balls, goalposts, cones, etc. • Adapted football rules and strategies • Videos of football matches and famous players • Adapted practical sessions for football skills and matches • Positioning devices: chest/neck braces, prone wedges/beds, special seats with straps, tables with adjustable | | | |

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| | | <p>heights and inclination</p> <ul style="list-style-type: none"> • Adapted digital devices: adapted computers with larger screens • Other Related Services: Physiotherapy, Occupation Therapy, Speech Therapy, Learners Support Assistant | | | |
| | 2.10 Kenyan Folk song | <ul style="list-style-type: none"> • Collection of Kenyan folk songs • Lyrics and translations for understanding • Guest musicians or singers for live demonstrations • Classroom performances of Kenyan folk songs | | | |

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| | | <ul style="list-style-type: none"> ● Adapted writing resources: Padded pens/ pencils with enhanced grip head/ mouth pointers book holders and page turners universal cuffs, typing aids. ● Positioning devices: chest/ neck braces, prone wedges/ beds, special seats with straps, tables with adjustable heights and inclination ● Adapted digital devices: adapted computers with larger screens | | | |
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| | | <ul style="list-style-type: none"> ● Other Related Services: Physiotherapy, Occupation Therapy, Speech Therapy, Learners Support Assistant | | | |
| | <p>2.11 Indigenous Kenyan Craft –Bead work</p> | <ul style="list-style-type: none"> ● Beading materials: beads, threads, needles, etc. ● Tutorials on traditional Kenyan beadwork techniques. ● Examples of Kenyan beadwork designs. ● Student projects creating their beadwork pieces. ● Adapted writing resources: Padded pens/ pencils with enhanced grip | | | |

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| | | <p>head/ mouth pointers book holders and page turners universal cuffs, typing aids.</p> <ul style="list-style-type: none"> ● Positioning devices: chest/ neck braces, prone wedges/ beds, special seats with straps, tables with adjustable heights and inclination ● Adapted digital devices: adapted computers with larger screens. ● Other Related Services: Physiotherapy, Occupation Therapy, Speech Therapy, Learners Support Assistant | | | |
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| <p>OPTIONAL (Do One) Either Swimming Or Kenyan Indigenous Game</p> | <p>2.12.1 Swimming (Optional)</p> | <ul style="list-style-type: none"> • Swimming pool access and safety measures. • Swimming instructors or lifeguards. • Adapted swim gear: swimsuits, goggles, etc. • Swimming lessons and practice sessions. • Positioning devices: chest/neck braces, prone wedges/beds, special seats with straps, tables with adjustable heights and inclination • Adapted digital devices: adapted computers with larger screens | | | |
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| | | <ul style="list-style-type: none"> • Other Related Services: Physiotherapy, Occupation Therapy, Speech Therapy, Learners Support Assistant | | | |
| | <p>2.12.2 Kenyan Indigenous Game (Optional)</p> | <ul style="list-style-type: none"> • Traditional Kenyan game materials. • Adapted rules and instructions for the game • Examples of traditional Kenyan games. • Group sessions for playing and learning the game. • Positioning devices: chest/ neck braces, prone wedges/ beds, special seats with straps, tables with adjustable heights and inclination | | | |

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| | | <ul style="list-style-type: none"> • Adapted digital devices: adapted computers with larger screens • Other Related Services: Physiotherapy, Occupation Therapy, Speech Therapy, Learners Support Assistant | | | |
| 3.0 Appreciation in Creative Arts and Sports | 3.1 Analysis of Creative Arts and Sports | <ul style="list-style-type: none"> • Critical analysis tools and frameworks • Worksheets for analyzing artistic and sports performances • Class discussions and debates on the cultural and social aspects • Research projects exploring the impact of | | | |

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| | | <p>creative arts and sports in Kenya</p> <ul style="list-style-type: none"> ● Positioning devices: chest/ neck braces, prone wedges/ beds, special seats with straps, tables with adjustable heights and inclination ● Adapted digital devices: adapted computers with larger screens ● Other Related Services: Physiotherapy, Occupation Therapy, Speech Therapy, Learners Support Assistant | | | |
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