



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

LOWER PRIMARY SCHOOL CURRICULUM DESIGN

**CREATIVE ACTIVITIES
FOR
LEARNERS WITH HEARING IMPAIRMENT**

GRADE 1



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published in 2024

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ISBN NO

Published and printed by Kenya Institute of Curriculum Development

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 one curriculum designs for learners with hearing impairment build on competencies attained by learners at Pre-primary level. Emphasis at this grade is the development of basic literacy, numeracy and skills for interaction with the environment.

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

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

HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY,
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PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade one is the first grade of Primary education level while Grade 6 is the final grade of the level in the reformed education structure.

The reviewed Grade one curriculum furthers implementation of the CBC from Pre Primary level. The curriculum provides opportunities for learners to focus in a field of their choice to form a foundation for further education and training and/or gain employable skills. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential**.

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

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade one and prepare them for smooth transition to Grade two. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

**DR. BELIO KIPSANG', CBS
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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review (*SNE adapt*) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF)2017, that responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade one curriculum designs for learners with hearing impairment.were developed and adapted with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy,

resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education,

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

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LOWER PRIMARY (GRADE 1-3)

S/ No.	Learning Area	Lesson
1	Mathematical Activities for Learners with Hearing Impairment	5
2	English Language Activities for Learners with Hearing Impairment	5
4	Creative Activities for Learners with Hearing Impairment	7
5	Religious Education Activities	3
6	Kiswahili language activities for Learners with Hearing Impairment	4
7	Kenyan Sign Language Activities	2
8.	Pastoral/ Religious Instruction Programme	1
	Total	31

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-fulfillment

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

4. Promote sound moral and religious values

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

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service Learning.

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

Education should instill 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.

LEVEL LEARNING OUTCOMES

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) Demonstrate mastery of number concepts to solve problems in day to day life
- (c) Demonstrate social skills, moral and religious values for positive contribution to society
- (d) Develop one's interests and talents for personal fulfilment
- (e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- (f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- (g) Acquire digital literacy skills for learning and enjoyment.
- (h) Appreciate the country's rich, diverse cultural heritage for harmonious living.

ESSENCE STATEMENT FOR MOVEMENT AND CREATIVE ACTIVITIES

The learning encompasses Art, Craft, Music and Movement and Creative activities. It offers the learner enjoyable and purposeful experiences with different learning materials and opportunities to explore, experiment, imagine, problem solve, invent, interpret and evaluate the process, think creatively and critically. This is anchored in Dewey's Social Constructivism Theory which posits that learning should be experiential, participatory and arise from the learner's interest.

This learning area as a transition to Lower primary level exposes learners to real life experiences through which the learner with hearing impairment can explore own and others' culture, discover interact with and interpret the world around them.

In line with emerging trends in learning, current and emerging technologies will be integrated in learning experiences as a means of recording, creating, communicating, and enhancing concepts and re interpreting ideas. The learner will be equipped with requisite knowledge, skills, attitudes and values to achieve their potential and to participate fully in their community.

Since learners with hearing impairments have challenges with expressing and communicating information using speech sounds, and auditory perception of speech sounds. The design has incorporated alternative learning outcomes with corresponding learning experiences activity, in the adapted design on areas that pose challenges especially to learners who are Deaf.

Adaptations made include; guiding the hard of hearing with residual hearing to use hearing aids to perceive amplified sounds while learners who are Deaf use sign, visual aids, symbols, manual on non-manual expressions together with assistive devices to enhance experiential learning through use of multiple senses as visual, tactual, gustatory, olfactory, haptic and other senses when using Total communication. Whereas

learners who are hard of hearing may listen to amplified sounds, the Deaf will observe and respond to visual cues. The suggested assessment rubric indicators tasks should be aligned to consider appropriate communication modes in presenting and expected feedback. Considering that hearing impairment comprises of a heterogeneous group. Use of Audio-visual digital learning resources is encouraged, such as video clips adapted with signing or animated captions. The teacher should always ensure the learners are positioned in appropriate seating or standing arrangement and where possible use of Total communication strategy to enhance understanding of abstract concepts in class and during performance of play, dance, songs and Art/craft activities.

SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub Strand	Suggested Number of Lessons
1.0 Creating and Execution	1. Jumping	14
	2. Musical Sounds	
	1.3 Drawing	14
	1.4 Stretching	14
	1.5 Painting and Colouring	14
	1.6 Pattern Making	10
	1.7 Rhythm	14
2.0 Performing and Displaying	2.1 Africa Style -Singing Games	18
	2.2 Throwing and Catching	14
	2.3 Paper Craft	10
	2.4 Log Roll and T Balances	14
	2.5 Percussion Musical Instruments	18
	2.6 Modelling	14
3.0 Appreciation	3.1 African Style- Singing Games	14
	3.2 Water Safety Awareness	14

SUBJECT GENERAL LEARNING OUTCOMES

By the end of early years' education, the learner should be able to:

1. Appreciate own and others Artworks, Music and Movement activities from the past and present within their social context and cultures,
2. Express feelings, ideas, emotions, and experiences through Art works, Music and Movement activities for therapeutic purposes,
3. Develop self-confidence and sense of achievement through making and responding to Artworks, Music and Movement activities of self and others,
4. Create Art works, perform Music and movement activities to share their ideas, thoughts, feelings and experiences for learning and enjoyment,
5. Use appropriate language in responding to Artworks, Music and Movement activities for communication and collaboration,
6. Obey rules and cooperate with others to accomplish individual responsibilities while paying adequate attention to own health and safety.
7. Express themselves through the development of Kenyan sign language.

STRAND 1.0: CREATING AND EXECUTION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Creating and Execution</p>	<p>1.1 Jumping (14 lessons)</p> <ul style="list-style-type: none"> • Jump for height and distance (<i>forward, backward, right and left</i>), 	<p>By the end of the sub strand the learner should be able to</p> <ol style="list-style-type: none"> (a) sign vocabulary related to jumping; for effective communication, (b) identify different ways of jumping for body agility, (c) improvise objects to be used for jumping, (d) jump in different ways for coordination, (e) Sing or sign sing songs while jumping for fun, (f) appreciate jumping for enjoyment while observing safety. 	<ul style="list-style-type: none"> • in purposive groups and in appropriate seating arrangements guide learners to observe and sign words related to jumping such as jump, height and distance (<i>forward, backward, right and left</i>), • individually, guide the learner to view/ watch a video clip on jumping activities. • in groups and in appropriate seating arrangements, guide the learners to observe demonstrations on jumping. • in purposive groups, guide the learners to practice different ways of jumping with peers. • in pairs or individually, learners collect locally available materials for improvising objects to be 	<ol style="list-style-type: none"> 1. Why is jumping activities important as a physical activity? 2. How do we improvise objects for use in jumping activities?

			<p>used in jumping while observing safety.</p> <ul style="list-style-type: none"> • individually and in pairs, guide learners to jump high for height and far in different directions for fun. • in groups, collaborative, guide learners who are hard of hearing fitted with hearing aids sing songs when jumping high and far in different ways while learners who are deaf sign sing songs and jump high and far in different ways. • in purposive groups, guide learners to talk about or sign their own and others' performance in jumping activities. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: The learner improvises and makes uprights using locally available materials in a creative way. • Communication and Collaboration: The learner talks about or signs different ways of jumping with peers. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner observes safety precautions when collecting appropriate materials for making uprights. • Unity: The learner cooperates with others while singing or sign singing appropriate action songs as they jump high and far. 				
<p>Pertinent and C contemporary Issues.</p> <p>Safety and security: The learners take precaution as they land on soft landing mats when jumping.</p>				
<p>Suggested learning resources:</p> <p>Open safe quite space, digital devices: laptops, tablets, phones, computers, flags , field markers, hearing aids, whistles, open field, landing mats, audio visual recordings, relevant attire ,field markers, reference books</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(S)
<p>1.0 Creating and Execution</p>	<p>1.2 Musical Sounds (14 lessons)</p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>(a) sign vocabulary related to musical sound and sound vibrations for effective communication,</p> <p>(b) identify objects that produce sounds and sound vibrations in their immediate environment,</p> <p>(c) imitate the sounds presented from their immediate environment for fun,</p> <p>(d) imitate the sound intensity perceived from the immediate environment for fun</p> <p>(e) sign or sign sing songs with appropriate body movement,</p> <p>(f) make decorated paper masks using mosaic technique for performing songs,</p> <p>(g) make body movements, to respond to musical sounds.,</p> <p>(h) appreciate sounds in their immediate environment.</p>	<ul style="list-style-type: none"> • in purposive groups with appropriate seating arrangements guide learners to observe and sign words related to musical sounds such as music, sound, vibrations and environment, • in purposive groups, guide learners to identify and collect objects that produce sounds and sound vibrations from the environment. • in purposive groups, guide learners to strike or blow air in different objects to produce sound. learners who are hard of hearing fitted with hearing aids strike and blow objects to hear sound and imitate while learners who are deaf feel the sound vibrations from the objects. • individually, guide the learner to strike different objects to produce high or low sound intensity and respond by jumping. learners who are hard of hearing fitted with hearing aids respond by jumping to 	<ol style="list-style-type: none"> 1. How do we sense sounds and sound vibrations? 2. How can we makes objects to produce sounds?

			<p>low or high sound while learners who are deaf respond by jumping when they feel the sound vibrations.</p> <ul style="list-style-type: none"> • in purposive groups, learners who are hard of hearing interact with digital devices to record imitated sounds of birds, animals and objects in their immediate environment, while learners who are deaf record videos of the activities done to indicate the response of varying high and low sound intensity of loudness as a feedback. • individually or in purposive groups learners who are hard of hearing fitted with hearing aids listen keenly to and sing as they sign back familiar songs sung to them while learners who are deaf observe the signs used in the song and imitates through sign singing the song. • in purposive groups, learners who are hard of hearing perform songs imitating sounds and movements of various animals, birds and objects accompanied with appropriate actions (jumping, flipping, skipping, limping, 	
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			<p>sliding, galloping), while learners who are deaf observe and demonstrate mouth movement of the animals.</p> <ul style="list-style-type: none"> • in purposive groups, guide learners to select appropriate locally available material to be used in making decorated paper masks of birds, animals and objects. • in purposive groups, guide learners to make paper masks of birds, animals and objects to be used in performing musical sounds using mosaic technique. • in purposive groups, guide learners who are hard of hearing to decorate paper masks and props to sing as they perform songs on sounds from the environment, while learners who are deaf imitate the observed sound production actions of animals, as they sign sing the song. <p>note; <i>learners who are hard of hearing should be paired together with those who are deaf to carry out demonstrations collaboratively.</i></p>	
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			<p><i>a soloist/ a lead dancer to signals others using a whisker, piece of cloth or own hand to indicate transitions in movement tempo the songs.</i></p> <p><i>encourage a lot of observation and imitation from peers during sign singing with appropriate movements formations patterns that allows for proper observation of the lead singer giving instructions through cues.</i></p>	
<p>Core Competencies to be developed:</p> <p>Communication and collaboration: Listening/Observing; as the learner listens attentively to sounds or observes keenly in order to sense and on how sounds is produced from different sources and how they are sensed differently for perception.</p> <p>Creativity and imagination: Communication and self-expression; as the learner confidently expresses self by imitating sounds and demonstrate how the birds, animals and other objects behave when producing sounds in their environment.</p> <p>Digital literacy: Interaction with digital technology; as the learner interacts with ICT devices while recording imitated sounds and movements of birds, animals and objects using ICT devices.</p>				
<p>Values:</p> <p>Responsibility: Accountability; as the learner cares for own costumes and props when performing songs.</p> <p>Respect: Acceptance; as the learner appreciates peers’ imitations of the identified sounds or <i>visual cues</i> of birds, animals and objects.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Safety and security: Personal safety; as the learner observers own and others safety during singing.</p>				
<p>Link to other learning areas.</p> <ul style="list-style-type: none"> English, Kiswahili, and Indigenous Languages Activities: as the learner expresses self by imitating the identified sounds of birds, animals and objects. 				

- Environmental Activities: as the learner applies knowledge gained in Environmental Activities to role play, imitate and identify sounds of various birds, animals and objects.

Suggested learning resources:

Open safe quiet space, digital devices: laptops, tablets, phones, computers, chime bars, drums, shakers, whistles, horns, flutes, vuvuzelas, flash cards, picture tags, glue, manila paper, papier mache, feathers, cotton wool, tuning forks, sisal fibers, colours. reference books

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 Creating and Execution	1.3 Drawing (14 lessons) <i>Lines:</i> - <i>straight, wavy, zigzag and curved lines</i>	By the end of the sub strand the learner should be able to: (a) sign vocabulary of lines related to drawing (b) identify straight, wavy, zigzag lines (c) draw lines in different position, (d) draw patterns using line, (e) appreciate drawing pictures for expression	In purposive groups and in appropriate seating arrangements, guide learners to observe and sign words related to drawing such as straight, wavy and zigzag In groups, guide learners to observe actual and virtual pictures and identify lines. <ul style="list-style-type: none"> • collaboratively in purposive groups, learners explore the environment to identify rough and smooth texture on found objects by incorporating multisensory experiences of both tactual and visual appeal, • in purposive groups learners are guided to; observe demonstrations on vertical, diagonal and horizontal positions within the environment. • in pairs or individually, learners select appropriate materials for drawing lines such as coloured pencils, crayons, charcoal among others. • in groups guide learners to draw various lines in the environment. 	1. What tools are used in drawing?

			<ul style="list-style-type: none"> • in groups, guide learners to draw lines in different position vertical, diagonal and horizontal using varied dry media. • in groups, guide learners to draw regular and irregular shapes within the environment. • in groups, guide learners to draw simple pictures using line shapes for enjoyment. • in purposive groups, guide learners to show and talk or sign about their own and others' drawing for feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: The learner draws different lines and create texture on the drawn shapes, • Communication: The learner speaks clearly, mentioning lines found in the environment. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: The learner cooperatively works with others in making pattern formations. • Responsibility: The learner cares for resources as they source appropriate materials for drawing such as coloured pencils, crayons, charcoal 				
<p>Pertinent and Contemporary Issues (PCIs): Health promotion: The learner observes hygiene by properly washing hands after rubbing to simulate texture on found objects in the environment.</p>				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Mathematical Activities: The learner applies the line drawing skills acquired in Mathematics to draw various lines in the environment. • Environmental Activities: The learner names various lines in their environment. 				

Suggested learning resources:

Open safe quiet space, digital devices: laptops, tablets, phones, computers colour pencils, crayons, charcoal, reference books, flash cards

Strand	Sub Strand	Specific Learning Outcome	Suggested Learning Experience	Suggested Key Inquiry Question
1.0 Creating and Execution	Stretching (14 lessons) <ul style="list-style-type: none"> • Stretching directions (<i>sideways, forward, backwards, upwards</i>), • Stretching positions (<i>standing, sitting, kneeling and lying</i>), 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> (a) sign vocabulary related to; Stretching directions identify the body parts involved in stretching, (b) perform stretching in different directions for flexibility, (c) enjoy stretching in different directions for body fitness. 	<ul style="list-style-type: none"> • in purposive groups and in appropriate seating arrangements learners observe and sign vocabulary related to; stretching such as directions (<i>sideways, forward, backwards, upwards</i>), • in pairs or individually learner talk or sign about the body parts involved in stretching. • in pairs or individually, learner demonstrates stretching in different directions to peers. • in purposive groups learner practice stretching in different directions. • individually or in pairs learner practice stretching in different positions. • collaboratively, in purposive groups learners play appropriate games involving stretching while observing safety. • in purposive groups, hard of hearing learners using hearing aids sing action songs on body parts involved in stretching, while the deaf sign sings as they point on body parts involved in stretching. 	Why is stretching important as a physical activity?

			in purposive groups learners team up to use digital devices to record performances on stretching for future reference.
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: The learner actively talks about parts of the body that are used in stretching. • Creativity and Imagination: The learner creatively stretches in directions and in positions. • Digital literacy: The learner uses digital devices to record performances on stretching. 			
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner observes safety of self and others during stretching activities. • Love: The learner appreciates the ability of others stretching in different positions. 			
<p>Pertinent and Contemporary Issues (PCIs): Safety and security: The learner stretches to a reasonable limit to avoid injuries while in different positions.</p>			
<p>Link to other learning areas: Environmental Activities: The learner stretches to different directions of the compass point.</p>			
<p>Suggested learning resources: Open safe quiet space, digital devices: laptops, tablets, phones, computers, pictures or illustrations showing stretching, mats ,field markers, reference books.</p>			

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Execution	1.5 Painting and Colouring (14 lessons) materials for painting: (paper, fabrics, sponge, and paints) <ul style="list-style-type: none"> • water • tools (crayons, palette, and brushes) 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> (a) sign vocabulary related to; materials for painting, (b) identify materials and tools that can be used in painting, (c) colour a picture to represent colours in the environment, (d) paint shapes using a brush (e) paint using fingers on a surface (f) paint simple forms using a sponge, (g) value painting for expression. 	<ul style="list-style-type: none"> • in purposive groups and with appropriate seating arrangements guide learners to observe and sign words related to; materials for painting: (paper, fabrics, sponge, and paints), • in purposive groups learners observe actual and virtual environment to identify materials for painting and tools. • individually learner colour within the pictures using crayons to represent colour in the environment. • learner mix paint and paint using a brush within the shapes of the picture on paper. • learner paint using fingers on the paper or fabric. • learner use sponge to paint within drawn forms on a paper or fabric for expression. • in groups learners display the pictures and talk or sign about them with your peers. 	<ol style="list-style-type: none"> 1. Where do we get materials for painting? 2. Which materials are used in painting?
Core Competencies to be developed: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: The learner identifies materials and tools for painting and experiments with different techniques like using fingers and sponges. 				

Creativity and Imagination: The learner colours pictures and experiments with various painting methods to represent colours and shapes in the environment.

- Self-Efficacy: The learner gains confidence as they in painting activities, including mixing paints and using different tools, contributes to the learner's sense of self-efficacy and confidence in artistic endeavours.

Values:

- Unity: The learner promotes a sense of unity as they engage in painting activities with peers, collaboratively shares ideas, and appreciate each other's artwork.
- Responsibility: The learner takes responsibility for their artistic choices and creations, recognizing the impact of their actions on the final artwork.
- Patriotism: The learner explores themes related to Kenya and its culture through painting to foster a sense of patriotism and pride in national identity.

Pertinent and Contemporary Issues (PCIs):

- Peace Education: The learner sings familiar songs that convey peace messages.
- Environmental Awareness: The learner represents elements of the environment through colour, to raise awareness of environmental issues and the importance of conservation.

Link to other learning areas:

- Mathematics Activities: The learner applies the skill of counting to mix paint and paint using a brush within the shapes of the picture on paper.

Suggested learning resources:

Open safe quiet space, digital devices: tablets, sponge, paints, painting paper, containers, paint pallets, brushes, sponge, water soap old newspapers, stiff papers, reference books, Display board, water

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Execution	1.6 Pattern Making (10 lessons) <i>Numeral patterns</i> <i>Letter patterns</i>	By the end of the sub strand the learner should be able to; (a) sign vocabulary related to; pattern making (b) recognise patterns made using numeral and letters, create pattern using letters, make a pattern using numerals, (c) d) enjoy making patterns for expression,	In purposive groups and in appropriate seating arrangements guide learners to observe and sign words related to pattern making; Numeral patterns and Letter patterns. <ul style="list-style-type: none"> • in purposive groups learners explore virtual sources and actual visual aids, charts display of patterns to identify letter and numeral patterns, • in groups learners are guided to use the materials collected to create patterns using letters on a line. • individually, the learner is guided to make a pattern using numerals on a line. • in groups learners display and talk or sign about patterns created by self and others. 	How is a pattern made?

Core Competencies to be developed:

- Creativity and Imagination: The learner explores various elements of patterns and transforms basic shapes into visually engaging and unique designs.
- Learning to Learn: The learner acquires pattern-making skills and techniques, demonstrating an ability to adapt and continually improve their artistic abilities through exploration and practice.
- Digital Literacy: The learner explores virtual sources to identify patterns.

Values:

- Love: The learner fosters a positive attitude toward artistic exploration and expression from making patterns reflecting a love for the creative process.
- Responsibility: The learner takes responsibility for understanding and creating patterns, recognizing the impact of their choices on the overall visual appeal and coherence of the designs.
- Patriotism: The learner fosters a sense of patriotism and pride in cultural identity as they interact with patterns inspired by local culture or themes

Pertinent and Contemporary Issues (PCIs):

Cultural Heritage: The learner creates patterns inspired by cultural elements to address contemporary issues related to cultural preservation and appreciation, emphasizing the importance of valuing diverse traditions.

Link to other learning areas:

- Mathematical Activities: The learner applies mathematical concepts in pattern-making involves such as sequencing and repetition, providing a cross-disciplinary connection to mathematical activities.
- Language Activities: The learner uses language-based artistic activity in creating patterns to visually represent and express linguistic concepts creatively.

Suggested learning resources:

Open safe quiet space, digital devices: laptops, tablets, smart phones, computers, drawing pencils, charcoal, papers. Display boards , charts with patterns, flash cards ,reference books

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Execution	1.7 Rhythm (14 lessons) <ul style="list-style-type: none"> • <i>Body percussion: Snapping, clapping,</i> • <i>Body movement: walking, jumping, skipping, leaping</i> 	<p>By the end of the sub strand the learner should be able to:</p> <p>(a) sign vocabulary related to rhythm in music</p> <p>(b) identify body percussion that accompany singing,</p> <p>(c) use body percussion to maintain the beat while singing or making body movements to simple songs or beats,</p> <p>(d) create rhythmic accompaniments to simple songs or beats using body percussion,</p> <p>(e) make body movements in line patterns to maintain rhythm,</p> <p>(f) appreciate the use of body percussion in creating rhythm.</p>	<p>In purposive groups and in appropriate seating arrangements guide learners to observe and sign words related to; pattern making</p> <ul style="list-style-type: none"> - Numeral patterns Letter patterns; Body percussion: Snapping, clapping, and Body movement: walking, jumping, skipping, leaping. <p>in groups with appropriate seating arrangement learners observe display of body percussion instruments or watch recorded performances with body percussion accompaniments to identify them,</p> <ul style="list-style-type: none"> • in purposive groups, learners who are hard of hearing using hearing aids collaborate to demonstrate and practice performing various body percussion to maintain the beat as they sing simple songs, while learners who are 	<p>How can different body percussion be used to accompany songs?</p>

			<p>deaf demonstrate using visual cues as whisks or flags to practice performing various body movements with percussion to maintain beat from simple sound instruments or objects.</p> <ul style="list-style-type: none"> • in pairs or purposive groups learners who are hard of hearing wearing hearing aids use body percussion to perform familiar topical songs while learners who are deaf use body percussions to accompany instruments while observing visual cues from a lead dancer properly positioned using clothing, whiskers, whistles as a prompt. • in purposive groups learners who are hard of hearing using hearing aids take turns to sing songs accompanied with body percussion to maintain rhythm while learners who are deaf snap, clap, and make body movements as cued by lead dance in rhythmic movements prompted by percussion instruments (drums, whistles). • learners perform body movements in different line patterns as guided accompanied with body percussion to maintain rhythm.
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			<ul style="list-style-type: none"> • learners improvise body percussion accompaniments to the songs sung and record them using a digital device. • learners play the recorded performance and give feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: The learner uses and explores their parts of the body to create rhythmic accompaniments to various songs. • Learning to learn: The learner learns new ways to use body movements to maintain the beat outside the class alone or with others. • Digital literacy: The learner interacts with a digital device to record the improvised body percussion accompaniments to the songs sung. 				
<p>Values:</p> <ul style="list-style-type: none"> • Social Justice: The learner improvises rhythmic accompaniment using body percussion to songs from diverse Kenyan communities developing a sense of diverse cultural awareness. • Responsibility: The learner sings songs and takes turns to accompany others with body percussion to maintain rhythm. • Unity: The learner plays the recorded performance and gives positive feedback to others. 				
<p>Pertinent and Contemporary Issues (PCIs): Peace Education: The learner sings familiar topical songs that convey peace messages.</p>				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Mathematics Activities: The learner applies the skill of counting to maintain beat when practicing performing various body percussions. 				
<p>Suggested learning resources: Open safe quiet space, digital devices: laptops, tablets, smart phones, computers, hearing aids, Body percussions, Percussion instruments, whistles, whisks assorted sound instruments or objects, musical instruments, reference books, virtual sites, resource person</p>				

SUGGESTED ASSESSMENT RUBRIC

INDICATOR	LEVEL	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to: <ul style="list-style-type: none"> • Signing vocabulary • Imitate or demonstrate perception of sounds in their immediate environment, • sing or sign sing songs that involve sounds from their immediate environment, • make body movements to imitate musical sounds, • draw different lines • draw different patterns • stretching in different directions • colour a pictures • paint shapes • patterns using letters • patterns using numeral • rhythmic accompaniment using body percussions • make body movement in line patterns 		Creates and executes the 12 skill in Creative Activities skillfully giving example	Creates and executes the 12 skill in Creative Activities accurately	Creates and executes 11- 7 skills in Creative Activities with minor errors	Creates and executes the 6-1 skills in Creative Activities with major errors

STRAND 2.0:PERFORMING AND DISPLAY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(s)
<p>2.0 Performing and Display</p>	<p>2.1 Singing Games- African Style (18 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> (a) sign vocabulary related to; singing games in African style, (b) identify singing games in African style, (c) Identify African sound instruments to perform African style dance movements games (d) use props in performing singing or dancing games, (e) sing or sign sing appropriate game songs in African style, (f) perform a singing or dance game in African style, (g) enjoy performing singing or dancing movement games in African style. 	<ul style="list-style-type: none"> • in purposive groups with appropriate seating arrangements guide learners to observe and sign words related to singing games such as pattern, numeral patterns, letter patterns, singing games in african style, • individually or in groups with well-arranged seating, learners watch a live or recorded performance of singing games in african style and talk or sign about them. • individually or in groups learners who are hard of hearing collect relevant locally available props and use in african singing games performance while learners who are deaf collect relevant locally available props and use in african dancing games and observe safety. • in purposive groups learners who are hard of hearing select appropriate game songs to perform in an african style singing game while learners who 	<p>Why are singing games performed?</p>

			<p>are deaf select appropriate instruments to accompany african style dance movement in games performances.</p> <ul style="list-style-type: none"> • in purposive groups learners using hearing aids sing appropriate songs in african style singing games while learners who are deaf use apparatus, sound instruments or objects accompanied with visual cues to perform african dancing games while making different pattern formations. • in purposive groups learners who are hard of hearing using digital devices perform african singing games from diverse kenyan communities and record for future reference while learners who are deaf perform dancing games. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: The learner confidently makes a variety of body movements which are appropriate while performing the African singing games. • Learning to learn: The learner performs African singing games while making different pattern formations learnt in earlier grades, • Citizenship: The learner takes pride in performing African singing games from diverse Kenyan communities. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner takes different roles while performing an African style singing game. • Unity: The learner works with others as they perform African style singing games. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Personal hygiene: The learner collects locally available materials for making simple paper costumes. 				

- Self-awareness and self-esteem: The learner makes a variety of movements which are appropriate while performing the singing game in African style.

Link to other learning areas:

Indigenous Language Activities: The learners sing varied indigenous songs in the African singing games.

Suggested learning resources:

Open safe quiet space, digital devices: laptops, tablets, smart phones, computers, Sound instruments , whiskers clothes and flags, assorted props for singing or dancing games, song book, Audio/visual recordings, relevant attire, landing mats

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Inquiry Question(S)
2.0 Performing and Display	2.2 Throwing and Catching (14 lessons) <ul style="list-style-type: none"> • <i>Improvise a ball</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> (a) sign vocabulary related to; perform throwing and catching activities (b) identify materials used to improvise a ball, (c) Improvise a ball from locally available materials, (d) perform throwing and catching activities for skill acquisition of the game. (e) appreciate each other's effort in throwing and catching a ball. 	<ul style="list-style-type: none"> • in purposive groups and in appropriate seating arrangements guide learners to observe and sign words related to throwing and catching such as: throwing, catching, improvise, ball, • in purposive groups learners collect locally available reusable materials to be used for making a ball while observing hygiene. • individually, the learner is guided to make an appropriate ball using collected materials. • in purposive groups and in appropriate seating or standing position arrangement learners to observe practical demonstrations and presentations with short clear spoken/signed instructions. • individually or in pairs learners practice throwing and catching activities with 	<ol style="list-style-type: none"> 1. Which direction can we throw and catch a ball during play? 2. How do we throw balls?

			peers while observing safety. <ul style="list-style-type: none"> learners in pairs or groups, play simple games on throwing and catching a ball. 	
Core Competencies to be developed: <ul style="list-style-type: none"> Self-efficacy: The learner confidently throws and catches the ball while playing with peers. Learning to learn: The learner keenly follows the steps of knotting when making a ball. 				
Values: <ul style="list-style-type: none"> Unity: The learner cooperates with others when throwing and catching a ball. Love: The learner shares materials while making a ball. 				
Pertinent and Contemporary Issues (PCIs): Environment conservation: The learner uses reusable locally available materials to improvise a ball.				
Link to other learning areas: <ul style="list-style-type: none"> Environmental activities: The learner observes hygiene while using reusable locally available materials to improvise a ball. Language activities: The learner communicates with peers while throwing and catching. 				
Suggested learning resources: Open safe quiet space, digital devices: laptops, tablets, phones, computers, assorted reusable materials, papers, polythene material, strings, twines, mattress sponge, banana fibres, cotton wool, balls, field markers, relevant attire, reference books				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Display	2.3 Paper Craft (10 lessons) <i>Paper: coloured or textured</i>	By the end of the sub strand the learner should be able to: (a) sign vocabulary related to; paper craft techniques (b) identify items made using paper craft, (c) make a paper items using pleating technique, (d) make paper items using folding technique, (e) play using the paper items for enjoyment,	<ul style="list-style-type: none"> • in purposive groups with appropriate seating arrangements guide learners to observe and sign words related : paper craft techniques such as pleating, folding, texture, • in purposive groups with appropriate seating position arrangements learners observe virtual or actual pictures of items made out of paper. • in pairs or individually learners collect varied papers for craft while observing safety. • learner is guided to create paper toys using pleating techniques such as animals, fan among others. • individually learner use folding technique to make toy items to imitate things in the environment. • in groups learners who are hard of hearing narrate about or play with the paper item while the 	Which items can you make using paper?

			deaf demonstrates about or plays with the paper item.	
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Core Competencies to be developed:

- Communication and Collaboration: The learner engages in showcasing, discussing, and playing with their own and others' paper craft creations, fostering communication skills and collaborative enjoyment of artistic expressions.
- Creativity and Imagination: The learner makes paper items allowing them to explore through transforming simple materials into playful and visually engaging creations.
- Learning to Learn: The learner acquires paper crafting skills and techniques, demonstrating an ability to adapt and continually improve their artistic abilities through exploration and practice.

Values:

- Love: The learner derives joy from making and playing with paper items reflects a love for the creative process, fostering a positive attitude toward artistic exploration and expression.
- Unity: as learners collaborate, appreciate diversity in design, and celebrate each other's unique artistic expressions.
- Responsibility: The learner takes responsibility for understanding and implementing pleating and folding techniques, recognizing the impact of their choices on the overall design and functionality of the paper craft items.

Pertinent and Contemporary Issues (PCIs):

- Life skills: The learner develops self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions.

Link to other learning areas:

- **Mathematical Activities:** The learner applies mathematical concepts in pleating and folding such as symmetry and measurement, providing a cross-disciplinary connection to mathematical activities.
- **Environmental Activities:** The learner uses varied papers for craft to support environmental awareness, connecting paper crafting to broader ecological considerations.

Suggested learning resources:

Open safe quiet space, digital devices: laptops, tablets, phones, computers, papers, pictures glue, stiff paper, Display board reference book

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
2.0 Performing and Display	2.4 Log Roll and T-Balance (14 lessons) <i>Make markers</i>	By the end of the sub-strand the learner should be able to: (a) sign vocabulary related to; log roll and T-balance (b) identify log roll and T-balance through practice, (c) make markers for use during log rolls and T-balance performance (d) perform log roll for coordination, (e) perform T-balance for flexibility, (f) appreciate performing log roll and T-balance for enjoyment.	<ul style="list-style-type: none"> • in purposive groups with appropriate seating arrangements guide learners to observe and sign words related to log roll and t- balance, • in purposive groups with appropriate seating position arrangements learners watch a video clip or observe a live demonstration of a t- balance. • learners collect and share reusable materials for making markers to be used during the log roll and t- balance performance with peers. • in purposive groups learners work collaboratively to mark the open space using the improvised markers. • learner perform log roll in different directions while observing safety. • learner perform t-balance in turns with peers while observing safety. • in purposive groups in an open safe space learner who are hard of hearing sing action songs when performing log roll and t balance while learners who are 	Why do we perform log rolls and T balance?

			<p>deaf sign sing action song before performing log roll and t balance,.</p> <ul style="list-style-type: none"> • in groups learners talk or sign positively about own and others performance in log roll and t - balance. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: The learner identifies simple reusable materials, and makes markers. • Communication and Collaboration: The learner talks about others performance in log rolls and T-balance, 				
<p>Values:</p> <ul style="list-style-type: none"> • Love: The learner shares simple reusable materials with peers. • Respect: The learner portrays positive regard for self and others as they work in groups. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Health promotion issues: The learner observes safety when collecting materials to be used in making markers. • Environmental conservation: The learner collects reusable materials. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Environmental activities: The learner observes hygiene while collecting and sharing simple reusable materials. • Religious Activities: The learner applies values while positively talking about others' performance. 				
<p>Suggested learning resources:</p> <p>Open safe quiet space, digital devices: laptops, tablets, phones, computers, materials/ apparatus for Log roll and T-balance, landing mats ,audio visual recording, reference books , field markers</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Performing and Display</p>	<p>2.5 Percussion Musical Instruments (18 lessons) <i>Percussion instruments (shakers, jingles and drums)</i></p>	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> (a) sign vocabulary related to; Percussion instruments (b) identify percussion musical instruments from diverse Kenyan communities, (c) improvise percussion musical instrument using locally available materials, (d) play a percussion musical instrument for enjoyment, (e) appreciate percussion musical instruments from diverse Kenyan cultural communities. 	<p>In purposive groups with appropriate seating or standing arrangements for learners to observe, say or sign vocabulary related to; Percussion instruments (shakers, jingles and drums).</p> <ul style="list-style-type: none"> • in purposive groups learners are guided to search for percussion instruments from print and electronic media and identify them, • in purposive groups visit actual or virtual sites to watch or observe and identify percussion instruments. • individually, learner is guided to collect appropriate locally available materials to improvise shakers or jingles. • learner is guided to play varied rhythms using shakers, jingles or drums to different body movements. • in purposive groups learners who are hard of hearing are guided to play percussion musical instruments to accompany singing games while learners who are deaf are guided to play percussion musical 	<p>How are percussion musical instruments played?</p>

			<p>instruments to accompany a game dance movement.</p> <ul style="list-style-type: none"> • in groups learners positively critique improvised percussion musical instruments on display and store them for future reference. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: The learner exhibits teamwork as they play jingles and shakers to accompany a singing game performance for enjoyment • Creativity and imagination: The learner undertakes tasks that require skills to improvise shakers and jingles using locally available materials. • Digital literacy: The learner identifies percussion instruments from digital sites. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner clears the working areas after improvising shakers and jingles using locally available materials and stores them. • Unity: The learner collaborates and works harmoniously with others. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Environmental conservation: The learner responsibly uses locally available materials to improvise percussion instruments. • Patriotism: The learner identifies, improvises and plays instruments from Kenyan communities for cultural expression. 				
<p>Link to other learning areas: Indigenous language activities: as the learners identify percussion musical instruments from different Kenyan communities.</p>				
<p>Suggested learning resources: Open safe quiet space, digital devices: laptops, tablets, phones, computers, song book, resource person, relevant attire, musical instruments</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Display	2.6 Modelling <i>Pinch Method</i> (14 lessons)	By the end of the sub-strand, the learner should be able to: (a) sign vocabulary related to; pinch method in modeling (b) identify items modelled using pinch method, (c) identify materials and tools used in modelling, (d) model items using pinch method, (e) display, appreciate their own and others’.	In purposive groups and in appropriate seating or standing arrangements to observe learners sign vocabulary related to; pinch method in modelling. <ul style="list-style-type: none"> • in groups learners are guided to observe actual or virtual items modelled using the pinch method, • in pairs learners are guided to collect materials and tools for use in pinch method modelling. • learner individually, model simple objects using the pinch method. • in groups learners showcase , talk or sign about own and others’ work. 	<ol style="list-style-type: none"> 1. What items in Inquiry Corner are modelled using the pinch method? 2. What materials and tools are used for modelling? 3. What items would you like to model?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: The learner identifies materials and tools for modelling through observation of actual or virtual items, showcasing critical thinking skills in selecting appropriate resources for the pinch method. • Creativity and Imagination: The learner utilizes pinch method, to model simple objects, demonstrating creativity and imagination in transforming materials into unique and expressive creations. • Learning to Learn: The learner collects materials and tools for pinch method modelling, they develop skills in adaptability and continuous improvement, embodying the concept of learning to learn in the artistic process. • Self-Efficacy: The learner builds confidence as they actively participate in modelling using pinch method. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love: The learner to expresses emotions and ideas, fostering love • Unity: The learner engages in discussions about modelled items and share ideas as they appreciate each other's artistic creations. 				

- **Responsibility:** The learner takes responsibility for their artistic choices and creations, recognizing the impact of their actions on the final modelled items.
- **Patriotism:** The learner explores themes related to local culture through modelling to foster a sense of patriotism and pride in national identity.

Pertinent and Contemporary Issues (PCIs):

- **Cultural Expression:** The learner models items that can be linked to cultural expressions, local traditions and heritage.
- **Sustainability:** The learner considers environmentally friendly materials for modelling that addresses contemporary concerns about sustainability, promoting responsible artistic practices.

Link to other learning areas:

- **Environmental Activities:** The learner models and creates objects that represent elements of the environment while improvising and using found materials.
- **Mathematical Activities:** The learner applies the process of modelling involves measurement and proportion, integrating mathematical concepts into artistic activities.

Suggested learning resources:

Open safe quiet space, digital devices: laptops, tablets, phones, computers, pinching tools, virtual sites, reference books,

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
<p>Ability to;</p> <ul style="list-style-type: none"> - signing vocabulary • Singing/or sign sing game African style, • using props • throwing and catching activities • make paper items using pleating • make paper items using folding techniques • log roll • T- balance • percussion musical instrument • model items using pinch method 	<p>Performs and/or displays the 10 items in Creative activities skillfully</p>	<p>Performs and/or displays the 10 items in Creative activities</p>	<p>Performs and/or displays the 9-5 items in Creative activities with a few errors.</p>	<p>Performs and/or displays the 4-1 items in Creative activities with many errors.</p>

STRAND 3.0: APPRECIATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<p>3.0 Appreciation</p>	<p>3.1 Singing Games- African Style (14 lessons)</p> <ul style="list-style-type: none"> • <i>roles of Performers: singers, leaders, dancers</i> • <i>imitate activities: singing, body movements and role playing</i> 	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> (a) sign vocabulary related to; roles of the performers in the African style singing or dancing game, singers, leaders, dancers and costumes (b) identify roles of the performers in the African style singing or dancing game, (c) identify costumes used in the performance of a singing or dancing game in African style, (d) identify props used in a singing or dancing game in African style, (e) imitate activities involved in a singing or dancing game in African style, (f) identify formations used in African style singing/dancing games, 	<p>In purposive groups and in appropriate seating or standing arrangements to listen to observe, learners sign vocabulary related to; roles of the performers in the African style singing or dancing game, singers, leaders, dancers and costumes.</p> <ul style="list-style-type: none"> • in purposive groups learners who are hard of hearing wearing hearing aids are guided to watch audio/visual recordings or a live demonstration of singing games performance in african style to identify songs in the performance while learners who are deaf are guided to watch visual virtual recording or a live demonstration performance of dancing games in african style to identify patterns in the performance, • learners in groups watch recorded or live performances of singing games in african 	<p>What interests you when observing a singing game in African style?</p>

		<p>(g) appreciate performances of African style singing/ dancing games for cultural awareness.</p>	<p>style, and identify various roles of performers.</p> <ul style="list-style-type: none"> • learner individually, talk or sign about various roles of performers in the singing or dancing game in african style, watched. • in purposive groups learners who are hard of hearing collaboratively find out and give a verbal report on the various roles played by the performers in the singing game in african style, while learners who are deaf perform or demonstrate dancing patterns in african style, and identify message in the performance. • learners in purposive groups, watch a live demonstration or recorded singing or dancing game in african style and identify costumes and props used. • individually, learner is guided to describe costumes used in the performance. • individually or in purposive pairing learners take turns to imitate various activities involved in the singing or 	
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			dancing game in african style performance watched. <ul style="list-style-type: none"> • in groups learners discuss various pattern formations involved in the singing/or dancing game in african style. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and imagination: The learner imitates and performs various activities involved in singing games in African style. • Communication and collaboration: The learner speaks clearly while discussing roles of performers in the singing game in African style, • Digital literacy: The learner searches and watches recorded performances of singing games in African style using digital devices. • Citizenship: The learner expresses pride while performing African singing games from diverse Kenyan communities. 				
Values: <ul style="list-style-type: none"> • Respect: The learner appreciates diverse opinions while discussing how costumes are used while performing singing games in African style. • Unity: The learner displays team spirit as they talk about various roles of performers in the singing games in African style, watched. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Social cohesion: The learner displays team spirit as they work in pairs to discuss various pattern formations involved in the singing game in African style. 				
Link to other learning areas: <ul style="list-style-type: none"> • Environmental Activities: The learner applies knowledge and skills learnt in Environmental activities to search for singing games in African style. 				
Suggested learning resources: Open safe quite space, digital devices: laptops, tablets, phones, computers, costumes ,props, musical instruments, song books, reference books, Resource persons				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
3.0 Appreciation	3.2 Water safety awareness (14 lessons) • Water dangers (<i>drowning, injuries and death</i>) • Montage	By the end of the sub strand, the learner should be able to: (a) sign vocabulary related to; water points, water safety and Water dangers (b) recognise different water points around home environment, (c) identify water dangers arising from water points at home, (d) make a montage of water points, (e) narrate ways of applying safety around water points at home, (f) appreciate water safety at home for life skills,	<ul style="list-style-type: none"> • in purposive groups with appropriate seating arrangements learners observe and sign words water points, water safety and water dangers (drowning, injuries and death), • learner is guided to observe pictures of different water points at home and share with peers. • learner talk or signs about water points at home. • in purposive groups learners are guided to talk or sign about dangers of water points at home with peers. • individually learner is guided to collect pictures of familiar water points from magazines, newspapers any other (at least two pictures). • learner is guided to sort and cut out the pictures and stick using glue side by side the pictures on a stiff paper to make a simple montage. • in purposive groups in a safe free space with well-arranged seating or standing position learners who are hard of hearing perform a singing game about dangers of water while learners who are deaf 	<ol style="list-style-type: none"> 1. How can water points at home be dangerous? 2. What materials are used to make a montage?

			perform sign singing about dangers of water. <ul style="list-style-type: none"> • learner show the montage work and talk or sign about ways to be safe around water points at homes. • learners observe safety measures around water points at home by exercising self-discipline. 	
Core Competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: The learner talks about dangers of water points at home with peers. • Learning to learn: The learner learns to observe safety measures around different water points at home. 				
Values: <ul style="list-style-type: none"> • Responsibility: The learner observes safety precautions around water points at home. • Integrity: The learner exercises self-discipline around water points at home. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> • Health promotion: The learner practices self-discipline around water points at home to avoid injuries • Safety: the learner develops water safety awareness by practising safety measures around water points at home 				
Link to other learning areas: <ul style="list-style-type: none"> • Environmental Activities: The learner practices water safety awareness within at home. • Religious Activities: The learner applies values of self-discipline around water points at home. 				
Suggested learning resources: Open safe quiet space, digital devices: laptops, tablets, phones, computers, pictures, glue, stiff paper, water, flash cards , ropes,				

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to appreciate and/or analyse: - signing vocabulary -costumes used in a singing game -props -formations -activities -safety around water points -water points around home	Appreciate and/or analyse the 6 items in Creative activities giving examples.	Appreciate and/or analyse the 6 items in Creative activities with precision.	Appreciate and/or analyse the 5-3 items in Creative activities with a few errors.	Appreciate and/or analyse the 3-1 items in Creative activities with many errors.

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Non-Formal Activities
1.0 Creating and Execution	Jumping	<ul style="list-style-type: none"> • Oral tests • Practical tests • Fieldwork reports • Peer Assessment 	<ul style="list-style-type: none"> • Open space • Field makers • Landing mats • Group makers • Resource persons • Audio /visual recordings of music and jumping skills • Flash cards • Digital devices • Musical instruments • Pictures • Relevant attire • Reference books • Relevant virtual sites 	<ul style="list-style-type: none"> • Creative Arts Competitions - Music festivals, Internal competitions, Arts Fair and Sports competitions held in and out of school • Field visits - visiting Cultural, Music centres and exhibition centres to learn songs, dances, musical instruments, props and costumes • Live Performances and Exhibitions-Attend live performances and exhibitions for appreciation • Apprenticeship - connections with artists in the community in order to learn performing some of the artworks, making costumes, props and ornaments among others in all disciplines of Creative Arts • Concerts – Participating in and attending music concerts within the school and its environs. • Project work – The learners will be guided to consider the various PCIs provided in the learning area and choose one suitable to their context and reality. • Creative Arts clubs -participating in Sports, Music and Arts club activities within the school
	Musical Sounds	<ul style="list-style-type: none"> • Oral tests • Aural test • Written tests • Fieldwork reports • Participatory assessment 	<ul style="list-style-type: none"> • Digital devices • Musical instruments • Pictures of birds, animals and objects • Reference books 	

		<ul style="list-style-type: none"> • Peer assessment 	<ul style="list-style-type: none"> • Audio /visual recordings of musical sounds • Relevant virtual sites • Flash cards 	<ul style="list-style-type: none"> • Participating during Cultural day or week- learners acquire skills, knowledge and attitude that enhance awareness of how Creative Arts address social issues. • School assembly activities – performing, watching, or listening to performances during school assemblies. • School events: performing during events such as parents, prize giving, and careers and sports day, among others. • Scout/Girl guide activities - participating in the school band by playing musical instruments, singing, matching, and making costumes, props and ornaments. • Performing troupes or ensembles-Learner forms small groups for performance in all Creative Arts disciplines.
1.3 Drawing	<ul style="list-style-type: none"> • Practical tests • Fieldwork reports • Oral tests • Peer Assessment 	<ul style="list-style-type: none"> • Digital devices • Resource persons • Relevant virtual sites • Flash cards 		
1.4 Stretching	<ul style="list-style-type: none"> • Oral tests • Practical tests • Fieldwork reports • Peer Assessment 	<ul style="list-style-type: none"> • Open space • Field makers • Landing mats • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of music and stretching skills • Relevant virtual sites • Relevant attire 		
1.5 Painting and Colouring	<ul style="list-style-type: none"> • Practical tests • Peer assessment • Oral test • Aural tests • Written tests 	<ul style="list-style-type: none"> • Digital devices • Resource persons • Relevant virtual sites • Flash cards 		

	1.6 Pattern Making	<ul style="list-style-type: none"> • Oral test • Written tests • Practical tests • Peer assessment 	<ul style="list-style-type: none"> • Resource persons • Relevant virtual sites • Flash cards • Digital devices 	
	1.7 Rhythm	<ul style="list-style-type: none"> • Oral test • Aural tests • Written tests • Practical tests • Peer assessment 	<ul style="list-style-type: none"> • Percussion instruments • Flash cards • Audio or visual recordings of songs, • Song book, • Digital devices • Musical instruments • Reference books • Relevant virtual sites 	
Performing and Display	2.1 Africa Style - Singing Games	<ul style="list-style-type: none"> • Oral tests • Aural test • Written tests • Fieldwork reports • Participatory assessment • Peer assessment 	<ul style="list-style-type: none"> • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Audio or visual recordings of African style singing games • Relevant virtual sites • Relevant African props and costumes • Open space • Resource persons 	
	2.2 Throwing and Catching	<ul style="list-style-type: none"> • Practical demonstration • Participatory assessment • Oral presentations • Self-assessment 	<ul style="list-style-type: none"> • Open space • Field makers • Group makers • Resource persons • Visual recordings of throwing and Catching skills 	

			<ul style="list-style-type: none"> • Improvised balls • Reusable locally available material for making an improvised ball • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Relevant virtual sites
	2.3 Paper Craft	<ul style="list-style-type: none"> • Oral tests • Practical tests • Participatory assessment • Peer assessment 	<ul style="list-style-type: none"> • Resource person • Flash cards • Digital devices • Pictures • Reference books
	2.4 Log Roll and T Balances	<ul style="list-style-type: none"> • Demonstrations • Practical tests • Participatory assessment • Peer assessment 	<ul style="list-style-type: none"> • Flash cards • Digital devices • Pictures • Reference books • Landing mats • visual recordings of gymnastic performance • Relevant virtual sites
	2.5 Percussion Musical Instruments	<ul style="list-style-type: none"> • Oral presentations • Written tests • Peer assessment • Practical tests • Field work reports • Participatory assessment 	<ul style="list-style-type: none"> • Open space • Reusable locally available material for making improvised shakers and jingles • Resource persons • Visual recordings of musical instrument(shakers and jingles) • Flash cards

			<ul style="list-style-type: none"> • Digital devices • Musical instruments • Pictures • Reference books 	
	2.6 Modelling	<ul style="list-style-type: none"> • Oral tests • Peer assessment • Practical tests • Participatory assessment • Peer assessment 	<ul style="list-style-type: none"> • Flash cards • Digital devices • Reusable locally available material • Resource persons 	
3.0 Appreciation	3.1 African Style Singing Games	<ul style="list-style-type: none"> • Oral tests • Aural tests • Written tests • Peer assessment • Practical tests • Participatory assessment • Peer assessment 	<ul style="list-style-type: none"> • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of African style singing games • Relevant virtual sites • Relevant props and costumes • Resource persons 	
	2.7 Water Safety Awareness	<ul style="list-style-type: none"> • Oral presentations • Peer assessment • Practical tests • Field work reports • Participatory assessment 	<ul style="list-style-type: none"> • Resource persons • Digital devices • Pictures of water points • Reference books • Audio /visual recordings of music • Relevant virtual sites 	

NOTE: Assessment methods may be modified to accommodate a learner's diverse needs so that he/she can participate and achieve the learning outcomes. The table below shows how modes of assessment may be adapted for learners with hearing impairment:

S/No	Assessment Methods/Modes And Suggested Adaptations	
	Methods	Suggested Adaptations
1.	Written assessment	<ul style="list-style-type: none"> • Accompany written tasks with illustrations, pictures • Use short and clear instructions with key concepts emphasized. • Adjustment of time according to individual needs • Ensure there is good lighting • Appropriate seating arrangements
2.	Oral or Aural assessment	<ul style="list-style-type: none"> • Use of hearing aids for amplification • Use of sign language • Provision of sign language interpreter • Use of Total Communication • Use of captions and animations • Provision of conducive noise free environment (noise control) • Writing • Appropriate seating arrangements
3.	Portfolio	<ul style="list-style-type: none"> • Use of E-Portfolio • Provision of support • Use of assistive technology • Adjustment of time according to individual needs • Description of how to carry out a practical activity while being audio/video recorded • Appropriate seating arrangements
4.	Practical assessment/ Experiments	<ul style="list-style-type: none"> • Provision of communication support • Provision of Adapted resources (learner specific) • Description of how to carry out a practical activity while being audio/video recorded • Adjustment of time according to individual needs • Appropriate seating arrangements • Environmental adaptation • Use of demonstrations • Short and clear instructions • Provision of interpretation services

5.	Project	<ul style="list-style-type: none">• Provision of communication support• Provision of Adapted resources (learner specific)• Description of how to carry out a practical activity while being audio/video recorded• Adjustment of time according to individual needs• Environmental adaptation• Provision of interpretation services
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CSL at Early Years Education (PP1&2 and Grade 1-3)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Environmental Activities learning area. The class teacher is expected to identify and guide learners to undertake age-appropriate whole-class integrated CSL activity within the school. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity	
1) Preparation	<ul style="list-style-type: none">• Determine the activity for the learners• Map out the targeted core competencies, values and specific learning areas skills for the CSL activity• Identify resources required for the activity (locally available materials)• Stagger the activities across the term (Set dates and time for the activities)• Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community• Identify and develop assessment tools
2) Implementation of CSL Activity	<ul style="list-style-type: none">• Assigning roles to learners.• Ensure every learner actively participates in the activity• Observe learners as they carry out the CSL activity and record feedback.• Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)• Assess the targeted core competencies, values and subject skills.

3) **Reflection on the CSL Activity**

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

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

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

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

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

Assessment of the CSL Activity

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