



**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION**

**PRIMARY SCHOOL CURRICULUM DESIGN**

**CREATIVE ARTS**

**GRADE 6**

**FOR LEARNERS WITH PHYSICAL IMPAIRMENT**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
*A Skilled and Ethical Society*

First Published 2017

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## **FOREWORD**

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

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

The reviewed Grade seven curriculum designs for learners with Physical Impairments build on competencies attained by learners 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 to focus in a field of their choice to form a foundation for further education and training and/or gain employable skills. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential**.

Therefore, the Grade seven curriculum designs for learners with Physical Impairments are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 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 21<sup>st</sup> Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade seven curriculum designs for learners with Physical Impairments were developed and adapted with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education,

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panellists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development and adaptation of the Grade seven curriculum designs for learners with Physical Impairments. In relation to this, I acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing and adapting these designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade seven and preparation of learners with Physical Impairments for transition to Grade eight.

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

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

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## **NATIONAL GOALS OF EDUCATION**

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

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner to acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious coexistence.

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

Education should prepare the learner to play an effective and productive role in the nation.

#### **a) Social Needs**

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

#### **b) Economic Needs**

Education should prepare a learner with requisite competencies that support a modern and independent growing economy. This should translate into high standards of living for every individual.

#### **c) Technological and Industrial Needs**

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

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

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

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

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. **Promote social equity and responsibility**  
Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service Learning.
6. **Promote respect for and development of Kenya's rich and varied cultures**  
Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.
7. **Promote international consciousness and foster positive attitudes towards other nations**  
Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.
8. **Good health and environmental protection**  
Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

### LESSON ALLOCATION AT UPPER PRIMARY

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

## **GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION**

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

- a) communicate appropriately using verbal and or non-verbal modes in a variety of contexts,
- b) apply acquired knowledge, skills, values and attitudes in everyday life,
- c) demonstrate social skills, moral and religious values for positive contribution to society,
- d) exploit one's talents for individual development and self-fulfillment,
- e) explore, manipulate, manage and conserve the environment for learning and sustainable development,
- f) use digital literacy skills for learning and enjoyment,
- g) value Kenya's rich and diverse cultural heritage for harmonious living,
- h) appreciate the need for, and importance of interdependence of people and nations.

## **ESSENCE STATEMENT**

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

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

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

## **SUBJECT GENERAL LEARNING OUTCOMES**

By the end of the upper primary school, the learner should be able to:

- 1) perform and display alone and with others different creative arts works to promote diverse cultural knowledge and expression,
- 2) create and improvise artworks to share their ideas, emotions, thoughts, feelings and experiences for learning and enjoyment,
- 3) perform physical and health activities for enjoyment, survival and self-fulfillment,
- 4) apply environmental conservation values of re-use and recycle of materials for creative purposes,
- 5) evaluate creative arts works to make meaningful connections to creating/executing, performing/display and appreciation of art works.

### SUMMARY OF STRANDS AND SUB STRANDS

<b>Strand</b>	<b>Sub strand</b>	<b>Suggested Number of Lessons</b>
1.0 Creating and Executing	1.1 String Musical Instruments and Drawing	15
	1.2 Painting and Collage	15
	1.3 Volleyball	15
	1.4 Rhythm and Pattern Making	18
	1.5 Weaving	10
	1.6 Gymnastics	12
	1.7 Melody	12
2.0 Performing and Displaying	2.1 Athletics	15
	2.2 Descant Recorder	14
	2.3 Indigenous Kenyan Instrumental ensembles	12
	2.4 Indigenous Kenyan Craft- Pottery	12
Optional Sub Strand	2.5 Swimming (Optional)	15
	2.5 Indigenous Kenyan Games (Optional)	15
3.0 Appreciation in Creative Arts	3.1 Analysis of Creative Arts works	15
<b>Total Number of Lessons</b>		<b>180</b>

**NOTE:**

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

**STRAND 1.0 CREATING AND EXECUTING**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>1.0 Creating and Executing</b></p>	<p><b>1.1 String Musical Instruments and Drawing</b> (15 lessons)</p> <ul style="list-style-type: none"> <li>- <i>Name, community, method of playing</i></li> <li>- <i>Parts and functions</i></li> <li>- <i>drawing (overlapping)</i></li> <li>- <i>texture and tone (stippling technique)</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify string instruments from different indigenous communities in Kenya,</li> <li>b) describe the functions of the parts of a string instrument,</li> <li>c) make a fiddle using recyclable materials,</li> <li>d) identify pictures drawn using stippling technique,</li> <li>e) draw a still-life picture using stippling technique,</li> <li>f) value indigenous string instruments drawn from communities in Kenya.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• watch videos/observe pictures or real indigenous Kenyan string instruments from Kenya and name instrument, identify the community of origin and method of playing the string instrument, Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light.</li> <li>• name parts of a string instrument from different indigenous communities in Kenya and explain the function(s),</li> </ul>	<ol style="list-style-type: none"> <li>1. Why are string musical instruments important in music?</li> <li>2. Why is overlapping important in still-life drawing?</li> </ol>



			<p>Learners with speech difficulties can select orally, by typing or writing.</p> <ul style="list-style-type: none"> <li>• visit an institution or a cultural /resource centre in the community/virtual site to familiarise themselves with Kenyan indigenous string instruments, Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they move in safe environment</li> <li>• search and assemble tools and material from the locality and make a fiddle observing safety while handling tools, Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.</li> </ul>	
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			<ul style="list-style-type: none"> <li>● discuss on care for and maintenance of a string instrument and discuss the importance of doing so, Learners with speech difficulties could be given more considerable time</li> <li>● research and identify a drawing done using stippling technique,</li> <li>● draw a still-life composition of any two percussion instruments using stippling technique with emphasis on: overlapping, balance of forms, tone/ texture, Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body or use assistive technology.</li> <li>● value others' ideas as they talk about their own and others' displayed work.</li> </ul>	
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**Core Competencies to be developed:**

- Creativity and imagination: The learner comes up with new ideas of arranging forms to create a composition in still-life drawing and make a fiddle.
- Communication and Collaboration: The learner values others' ideas as they talk clearly about displayed work.

**Values:**

- Responsibility: The learner takes personal initiative to observe safety precautions in handling tools while making a fiddle.
- Patriotism: The learner interacts with musical instruments from diverse communities in Kenya thereby appreciating the cultural resources existing in the country.

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

- Disaster risk reduction - The learner observes safety measures when making a fiddle using tools and materials to prevent disaster.
- Environmental conservation: The learner takes care of the environment by recycling some of the materials in making a fiddle.

**Link to other learning areas:**

- Social studies: The learner identifies string instruments from different Kenyan communities covered in Social Studies.
- Indigenous language: The learner names string instruments using indigenous names as used in their communities of origin.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Creating and Executing</b>	<b>1.2 Painting and Collage</b> (15 lessons) <ul style="list-style-type: none"> <li>● <i>colour classification</i></li> <li>● <i>Painting (brushstroke)</i></li> <li>● <i>Football (kick)</i></li> <li>● <i>Collage (positioning, number of forms, perspective),</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify characteristics of collage,</li> <li>b) classify colour categories on the colour wheel for familiarity,</li> <li>c) paint a still life composition using brush stroke technique,</li> <li>d) create a collage composition for skill acquisition,</li> <li>e) appreciate painting and collage techniques,</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● mix and paint a colour wheel to represent primary, secondary and tertiary colours, Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.</li> <li>● mix and paint a surface to create tonal gradation by; thinning same tone/adding dark tone,</li> <li>● illustrate painting to create varied texture focusing on; brush position/angle, brush load and brush strokes,</li> <li>● paint any two objects overlapping inspired by</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is tonal variation important in painting?</li> <li>2. How is texture achieved in a painting and collage picture?</li> </ol>

			<p>football game, (tone and texture)</p> <ul style="list-style-type: none"> <li>• explore actual or virtual samples of collage pictures with emphasis; meaning and characteristics, Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be supported.</li> <li>• collect and prepare the papers for making collage with focus on: texture and colour of the materials, adhesives, and support, Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.</li> </ul>	
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			<ul style="list-style-type: none"> <li>• collaboratively, make a collage inspired by the environment with focus on; media, texture variation,</li> <li>• talk about own and others work. Learners with speech difficulties could be given more considerable time.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical thinking and problem solving: will be developed as the learner explores multiple perspectives of painting using varied tools and materials for creativity.</li> <li>• Digital literacy: The learner uses digital technology to source virtual or actual pictures of players executing skills in football and painting artwork.</li> <li>• Creativity and imagination: The learner will apply creative skills in selecting media for painting, and painting the still life composition.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: The learner works on art work and clears up after the activities</li> <li>• Unity: The learner practise tuning the fiddle in turns</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Waste management: developed while disposing of the waste after the classroom activity.</li> <li>• Social cohesion: The learner work in groups to watch actual or virtual painting and discuss</li> </ul>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Creating and Executing</b>	<b>1.3 Volleyball</b>  (15 lessons) <ul style="list-style-type: none"> <li>• <i>Underarm service</i></li> <li>• <i>Dig pass</i></li> <li>• <i>Shading</i></li> </ul>	By the end of the Sub Strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) identify the serving and the passing skills in Volleyball,</li> <li>b) execute the under-arm service and dig pass in volleyball for skill acquisition,</li> <li>c) identify varied papers and dry media for drawing,</li> <li>d) create a picture of a players executing volleyball skills using block shading technique,</li> <li>e) value the skills of underarm pass and dig passes in a Volleyball game.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• watch real or virtual Volleyball game to identify serving and passing skills, Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light.</li> <li>• demonstrate the under-arm service and dig pass, Learners with postural defects could use alternative functional parts of the body, perform an alternative corresponding activity, or perform at their level of functional ability. Safety of all learners should be observed and extra caution taken for</li> </ul>	How can service skills in Volleyball be used to win a game?

			<p>learners with chronic health conditions.</p> <ul style="list-style-type: none"> <li>● practise the skills of underarm service in Volleyball game,</li> <li>● Practise dig pass in Volleyball game,</li> <li>● play a Volleyball game while applying the skills learnt and observing safety,</li> <li>● collect from the environment recyclable paper/drawing surfaces (<i>newsprint, packaging papers, sugar paper, brown papers, tracing papers</i>),</li> <li>● source virtual or actual pictures of players executing <i>dig pass and underarm service in Volleyball</i>,</li> </ul> <p>Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be supported.</p>	
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			<ul style="list-style-type: none"> <li>● trace the pictures and cut-out templates,</li> <li>● use the template to draw an outline of players executing a skill in Volleyball, Learners with manipulation difficulties could use adapted writing tools and materials, alternative functional parts of the body or use assistive technology.</li> <li>● block-shade the pictures using appropriate media contrasting with the background (<i>pencils, charcoal, chalk, crayons</i>),</li> <li>● clear working area by disposing and putting the materials in appropriate places.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Critical thinking and problem solving: as the learner explores multiple perspectives of shading the pictures using appropriate media.</li> <li>● Digital literacy: The learner uses digital technology to source virtual or actual pictures of players executing skills in volleyball.</li> </ul>				

**Values:**

- Responsibility: The learner works on art work and clears working area by putting the materials in appropriate places.
- Unity: The learner shares the volleyball equipment as they demonstrate the skills of dig pass and underarm service.

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

- Environmental education - enhanced through sustainable use of locally available materials for making art materials
- Waste management: developed while disposing of the waste after the classroom activity.

**Link to other learning areas:**

Science and Technology: The learners use skills of measuring and marking

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Creating and Executing</b>	<b>1.4 Rhythm and Pattern Making</b>  (18 lessons) <ul style="list-style-type: none"> <li>• <i>Note values: crotchet, quaver, minim, dotted minim, semibreve and rests.</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: a) interpret rhythmic patterns in music, b) compose rhythms using a combination of musical notes, c) improvise rhythms in three patterns on a percussion instrument,	The learner is guided to: <ul style="list-style-type: none"> <li>• listen to /sing familiar songs and are guided in identifying words with the French rhythm names <i>taa, ta-te, taa-aa, taa-aa-aa, taa-aa-aa-aa</i>, Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications.</li> </ul>	Why is it important to create rhythm in different beat patterns?

	<ul style="list-style-type: none"> <li>• <i>French rhythm names: taa, ta-te, taa-aa, taa-aa-aa-aa,</i></li> <li>• <i>Note symbols and their rests on monotone</i></li> </ul>	<p>d) prepare a block with organic motif for printing,</p> <p>e) create a full repeat pattern using block printing,</p> <p>f) appreciate rhythmic patterns created by self and others.</p>	<ul style="list-style-type: none"> <li>• tap/ clap/stamp and recite rhythmic patterns using french rhythm names,</li> <li>• relate the French rhythm names to the <i>music</i> note symbols for the crotchet, pair of quavers, minim, dotted minim, semibreve and their rests,</li> <li>• apply various composition techniques to compose original rhythmic patterns using French rhythm names note symbols, and their rests,</li> <li>• use digital resources to further their skills of creating rhythms, Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be supported.</li> <li>• listen to songs and identify songs in three -beat patterns,</li> </ul>	
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			<ul style="list-style-type: none"> <li>● sing and conduct/beat time of songs in three and four-beat patterns, Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications.</li> <li>● improvise short rhythms in three beat patterns using percussion instruments,</li> <li>● observe virtual and actual samples of simple geometrical shaped motif and draw,</li> <li>● prepare a block to transfer the motif from available resources (rubber/old slippers, wood, any other), Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.</li> <li>● improvise natural dye paste or artificial printing paste <i>N/B</i></li> </ul>	
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			<p><i>observe safety in improvising the paste</i></p> <ul style="list-style-type: none"> <li>• print using the block a full repeat pattern on a small fabric using contrasting colours,</li> <li>• neaten by trimming/stitching and ironing to make a small decorated table mat,</li> <li>• share the work with peers for critique and feedback for improvement.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Creativity and Imagination: The learner combines various techniques to creatively come up with rhythmic patterns and repeat patterns using block printing</li> <li>• Self-efficacy – The learner will develop the ability to create and improvise rhythmic patterns</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect: is instilled through use of respectful words as they appreciate and appraise each other's and performances.</li> <li>• Integrity - displays honesty by creating own original rhythms and repeat patterns using block printing</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Social cohesion - The learner will appreciate working together with others when clapping/tapping rhythms, improvising and sharing rhythmic patterns.</li> <li>• Decision making skills - The learner will learn to choose correct note values and newspapers for use in creating a rhythmic pattern and collages respectively.</li> </ul>				

**Link to other learning areas:**

- Mathematics - The learner applies number concept when improvising three- beat patterns to help them get the correct number of beats in a given measure.
- Agriculture and Nutrition: The learner applies the skills of finishing by trimming/stitching and ironing.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>1.0 Creating and Executing</b></p>	<p><b>1.5 Weaving</b> (12 lessons)</p> <ul style="list-style-type: none"> <li>● <i>2/2 plain weave</i></li> <li>● <i>card loom</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to;</p> <ol style="list-style-type: none"> <li>identify 2/2 plain weave,</li> <li>prepare materials and tools for weaving,</li> <li>weave a mat using 2/2 plain weaving technique,</li> <li>appreciate our own and peers’ woven mats used for gymnastics performance.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● research in virtual and actual sources to identify a serrated card loom, shuttle and weaving on a card loom, Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be supported.</li> <li>● collect and prepare recyclable materials for weaving such as yarns, fibres among others) Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.</li> </ul>	<p>Why is recycling beneficial to the environment?</p>

			<ul style="list-style-type: none"> <li>• make a serrated card loom on a stiff material and a shuttle, (small spacing)</li> <li>• weave a mat/scarf using a 2/2 plain weave on a serrated card loom with emphasis on colour variation</li> <li>• display and positively critique each other's woven items for reflective feedback,</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical thinking and problem solving: will be developed as the learner weave a mat/scarf using a 2/2 plain weave on a serrated card loom.</li> <li>• Creativity and imagination: The learner comes up with new ideas on how to make a loom</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: as learners put into practise the aspects of safety, care of the environment while sourcing for materials for weaving.</li> <li>• Respect: is nurtured when the learner appreciates and appraises others' woven items</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Safety: The learner observes safety as they perform rolls, balances and cartwheel to form a 3-phase sequence of a gymnastic performance</li> <li>• Climate change: The learner uses materials that are friendly to the environment when improvising the yarns and loom for weaving</li> </ul>				
<p><b>Link to other learning areas:</b></p> <p>Mathematics: The learner creates a loom frame using a mitre joint while applying mathematical knowledge on angles.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Creating and Executing</b>	<b>1.6 Gymnastics</b> (12 lessons) <ul style="list-style-type: none"> <li>• <i>Cartwheel</i></li> <li>• <i>3- action sequence</i></li> </ul>	By the end of the Sub Strand, the learner should be able to; <ol style="list-style-type: none"> <li>a) describe the cartwheel skill in gymnastics,</li> <li>b) perform the cartwheel skill in gymnastics,</li> <li>c) perform 3-action sequence of cartwheel - forward roll -swan balance,</li> <li>d) accompany a gymnastic 3 sequence performance using an indigenous instrumental ensemble,</li> <li>e) appreciate the action sequence of gymnastic activities for enjoyment.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a video or live performance of a cartwheel in gymnastics, Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light.</li> <li>• demonstrate cartwheel skill in gymnastics</li> <li>• practise cartwheel skill, Learners with postural defects could use alternative functional parts of the body, perform an alternative corresponding activity, or perform at their level of functional ability. Safety of all learners should be observed</li> </ul>	Why are sequences performed in Gymnastics?



			<p>and extra caution taken for learners with chronic health conditions.</p> <ul style="list-style-type: none"> <li>● demonstrate sequencing of cartwheel, forward roll, and swan balance,</li> <li>● practise a 3-action sequence of cartwheel, forward roll, a swan balance while observing safety,</li> <li>● use rhythmic pattern to practise synchronised sequence of the gymnastic activity,</li> <li>● perform in an ensemble during the execution of 3 sequence performances in a gymnastic activity,</li> <li>● Observe each other's gymnastic performance and give feedback.</li> </ul> <p>Learners with speech difficulties can select orally, by typing or writing.</p>	
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**Core Competencies to be developed:**

- Learning to learn: learner acquires the skills of cartwheel, roll and balance to be able to perform a 3-action sequence in gymnastics.
- Critical thinking and problem solving: the learner practises and creates different 3-action sequences of a gymnastics performance.
- Self - efficacy: the learner's self-esteem is enhanced by being able to perform a 3-action sequence in gymnastics.

**Values:**

- Responsibility: as learners put into practise the aspects of safety, while performing 3-action sequence in gymnastics.
- Love: The learner respects others as they practise the combination of gymnastics progressions to form a 3- action sequence in gymnastics.

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

- Gender: The learner works with peers in groups (boys and girls) while they create and improvise the floor mats and perform the 3- action sequence in gymnastics.
- Safety: The learner observes safety as they perform cartwheel, rolls, balances and to form a 3- action sequence of a gymnastic performance.

**Link to other learning areas:**

Science and Technology: The learner applies the concept of how the body works during performance of gymnastic activity.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Creating and Executing</b>	<b>1.7 Melody</b> (10 lessons) <ul style="list-style-type: none"> <li>• <i>Solfa syllables</i></li> <li>• <i>doh to doh<sup>1</sup></i></li> <li>• <i>Composition techniques: narrow leaps (thirds), stepwise motion, repetition, variation and appropriate ending,</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) sing the solfa syllables doh to doh<sup>1</sup> ascending and descending,</li> <li>b) perform the sol-fa ladder using Kodaly hand signs,</li> <li>c) aurally recognise sol-fa sounds doh to doh<sup>1</sup> in familiar melodies,</li> <li>d) compose short melodies within the range of doh to doh<sup>1</sup></li> <li>e) write the sol-fa syllables using calligraphy lettering,</li> <li>f) appreciate melodies created by self and others.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• sing solfa syllable doh to doh<sup>1</sup> ascending and descending with accuracy in pitch, Learners with speech difficulties could use residual speech, hum, mime or use alternative mode of communications.</li> <li>• imitate solfa pitches sung or played on a melodic instrument for pitch discrimination, Learners with speech difficulties could be provided with variety of alternative corresponding activities.</li> <li>• listen to and sing familiar songs within the d-d<sup>1</sup> range using solfa syllables,</li> <li>• practice singing and performing the sol-fa ladder using Kodaly hand signs,</li> </ul>	How can one create interesting melodies?

			<ul style="list-style-type: none"> <li>• apply composition techniques to compose original melodies based on solfa syllables <i>d r m f s l t d<sup>1</sup></i></li> <li>• use calligraphy lettering to add sol-fa syllables to created rhythms to form a melody, Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.</li> <li>• sing own and others' created melodies,</li> <li>• record or present the created melodies to peers for appraisal and improvement.</li> </ul>	
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**Core Competencies to be developed:**

- Creativity and imagination: the learner will make thoughtful choices in selecting solfa syllables and note values to combine using various techniques to compose melodies.
- Critical thinking and Problem solving: developed when the learner listens and recognises sol-fa sounds in melodies as well as in interpretation of hand signs.

**Values:**

- Respect: is developed when the learner appreciates and appraises others' compositions.
- Unity: is achieved through working in groups to produce a melody.
- Integrity: is developed when creating own compositions without copying what other peers have already created.

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

- Mentorship and peer education: enhanced through appraising and correcting peers' compositions.
- Talent identification - Learner develops musical talent by composing and singing melodies.

**Link to other learning areas:**

- Mathematics: Number concept and sequencing learnt in Mathematics is applied in combination of solfa syllables in stepwise motion and leaps.
- English: Vowels learnt in English are used to sing the solfa syllables ascending and descending.

**Suggested Assessment Rubric**

<b>Indicator \ Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to create and/or execute: <ul style="list-style-type: none"> <li>– a fiddle</li> <li>– a still life composition</li> <li>– collage composition</li> <li>– passing in volleyball</li> <li>– dig in volleyball</li> <li>– a rhythm using notes</li> </ul>	Creates and/or executes the 10 items in Creative Arts correctly and/or skilfully	Creates and/or executes the 8 items in Creative Arts correctly	Creates and/or executes the 4-7 items in Creative Arts with minor errors and/or inconsistencies	Creates and/or executes the 1-3 items in Creative Arts with errors and/or inconsistencies

<ul style="list-style-type: none"><li>- a rhythm using a percussion instrument</li><li>- an woven mat</li><li>- a 3 action sequence</li><li>- melody within doh to doh'</li></ul>				
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**STRAND 2.0: PERFORMING AND DISPLAYING**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>2.0 Performing and Displaying</b></p>	<p><b>2.1 Athletics</b> (15 lessons)</p> <ul style="list-style-type: none"> <li>• <i>Long jump-sail technique</i></li> <li>• <i>High jump-scissor style</i></li> </ul>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) describe long jump and high jump techniques in athletics,</li> <li>b) perform the sail technique in long jump for skills acquisition,</li> <li>c) perform the scissors technique in high jump for skills acquisition,</li> <li>d) appreciate high jump and long jump techniques in athletics for enjoyment.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• watch a virtual or live performance of a long jump and high jump, and keenly observe sail technique in long jump and scissors technique in high jump, Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light.</li> <li>• demonstrate the sail technique in long jump while observing safety, Learners with postural defects could use alternative functional parts of the body,</li> </ul>	<ol style="list-style-type: none"> <li>1. How is the jumping skill useful in athletics</li> <li>2. Why is it important to maintain a tempo in athletics?</li> </ol>

			<p>perform an alternative corresponding activity, or perform at their level of functional ability. Safety of all learners should be observed and extra caution taken for learners with chronic health conditions.</p> <ul style="list-style-type: none"> <li>● demonstrate the scissors technique in high jump, while observing safety</li> <li>● practise the sail technique in long jump accompanied by a music <i>tempo</i>, while observing safety,</li> <li>● practise the scissors technique in high jump to a specified tempo observing safety,</li> <li>● observe each other's performance and give feedback,</li> <li>● display and talk about own and others' performance in long jump and high jump.</li> </ul>	
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			<ul style="list-style-type: none"> <li>Learners with speech difficulties can select orally, by typing or writing.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Digital literacy: The learner operates digital devices while watching performances in sail technique in the long jump and scissors technique in the high jump.</li> <li>Creativity and Imagination: The learner practises the scissors technique and sail to a given tempo.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>Integrity: The learner displays honesty while appraising each other's performance.</li> <li>Responsibility: The learner watches videos on the performance of the long and high jumps, and practises the latter.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b> Safety: The learner observes safety while performing the sail technique in long jump and scissors in high jump.</p>				
<p><b>Link to other learning areas:</b> Mathematics: is applied when the learner takes the measures of their performance and appraises accordingly.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Performing and Displaying</b>	<b>2.2 Descant Recorder</b>  (14 lessons)	By the end of the Sub Strand, the learner should be able to; a) play notes C to D <sup>1</sup>	The learner is guided to: <ul style="list-style-type: none"> <li>observe and interpret the baroque fingering chart of the notes C D E F G A B C' C to D<sup>1</sup></li> </ul>	How can a good tone be produced on a descant recorder?

		<p>on the descant recorder with appropriate playing techniques,</p> <p>b) play a melody within the range of C to D<sup>1</sup> on the descant recorder,</p> <p>c) play the main melody of the Kenya National Anthem on the descant recorder,</p> <p>d) show interest in playing the descant recorder.</p>	<p>Learners with speech difficulties can select orally, by typing or writing.</p> <ul style="list-style-type: none"> <li>• individually and in groups practise playing the notes C D E F G A B C<sup>1</sup> D<sup>1</sup> ascending and descending on the descant recorder with appropriate playing techniques; fingering, tonguing and posture, Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.</li> <li>• practise playing melodies based on notes C D E F G A B C<sup>1</sup> C to D<sup>1</sup> on the descant recorder observing hygiene measures,</li> <li>• present melodies before peers for critique and continuous improvement,</li> <li>• search, watch videos and practise playing melodies on the descant recorder,</li> </ul>	
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			<p>Learners with manipulation difficulties could use alternative functional parts of the body, use adapted digital devices, assistive technology or be supported.</p> <ul style="list-style-type: none"> <li>• individually and in groups, practice playing the main melody of the Kenya National Anthem,</li> <li>• play melodies during gymnastic activities to accompany the exercises.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Learning to learn: The learner will take the initiative to learn how to play notes and melodies on the descant recorder.</li> <li>• Citizenship: developed through playing the main melody of the Kenya National Anthem on the descant recorder.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility - will be nurtured as they observe safety and hygiene measures in the use of the descant recorders.</li> <li>• Respect: is instilled through use of respectful words as they appreciate and appraise each other's performances using polite language.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Peer education and mentorship: The learner contributes to others' work through appraising it and providing feedback for improvement.</li> <li>• Health issues in Education: communicable diseases- observance of hygiene measures in the use of the descant recorder in order to prevent transmission of communicable diseases.</li> </ul>				

**Link to other learning areas:**

Home Science: The concept of hygiene learnt in Home Science is applied through observance of hygiene measures when playing the descant recorder.

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Performing and Displaying</b>	<b>2.3 Indigenous Kenyan Instrumental Ensembles</b> (12 lessons) <ul style="list-style-type: none"><li>• <i>Instrumental Ensembles: percussion, wind string ensemble</i></li><li>• <i>Factors in selecting an appropriate instrument,</i></li><li>• <i>tuning</i></li><li>• <i>playing technique</i></li><li>• <i>tempo</i></li></ul>	By the end of the Sub Strand, the learner should be able to: <ul style="list-style-type: none"><li>a) identify the categories of indigenous Kenyan instrumental ensembles,</li><li>b) describe factors to consider when playing in an instrumental ensemble,</li><li>c) play a selected instrument in an ensemble using appropriate techniques,</li><li>d) appreciate the role of Kenyan indigenous musical instruments in performance.</li></ul>	The learner is guided to: <ul style="list-style-type: none"><li>• watch a video recording/observe pictures of/real performance of Kenyan indigenous instrumental ensemble and classify them, Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light.</li><li>• brainstorm on the various instruments that form part of the categories of the instrumental ensemble,</li></ul>	How can one play an instrument in an instrumental ensemble?

	<ul style="list-style-type: none"> <li>• <i>Synchrony with other instrumentalists</i></li> <li>• <i>Accuracy in rhythm/ melody</i></li> <li>• <i>Improvisation of rhythms and melodies</i></li> </ul>		<p>Learners with speech difficulties can select orally, by typing or writing.</p> <ul style="list-style-type: none"> <li>• create a mind map factors to consider for successful playing in an Indigenous Kenyan instrumental ensemble,</li> <li>• select an instrument to perform in a Kenyan Indigenous Instrumental ensemble with proper coordination with the group,</li> <li>• tune the selected instrument using appropriate technique, Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.</li> <li>• take turns to practise playing various instruments in the ensemble instruments using appropriate technique,</li> <li>• take part to play a selected instrument in a Kenyan Indigenous Instrumental ensemble using appropriate</li> </ul>	
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			techniques and with proper blending.	
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>● Citizenship: developed as the learner interacts with and plays Kenyan indigenous musical instruments in an ensemble.</li> <li>● Communication and collaboration: enhanced through performance as group in an ensemble.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>● Peace: interaction with musical instruments from diverse Kenyan communities enhances appreciation of different cultures hence peaceful coexistence.</li> <li>● Unity: achieved through playing of musical instruments in groups.</li> <li>● Responsibility: is nurtured as the learner handles different musical instruments in the ensemble.</li> </ul>				
<b>Pertinent and Contemporary Issues (PCIs):</b>				
<ul style="list-style-type: none"> <li>● Social cohesion: playing musical instruments from diverse cultures in Kenya enhances peaceful co-existence.</li> <li>● Cultural awareness: the learner learns about aero phones from various Kenyan cultures.</li> <li>● Ethnic and racial relations: the learner interacts with reference material and handling/playing of musical instruments drawn from different Kenyan communities.</li> </ul>				
<b>Link to other learning areas:</b>				
<ul style="list-style-type: none"> <li>● Indigenous Languages: learner interacts with different musical instruments from Indigenous Kenyan communities</li> <li>● Social studies: the concept of Kenyan indigenous communities is applied when handling musical instruments from Kenyan indigenous communities</li> </ul>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Performing and Displaying</b>	<b>2.4 Indigenous Kenyan Craft- Pottery</b> (12 lessons) <ul style="list-style-type: none"> <li>● <i>slab technique</i></li> <li>● <i>burnishing/stamping</i></li> <li>● <i>firing</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) describe slab technique in pottery,</li> <li>b) model a vase using slab technique for expression,</li> <li>c) decorate a modelled item for aesthetic enhancement,</li> <li>d) appreciate pottery as Kenya indigenous craft.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>● observe actual/ virtual samples of pottery items to describe; clay as a material, slab technique, Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light.</li> <li>● source clay from the environment (anthills, riverbanks among others)  <i>N/B take care of the environment</i>            Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions</li> </ul>	Why is firing pottery items important?

			<p>and those using mobility devices by ensuring that they move in safe environment.</p> <ul style="list-style-type: none"><li>• collaboratively prepare the clay by kneading and wedging, Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.</li><li>• roll clay into slabs of equal uniform thickness,</li><li>• cut slabs of clay (rectangular and circular) and join to form a vase,</li><li>• collaboratively finish the vase by burnishing and stamping and dry under shade,</li></ul>	
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			<ul style="list-style-type: none"> <li>• paint the vase using natural pigments,</li> <li>• display and talk about own and others modelled vase in a just manner. Learners with speech difficulties can select orally, by typing or writing.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Communication and collaboration: learner work in groups to prepare the clay by kneading and wedging.</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect: The learner talks about own and others modelled vase in a just manner</li> <li>• Unity: achieved through firing the vase in an open pit kiln as a whole class.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Cultural awareness: the learner learns about indigenous crafts in Kenya.</li> <li>• Ethnic and racial relations: the learner interacts with reference material and research indigenous craft drawn from different Kenyan communities</li> </ul>				
<p><b>Link to other learning areas:</b>  Social studies – as they exploit natural resources to source clay from the environment such as anthills riverbanks</p>				

## OPTIONAL GAMES

Learners must cover at least one of these areas:

1. **Swimming**
2. **Kenyan indigenous games**

### Optional Sub Strands

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0</b> <b>Performing and Displaying</b>	<b>2.5 Swimming</b> <b>(Optional)</b> (15 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) describe the body position in breaststroke,</li> <li>b) perform breaststroke in swimming for skill acquisition,</li> <li>c) acknowledge own and others' efforts while performing breast stroke skills in swimming.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• watch a virtual or actual performance to observe breaststroke in swimming, Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity could be regulated for learners who are sensitive to light.</li> <li>• demonstrate breaststroke skill, Learners with postural defects could use alternative functional parts of the body,</li> </ul>	Why are swimming skills considered as survival skills?

			<p>perform an alternative corresponding activity, or perform at their level of functional ability. Safety of all learners should be observed and extra caution taken for learners with chronic health conditions.</p> <ul style="list-style-type: none"> <li>• practise breaststroke skills while observing safety,</li> <li>• apply the skills of breaststroke in swimming game,</li> <li>• observe each other swim using breaststroke and give feedback.</li> </ul> <p>Learners with speech difficulties can select orally, by typing or writing.</p>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: developed when the learner expresses water confidence as they practise the skill of breaststroke and provide feedback to each other about the performance.</li> <li>• Learning to learn: the learner acquires new skill of breaststroke while practising in the swimming pool.</li> </ul>				

**Values:**

- Unity: The learner displays team spirit while applying the skills of breaststroke.
- Responsibility: The learner carries out the practice of breaststroke while observing own and others safety.

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

- Safety: The learner observes safety measures as they practise breaststroke during swimming.
- Life skills: The learner acquires swimming skills as survival skills in case of emergencies such as floods.

**Link to other learning areas:**

Integrated Science: The learner uses the knowledge of floatation to perform breaststroke in swimming..

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Performing and Displaying</b>	<b>2.5 Indigenous Kenyan games (optional)</b>  <i>Indigenous Floor games</i>  (15 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify types of indigenous floor games played in Kenya, b) perform different indigenous floor games for skill acquisition, c) execute indigenous floor games to a musical rhythm for enjoyment,	The learner is guided to: • watch a virtual or live demonstration of indigenous floor game and identify the skills observed, Learners with postural defects or short stature could be appropriately positioned for comfort and clear view. Screen resolution and light intensity	1. How do floor games enhance physical fitness? 2. Why floor games are considered an indigenous?

		<p>d) appreciate the role played by indigenous floor games for fitness and health.</p>	<p>could be regulated for learners who are sensitive to light.</p> <ul style="list-style-type: none"> <li>• demonstrate indigenous floor games while observing safety, Learners with postural defects could use alternative functional parts of the body, perform an alternative corresponding activity, or perform at their level of functional ability. Safety of all learners should be observed and extra caution taken for learners with chronic health conditions.</li> <li>• practice indigenous floor games while observing safety, Organize a safe conducive environment.</li> <li>• practise different types of indigenous floor games while combining it to a musical rhythm.</li> </ul>	
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<p><b>Core competency to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: the learner works with others in performing indigenous floor games.</li> <li>• Learning to learn: the learner acquires and masters skills in floor games.</li> </ul>
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: the learner takes on different roles in indigenous floor games.</li> <li>• Unity: the learner works with others in indigenous floor games.</li> </ul>
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>• Safety: the learner observes safety rules when playing indigenous floor games.</li> <li>• Health and Fitness: the learner improves fitness through practicing indigenous floor games for a healthy lifestyle.</li> </ul>
<p><b>Link to other learning areas:</b></p> <p>Mathematics: the learner keeps counting during practise of indigenous floor games.</p>

**Suggested Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to perform and/or display: <ul style="list-style-type: none"> <li>– long jump</li> <li>– high jump</li> <li>– C to D’ notes on a descant recorder</li> </ul>	Performs and/or displays the 7 items in Creative activities skilfully	Performs and/or displays the 7 items in Creative activities correctly	Performs and/or displays the 4-6 items in Creative activities with minor flaws and/ or omissions	Performs and/or displays the 1-3 items in Creative activities with flaws and/ or omissions

<ul style="list-style-type: none"><li>- a melody using the descant recorder</li><li>- own part in an instrumental Ensemble</li><li>- modelled a vase</li><li>- breaststroke /a floor game</li></ul>				
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### STRAND 3.0 APPRECIATION IN CREATIVE ARTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Appreciation in Creative Arts</b>	<b>3.1 Analysis of Creative Arts works</b>  (15 lessons) <ul style="list-style-type: none"> <li>• <i>Elements of music: pitch, melody, rhythm, dynamics, tempo texture (monophonic and homophonic texture) and structure ( AB, ABA)</i></li> </ul>	By the end of the Sub Strand, the learner should be able to: a) interpret works of art displayed, b) create a catalogue of the exhibited artworks, c) analyse the elements of music in a song, d) analyse messages in songs, e) participate in sporting events for enjoyment, f) value analysing Creative Arts works drawn from various cultural backgrounds.	The learners are guided to: <ul style="list-style-type: none"> <li>• visit virtual or actual art establishments to study artworks, Safety precautions for all the learners should be observed with extra caution taken for learners with health conditions and those using mobility devices by ensuring that they move in safe environment</li> <li>• create a catalogue of the exhibited artworks indicating Artist’s Name, Type of artwork, Medium and Size, Learners with manipulation difficulties could use alternative functional parts of the body or use assistive technology.</li> </ul>	How are Creative Arts analysed?



			<ul style="list-style-type: none"><li>• interpret works of art displayed by taking into account; type of art, material, media, meaning, techniques, aesthetic), Learners with speech difficulties can select orally, by typing or writing.</li><li>• reflect on the analysed work of art for inspiration and mentorship,</li><li>• listen to a variety of vocal music addressing Pertinent and contemporary issues such as Climate and identify the song, discuss how different elements of music are used using appropriate terminology,</li><li>• in groups, listen to music and identify the changes in the use of elements of music, and the message/values in the song,</li></ul>	
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			<ul style="list-style-type: none"><li>• discuss the texture and structure of the songs, Learners with speech difficulties could use alternative and augmentative modes of communication.</li><li>• individually listen to/refer to specific music and relate it to experiences or events in life,</li><li>• participate in Football, Athletics, Volleyball, Rounders, Gymnastics and Swimming events for fun and inter- class/inter school championships, Learners with postural defects could use alternative functional parts of the body, perform an alternative corresponding activity, or perform at their level of functional ability. Safety of all learners should be observed and extra caution taken for learners with chronic health conditions.</li></ul>	
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			<ul style="list-style-type: none"> <li>● appreciate the sports performances with focus on; fair play and observance of code of conduct to enhance sportsmanship.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Critical thinking and problem solving - The learner thinks critically as they analyse the aspects of the songs and describe them using appropriate terminologies and critique artworks.</li> <li>● Learning to learn: developed as the learner takes initiative to understand how art, music and sports work.</li> <li>● Digital Literacy: the learner uses digital technology to watch a video of songs and the execution of skills in volleyball, athletics, gymnastics and swimming.</li> <li>● Citizenship: The learner visits community galleries or cultural centres to see artworks done by other local artists to appreciate their works.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: The Learner appreciates diverse opinions while observing and interpreting and talking about artworks and sports.</li> <li>● Love: The learner respect others’ opinions as they critique works of art displayed in the galleries</li> <li>● Social justice: The learner fairly critiques the works of Art displayed in the galleries.</li> <li>● Love: The learner critiques the work of creative arts and sports.</li> <li>● Integrity: Instilled as the learner observes sportsmanship during a mini game.</li> </ul>				
<p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <ul style="list-style-type: none"> <li>● Analytical and creative thinking: - developed as the learner’s analyses music and sports, and critiques art works.</li> <li>● Self-esteem and self-confidence: is enhanced as the learners discuss and relate the music to personal experiences.</li> </ul>				

**Link to other learning areas:**

Social studies: as they visit community actual galleries to see artworks related art techniques done.

**Suggested Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to interpret/ participate in / analyses  – Arts works – songs – games	Interprets/participates in / analyses the 3 items in Creative Arts skilfully and in detail	Interprets/participates in / analyses the 3 items in Creative Arts correctly	Interprets/participates in / analyses the 2 items in Creative Arts with minor omissions	Interprets/participates in / analyses the 1 items in Creative Arts with omissions

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

Strand	Sub strand	Suggested resources	Suggested assessment	Suggested Adaptations of Suggested Adaptations	Suggested non-formal activities to support learning
<p><b>1.0 Creating and Executing</b></p>	<p><b>1.1 String Instruments and Drawing</b></p>	<p>String instruments, audio recordings of string instruments, locally available materials for making a fiddle, Drawing papers, pencils eraser, cutting tools, adapted digital devices, other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</p>	<p>Portfolio, exhibition, project, aural/oral tests</p>	<p><b>1. Written test/typing, stamping or signing</b></p> <ul style="list-style-type: none"> <li>● Using digital device</li> <li>● Recording</li> <li>● Use of scribes</li> <li>● Use of adapted pens, paper, book holders,</li> <li>● Adjustment of time and space</li> <li>● Providing illustrations</li> </ul>	<p>Field visits to cultural centres, club activities.</p>

				<p>to be interpreted</p> <ul style="list-style-type: none"> <li>• Use of worksheets</li> </ul> <p><b>2. Oral or Aural assessment</b></p> <ul style="list-style-type: none"> <li>• Signing, miming, use of AAC, time adjustment</li> <li>• <b>Portfolio/</b></li> <li>• <b>e-Portfolio</b></li> <li>• Physical support</li> <li>• Use of assistive devices</li> <li>• Adapted digital devices and writing materials.</li> <li>• Description of how to</li> </ul>	
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				<p>carry out a practical activity while being audio/video recorded, time adjustment</p> <p><b>4. Practical assessment</b></p> <ul style="list-style-type: none"> <li>● <b>Physical support</b></li> <li>● Adapted resources</li> <li>● Description of how to carry out a practical activity while being audio/video recorded</li> <li>● Time adjustment</li> <li>● Rest intervals</li> </ul>	
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				<b>2. Project</b> <b>• Physical support</b> <ul style="list-style-type: none"> <li>• Adapted resources</li> <li>• Description of how to carry out a practical activity while Being audio/video recorded</li> <li>• Time adjustment</li> </ul>	
	<b>Painting and Collage</b>	Water based colours, drawing papers, black sugar papers, found materials for collage, support (carton box/cardboard/ any other), adhesive, football, adapted digital devices, other Related Service Providers: Resource	Portfolio, exhibition, project, checklist, Skill progression charts		Club activities, gallery visits, inter school/class championships



		person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.			
	<b>1.3 Volleyball Underarm Dig pass</b>	<ul style="list-style-type: none"> <li>– newsprint/packaging papers/sugar paper/brown papers/tracing papers</li> <li>– PE kits</li> <li>– Volleyball</li> <li>– Volleyball nets</li> <li>– Cutting tools</li> <li>– stitching/pasting resources</li> <li>– Pencils/charcoal/chalk/crayon, adapted digital devices, other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.</li> </ul>	Portfolio observation schedule Checklist Exit tickets Skill progression charts Self-assessment worksheet Volleyball performance analysis		Research events/ club, E galleries Participate in Volleyball, Inter school/class championships

	<b>1.4 Rhythm and pattern making</b>	Percussion instruments, record devices, audio recordings, charts, flash newspapers, adhesives, stiff paper, adapted digital devices, other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.	Written tests, aural tests, project, portfolio, display area		Art club, gallery visit
	<b>1.5 Weaving</b>	Recyclable yarns, fibres, cardboard, adapted digital devices, other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.	Portfolio, observation schedule, Checklist, project,		Art club, gallery visit, community activities,

	<b>1.6 Gymnastics</b>	Floor mats, whistle, spotting blocks, Props and balances, balance beams, pods, bars and rings, grips, straps, fitness balls, cones, markers yarns, polythene materials, fibres, wood/timber, nails, hammer, needles, threads, adapted digital devices, other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.	Project, portfolio schedule, display and critique, portfolio observation schedule, checklist, exit tickets, skill progression charts, self-assessment worksheet,		
	<b>1.7 Melody</b>	Melodic instruments, Sheet music Recording devices, Audio/visual devices, pictures of Kodaly hand signs, improvised calligraphy pens, ink, adapted digital devices, other Related Service Providers: Resource person, speech therapist, Learner	Oral/aural tests, written tests, checklist, observation schedule.		Performing created melodies during school functions, Presenting the created melodies in the Music club

		support assistance, Occupational Therapist, Physiotherapist.			
<b>2.0 Performance and Display</b>	<b>2.1 Athletics Long jump High jump</b>	Found objects, fabric, coloured papers, adhesives, scissors, watercolours/ poster colours, brushes, calligraphy pens, ink, high jump landing gear, tape measure open places or marked fields, digital devices, whistle, long jump runway and landing area, tape measure, adapted digital devices, other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.	Project, portfolio schedule, checklist, portfolio observation schedule, written tests, checklist, exit tickets skill progression charts		Practise the skills of gymnastics at games time Join gymnastics clubs Participate in gymnastics competitions at inter-class, interschool level

	<b>2.2 Descant Recorder</b>	Descant recorder, baroque fingering Charts/ pictures/photos of fingering, Pictures/photos of fingering notes C D E F and posture, Resource persons Found objects, coloured papers, adhesives, scissors, watercolours/ poster colours, brushes, calligraphy pens, ink.	Observation checklist, assessment rubrics, project, portfolio schedule, display and critique.		Playing the Kenya National Anthem, during school assemblies, playing melodies in the school band and music club, participating in Kenya Music festivals
	<b>2.3 Indigenous Kenyan Instrumental ensembles</b>	Indigenous Percussion, wind and string instruments, adapted digital devices, other Related Service Providers: Resource person, speech therapist, Learning support assistance, Occupational Therapist, Physiotherapist.	Observation checklist/schedule , Project		Playing the ensemble, during school assemblies, playing in the school band and music club, participating in Kenya Music festivals

	<b>2.4 Indigenous Kenyan Craft- Pottery</b>	Clay, water, digital devices, rolling pin, smoothening tools, bucket,	Project, portfolio, display and critique		Art club activities, gallery visit
	<b>2.5 Swimming Breaststroke (Optional)</b>	Swimming facility (pool), clothing and gear-swimsuits, goggles, Safety equipment-life jackets, rescue tubes, first aid kit, spine board, Swimming Aids-kickboards, pull buoys, fins, swim noodles, floatation devices, other materials-markers and cones, adapted digital devices, other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.			Participate in swimming galas and competitions, join swimming clubs and fun days

	<b>2.5 Kenyan Indigenous Games-Floor games (Optional)</b>	Video clips on floor games, small stones or marble, bean bags, percussion musical instruments, mats, puppets, carton boxes papers, adapted digital devices, other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.	Observation checklist, assessment rubrics, project, portfolio schedule, display and critique		Participate in indigenous games sports and competitions.
<b>3.0 Appreciation in Creative Arts</b>	<b>3.1 Analysis of Sports</b>	Artworks, portfolio folders, display boards, community galleries visual excerpts of relevant music Audio-visual equipment Resource persons, games events and equipment, adapted digital devices, other Related Service Providers: Resource person, speech therapist, Learner support assistance, Occupational Therapist, Physiotherapist.	Oral/aural questions, written tests, observation schedules, checklist.		Participating in community festivals and sporting events, Exhibitions, Participating in music festivals, school games, sports club, music club/choir, Singing the East African Anthems during school

					Assemblies, sports events and school functions.
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### **CSL at Upper Primary (grade 4-6)**

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Social studies learning area. The implementation of the CSL activity is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

#### **Steps in carrying out the integrated CSL activity**

##### **1) Preparation**

- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools



## **2) Implementation CSL Activity**

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

## **3) Reflection on the CSL Activity**

**Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:**

- what went well and why
- what did not go well and why,
- what can be done differently next time
- what they have learnt.

There will be one integrated CSL activity that will be conducted annually. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

### **ASSESSMENT OF THE CSL ACTIVITY**

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies and values demonstrated. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist or rating scale or any other appropriate tool.