



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

LOWER PRIMARY SCHOOL CURRICULUM DESIGN

**CREATIVE ACTIVITIES
FOR LEARNERS WITH HEARING IMPAIRMENTS
GRADE 2**



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published in 2017

Revised 2024

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ISBN: 978-9914-43-062-2

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 Two curriculum designs for learners with hearing impairment build on competencies attained by learners at Grade One. Emphasis at this grade is the development of basic literacy, numeracy and skills for interaction with the environment

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

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

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

PREFACE

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

The reviewed Grade Two curriculum furthers implementation of the CBC from Grade One in 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 Two 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 Two and prepare them for smooth transition to Grade Three. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR BASIC EDUCATION
MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

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

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade Two 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 Two 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 Two and preparation of learners with hearing impairment for transition to Grade Three.

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 acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

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 competences 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 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.

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
3	Environmental Activities for Learners with Hearing Impairment	4
4	Creative Activities for Learners with Hearing Impairment	7
5	Religious Education Activities	3
6	Kiswahili language activities for Learners with Hearing Impairment/ Kenyan Sign Language Activities	4
7	Indigenous language activities	2
8.	Pastoral/ Religious Instruction Programme	1

	Total	31
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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

The Creative Activities learning area encompasses Music, Art and Craft and Movement Activities. This learning area offers the learner an opportunity to enjoy and purposefully experience, explore and experiment with different learning materials. The learner is allowed to explore, create, perform and appreciate different forms of Creative Arts. This learning area is anchored in John Dewey's Social constructivism theory which posits that learning should be experiential, participatory and should arise from learners' interests. The learning area provides means through which the learner explores their own and others' cultures, to discover and interpret the world around them. In line with the emerging trends in learning, current and emerging technologies will be integrated in the learning process through inclusion of activities such as recording, creating, communicating, enhancing concepts and re-interpreting ideas. Overall, the learner will be equipped with requisite foundational knowledge, skills, attitudes and values to progress to the upper primary. The learner will also sharpen their potential to participate in social and economic development within their communities and society as a whole.

Learners with hearing impairment, who are visual learners and use sign language as a means of communication, require hand dexterity and good eye-hand coordination. These will be achieved as they go through Creative Activities. Since they also have challenges with presentations using voice or oral communication, there is a need to adapt the curriculum to address those challenges. Adaptations made include; guiding the hard of hearing to use amplified voice as learners who are Deaf use signs. Whereas learners who are hard of hearing may listen to amplified sounds, the Deaf will observe and respond to visual cues. Therefore, Audio-visual learning resources, such as video clips, should be accompanied with signing or captions. The teacher should always ensure the learners are in appropriate seating arrangement while in class and during performance of Creative Activities.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Grade Two, the learner should be able to:

- a) appreciate own and others Artworks, Music and Movement Activities from the past and present within their social context and cultures,
- b) express feelings, ideas, emotions and experiences through Artworks, Music and Movement Activities for therapeutic purposes,
- c) develop self-confidence and sense of achievement through making and responding to Artworks, Music and Movement Activities of self and others,
- d) create Artworks, perform Music and Movement Activities to share their ideas, thoughts, feelings and experiences for learning and enjoyment,
- e) use appropriate language in responding to Artworks, Music and Movement Activities for communication and collaboration,
- f) obey rules and cooperate with others to accomplish individual responsibilities while paying adequate attention to own health and safety.

SUMMARY OF STRANDS AND SUB STRANDS

Strand	Sub Strand	
Creating and Execution	1.1 Hopping	14
	1.2 Drawing and Painting	14
	1.3. Rhythm and Pattern Making	18
	1.4 Turning	14
	1.5 Mosaic	10
	1.6 Melody	18
Performing and Display	2.1 Singing Games- Western Style	18
	2.2 Kicking	14
	2.3 Plaited Ornaments	10
	2.4 Egg Roll and Swan Balance	14
	2.5 Wind Musical Instruments	18
	2.6 Modelling	10
3.0 Appreciation	3.1 Singing Games - Western Style	14
	3.2 Water Safety Awareness	10

STRAND 1: CREATING AND EXECUTION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Execution	1.1 Hopping (14 lessons) <ul style="list-style-type: none"> • <i>Directions (forward, backward, to the right, to the left)</i> • <i>Patterns (straight, curved, circular and zigzag)</i> 	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) sign words related to hopping for effective communication, b) identify different directions of hopping for space awareness, c) perform hopping in different directions for agility, d) make pattern formations while hopping in different directions for coordination, e) appreciate hopping in different directions for fitness. 	<ul style="list-style-type: none"> • in purposive groups, the learners are guided to observe and sign words related to hopping such as directions-- (forward, backward, to the right, to the left), patterns-- (straight, curved, circular and zigzag) while seated in appropriate seating arrangement, • in groups, guide learners to clear the playground before performing the activities to avoid injuries. • in groups and in appropriate seating arrangements, guide learners to observe demonstrations on hopping. • in purposive groups, guide learners to hop in different directions for fitness while 	Why is hopping activity important as a physical activity?

			<p>talking or signing about different directions.</p> <ul style="list-style-type: none"> • in purposive groups, guide learners to hopping in different directions while forming patterns with peers. • in groups. guide learners to practice hopping in different directions and forming patterns. • in purposive groups, guide learners to playing simple games using the hop skill while singing and signing action songs <p>use speech for learners who are hard of hearing and signs for learners who are deaf when giving instructions. use a whistle for learners who are hard of hearing and a flag for learners who are deaf for signals</p> <p>.</p>	
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Core Competencies to be developed:

- Critical thinking and problem solving: The learner determines the suitable pattern to hop.
- Communication and collaboration: The learner works with peers to demonstrate and practice hopping as they talk and sign about directions.

Values:

- Love: The learner selflessly shares opinions and space while hopping with peers.
- Unity: The learner cooperates with others as they play games involving hopping.

Pertinent and Contemporary Issues (PCIs):

Self-esteem: The learner confidently appreciates ability in hopping skills.

Link to other learning areas:

Language activities: The learner clearly communicates with others as they hop in different directions for fitness.

Suggested learning resources.

Whistles, flags for signals, charts showing patterns, flashcards showing directions, hearing aids.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
1.0 Creating and Execution	1.2 Drawing and Painting (14 lessons) <ul style="list-style-type: none"> • <i>texture</i> • <i>regular shape</i> • <i>colour mixing</i> • <i>painting</i> 	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) sign words related to drawing and painting for skill acquisition. b) identify texture on surfaces, c) create texture on paper by rubbing on surfaces, d) apply texture on drawn forms, e) mix colour using blotting techniques, f) paint regular shapes using a brush, g) value drawing and painting for enjoyment, 	<ul style="list-style-type: none"> • in purposive groups, the learners are guided to observe and sign words related to drawing and painting such as texture, colour, regular shape, mixing paints, • in purposive groups, guide learners to observe virtual pictures, video clips with captions or explore objects in the environment to identify rough and smooth texture. • in purposive groups, guide learners to explore the environment to simulate different texture on objects by rubbing. • in groups and in appropriate seating arrangements, guide learners to observe demonstrations on drawing random doodles. 	<ol style="list-style-type: none"> 1. How did you create texture in your drawing? 2. How do you mix colours?

			<ul style="list-style-type: none">• in purposive groups, guide learners to draw random doodles on plain papers.• in purposive groups, guide learners to create texture in the doodle, by rubbing on differently textured surfaces.• in groups and in appropriate seating arrangements, guide learners to observe demonstrations on drawing natural forms found in the environment.• in purposive groups, guide learners to draw natural forms found in the environment.• in purposive groups, guide learners to apply appropriate texture (rough or smooth) on drawn shapes (explore different drawing tools).• in purposive groups, guide learners to mix colours using blotting techniques,• in pairs, guide learners to	
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			<p>practice mixing colours using bloating techniques</p> <ul style="list-style-type: none"> • in groups and in appropriate seating arrangements, guide learners to observe demonstrations on painting. • in purposive groups, guide learners to paint regular shapes using one colour. • in groups, guide the learners to show the drawing to peers and talk or sign about them. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: The learner draws forms using shapes for self-expression. • Digital literacy: The learner uses digital devices to search for or watch video clips on texture. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love: The learner shares different ideas and opinions when discussing shapes and sharing drawing materials. • Respect: The learner accepts diverse opinions of others as they display artworks for peer feedback. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Safety and Security: The learner demonstrates safety and security awareness as they take a walk around the school environment to identify basic organic shapes. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • English and Kiswahili Activities: The learner communicates thoughts about their artwork in Kiswahili, fostering proficiency in both English and Kiswahili languages. • Environmental Activities: The learner identifies textures in the environment during art lessons, connecting artistic expression 				

to observations in the natural world.

Suggested learning resources.

Charts showing different shapes, colours, painting brushes, papers, crayons.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Execution	1.3 Rhythm and Pattern Making (18 lessons) <ul style="list-style-type: none"> • Ways of creating rhythm: <ul style="list-style-type: none"> - <i>marching</i> - <i>reciting</i>, - <i>clapping</i>, - <i>stamping</i>, - <i>humming</i>, • Body percussion: <ul style="list-style-type: none"> - <i>snapping</i> - <i>tapping</i> - <i>stamping</i> - <i>clapping</i> • Movements: <ul style="list-style-type: none"> - <i>skipping</i> - <i>hopping</i> - <i>twisting</i> - <i>nodding</i> 	By the end of the sub strand the learner should be able to; <ol style="list-style-type: none"> a) Sign words related to rhythmic and pattern making for skill acquisition. b) identify different ways of creating rhythms in music, c) sing or sign sing as they maintain the beats for rhythmic development, d) make body movements to reflect various rhythms in simple songs, e) recite rhythmic chants for rhythmic development, f) create simple shape patterns by printing, g) appreciate rhythmic improvisation for rhythmic development. 	<ul style="list-style-type: none"> • in purposive groups, the learners are guided to observe and sign words related to rhythm and pattern making such as matching, reciting, clapping, stamping, humming, snapping, tapping, skipping, nodding twisting, hopping, • guide learners to watch live or recorded performances on various ways of creating rhythms, identify, talk or sign them. • in purposive groups collaboratively, guide learners to sing as they sign simple songs maintaining the beats while marching, stamping, and reciting. • sing a simple song as they maintain beat using body percussions. learners who are hard of hearing fit with hearing aids sing songs while learners who are deaf sign sing the songs maintaining beats using body percussions. 	How are rhythms made?

			<ul style="list-style-type: none"> • in purposive groups, guide learners to use body percussion to provide rhythmic accompaniments to familiar simple songs sung or signed. • in groups and in appropriate seating arrangements, guide learners to observe demonstrations on singing or sign singing simple songs with peers as they make body movements to bring out various rhythms. • in purposive groups, guide learners to sing or sign sing simple songs with peers as they make body movements to bring out various rhythms. • in purposive groups, guide learners to search for appropriate rhythmic chants from diverse kenyan communities for performance. • in groups, guide learners to recite rhythmic chants or signs as they make body movements and perform before an audience. • in purposive groups, guide learners to record the performance of recited rhythms for future reference. • guide learners who are deaf to 	
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			<p>perform the following during songs, dances and making patterns.</p> <ol style="list-style-type: none"> i. learners who are hard of hearing to be paired with those who are deaf and carry out demonstrations collaboratively. ii. use a soloist/ a lead dancer who signals others using a whisker, piece of cloth or own hand to indicate transitions in the songs. iii. encourage a lot of observation and imitation from peers during sign singing. iv. in case there are songs used, translate the songs in sign language assigning signs to words of the song v. use whistles for the hard of hearing and white and red flags to indicate change over signals for the deaf. • use whistles for the hard of hearing and white and red flags to indicate change over signals for the deaf. use voice for the hard of hearing and sign for the deaf when giving instructions. 	
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Core Competencies to be developed:

- Communication and collaboration: The learner speaks clearly as they talk or sign about live or recorded performances of various ways of creating rhythms.
- Creativity and imagination: The learner improvises rhythmic accompaniment to songs.
- Learning to learn: The learner applies knowledge acquired in the previous grades to search for appropriate rhythmic chants or signs for performance.

Values:

- Responsibility: The learner takes care of the digital devices availed to them when recording the performances of the recited rhythms for future reference.
- Patriotism: The learner takes pride in searching for appropriate rhythmic chants for performance from diverse Kenyan communities.
- Unity: The learner displays team spirit as they work in pairs to improvise rhythmic accompaniment to songs.

Pertinent and Contemporary Issues:

Cyber Security: The learner observes security measures as they search for appropriate rhythmic chants or signs for performance from the virtual sources.

Link to other learning areas:

- Mathematics: The learner applies counting skills learnt to maintain beats in simple songs.

Suggested learning resources.

Whistles, flags for signals, digital devices, hearing aids.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Execution	1.4 Turning (14 lessons) <ul style="list-style-type: none"> • different direction (<i>left, right, half, full and combination</i>) 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) sign words related to turning for effective communication, b) identify the different directions of turning in movement, c) perform turning in different directions for coordination, d) appreciate turning as a basic skill for body movement during play. 	<ul style="list-style-type: none"> • in purposive groups, the learners are guided to observe and sign words related to turning such as direction— (left, right, half, full and combination), • in purposive groups, guide learners to talk about or sign various directions of turning through demonstration. • individually, guide the learner to practices turning in different directions left, right half, full and combination. • in purposive groups, guide learners to practice turning in different directions, left, right half, full and combination. • in purposive groups, guide learners to sing as they 	Why is turning an important skill for a player during a game?

			<p>sign action songs making patterns while turning in different directions/</p> <ul style="list-style-type: none"> • in small groups, guide learners to play a game while practicing turning for enjoyment. guide learners who are deaf to perform the following during songs, dances and making patterns. • learners who are hard of hearing to be paired with those who are deaf and carry out demonstrations collaboratively. • use a soloist/ a lead dancer who signals others using a whisker, piece of cloth or own hand to indicate transitions in the songs. • encourage a lot of observation and imitation from peers during sign 	
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			<p>singing.</p> <ul style="list-style-type: none"> • in case there are songs used, translate the songs in sign language assigning signs to words of the song use whistles for the hard of hearing and white and red flags to indicate change over signals for the deaf use voice for the hard of hearing and sign for the deaf when giving instructions. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: The learner creatively performs turning in different directions. • Communication and Collaboration: The learner talks about or signs various directions of turning while demonstrating. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner appreciates diverse opinions while discussing various directions the body turns. • Unity: The learner cooperates with others as they work in groups to perform turning in different directions. 				
<p>Pertinent and Contemporary issues:</p> <p>Self-awareness and self-esteem: The learner displays confidence as they turn in different directions.</p>				

Link to other learning areas:

Mathematics Activities: The learner learns directions and patterns.

Suggested learning resources.

Compass, whistles, flags for signals.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Execution	1.5 Mosaic (10 lesson) <i>cutting</i> <i>pasting</i> <i>painting</i>	By the end of the sub strand, the learner should be able to; a) sign words related to mosaic for skill acquisition, b) recognize a mosaic picture for aesthetic values, c) identify different types of materials and tools to be used in a mosaic, d) make simple mosaic for self-expression, e) appreciate mosaic pictures for aesthetic awareness,	<ul style="list-style-type: none"> • in purposive groups, the learners are guided to observe and sign words related to mosaic such as cutting, pasting, painting while seated in the correct seating arrangements, • in groups, guide learners to observe actual or virtual images of simple mosaics to identify mosaic materials and tools to make a mosaic picture. • in purposive groups, guide learners to collect materials and tools that can be used in mosaic. • in groups, guide learners to observe safety when collecting the materials. • in purposive groups, guide learners to sort out coloured papers with emphasis on 	<ol style="list-style-type: none"> 1. Why do you paste coloured papers in mosaic? 2. How do you make mosaic?

			<p>different colours.</p> <ul style="list-style-type: none"> • in purposive groups, guide learners to cut out coloured papers to small pieces with emphasis on different colours, • in purposive groups, guide learners to paint the surface with one colour as they observe the techniques of mosaic. • in groups, guide the learners to trace a form (size enough for mosaic) for correct form. • in purposive groups, guide learners to paste the coloured paper within the drawn shape taking note of contrasting colours in the background. • in groups, guide learners to show and talk about or sign own and others' mosaic work. <p>use voice for the hard of hearing and sign for the deaf</p>	
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			when giving instructions.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learners exchange ideas as they talk about or sign own and others’ mosaic work. • Imagination and creativity: The learners express themselves through mosaic picture making. • Self-efficacy: Learner express themselves about their artwork during display sessions. • Digital Literacy: Learner explore digital devices for mosaic images.. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: Learner to acquire the value of responsibility, respect and sharing during group work. • Patriotism: In reusing recycling waste materials from the environment, the learners demonstrate value of patriotism. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Life skills: Learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions. • ESD: Learner takes care for the environment as source of materials and tools for mosaic. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Environmental Activities: The learner recycles waste materials from the environment to make mosaic pictures. • Health Education: Learners observe safety when collecting and using different types of locally available materials and tools from the environment. • Language activities: Learners learn the word Mosaic as a vocabulary in language activities. 				
<p>Suggested learning resources. Waste papers, scissors, glue, colours, dry grass, beads.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Execution	1.6 Melody (18 lessons) <ul style="list-style-type: none"> • <i>Melodic phrases: similar and different phrases</i> 	By the end of the sub strand the learner should be able to; <ol style="list-style-type: none"> a) sign words related to melody for effective communication, b) identify melodic phrases in simple songs, c) sing simple melodic phrases for shape recognition, d) improvise words to existing simple tunes, e) use basic shapes for representation of melodic sentences in simple songs, f) make body movements to represent different melodic phrases in simple songs, g) value simple melodic phrases in creating a melody. 	<ul style="list-style-type: none"> • in purposive groups, the learners are guided to observe and sign words related to melody such as melodic phrases, similar, different phrases while seated in appropriate seating arrangements, • listen or observe simple familiar tunes availed to them and sing along. learners who are hard of hearing listens and sings along when fitted with hearing aids while learners who are deaf will observe and sign sing the song. • in purposive groups and while seated in an appropriate seating arrangements guide learners to observe 	How are melodies varied?

			<p>demonstration on singing or sign singing simple familiar tunes in melodic phrases.</p> <ul style="list-style-type: none"> • in purposive groups, the learners are guided to sing or sign sing simple familiar tunes and identify melodic phrases. • in purposive groups, the learners are guided to imitate simple familiar tunes played to them by humming, whistling, miming, signing, among others. • in purposive groups, the learners are guided to listen or observe simple familiar songs and identify tunes to fit in texts. • in pairs, the learners are guided to select appropriate text to fit in existing tunes. • in purposive groups, the learners are guided to fit text to existing tune and 	
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			<p>perform before peers for feedback.</p> <ul style="list-style-type: none"> • in purposive groups, the learners are guided to use basic shapes to identify melodic phrases which are similar and different. • in groups collaboratively, sing or sign simple songs and make varied body movements to represent melodic phrases in the song. • in groups, guide learners to record their performances for future reference. guide learners who are deaf to perform the following during songs, dances and making patterns. • learners who are hard of hearing to be paired with those who are deaf and carry out demonstrations collaboratively. • use a soloist/ a lead 	
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			<p>dancer who signals others using a whisker, piece of cloth or own hand to indicate transitions in the songs.</p> <ul style="list-style-type: none"> • encourage a lot of observation and imitation from peers during sign singing. • in case there are songs used, translate the songs in sign language assigning signs to words of the song use whistles for the hard of hearing and white and red flags to indicate change over signals for the deaf 	
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Core Competencies to be developed:

- Communication and collaboration: The learner keenly listens or observes simple familiar tunes availed to them and sings or sign sings along with others.
- Creativity and Imagination: The learner collaboratively sings or sign sings simple songs and makes varied body movements to represent melodic phrases.
- Critical thinking and Problem solving: The learner uses basic shapes to identify melodic phrases which are similar and

different.

- Learning to Learn: The learner applies knowledge and skills acquired in lower grades to sing or sign simple songs and make varied body movements to represent melodic phrases.

Values:

- Respect: The learner performs before peers and accepts feedback,
- Unity: The learner in groups sings or sign sings simple songs and makes varied body movements to represent melodic phrases in the song.

Pertinent and Contemporary Issues:

Peace and Education: The learner sings or sign sings familiar songs that convey peace messages.

Link to other learning areas:

Language Activities: The learner sings or sign sings simple familiar songs in different languages to identify melodic phrases.

Suggested learning resources.

Hearing aids, whistles, flags for signals.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to create and execute: - Skill of hopping - Draw and paint (texture) - Create rhythm - Turn in different directions - Create a mosaic - Improvise words to existing tune	Creates and executes the 6 skill in Creative Activities skillfully	Creates and executes the 6 skill in Creative Activities accurately	Creates and executes 5- 4 skills in Creative Activities with minor errors	Creates and executes the 3-2 skills in Creative Activities with major errors

STRAND 2: PERFORMING AND DISPLAYING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
2.0 Performing and Display	2.1 Singing Games- Western Style (18 lessons) – Costumes, props, musical instruments , and body movements.	By the end of the sub strand the learner should be able to; a) Sign words related to singing games— western style for skill acquisition, b) identify appropriate singing games in Western style, c) sing appropriate game songs in Western style, d) use props in performing a singing game in Western style, e) perform singing games in Western style, f) enjoy performing	<ul style="list-style-type: none"> • in purposive groups, learners are guided to observe and sign words related to singing games in western style such as, western style, body movements, costumes, props while seated in appropriate seating arrangement, • in purposive groups, guide learners to watch a live or recorded performance of singing or sign singing games in western style and imitate the song sung or signed and body movements used. • in purposive groups and while seated in an appropriate seating arrangements, guide learners to observe demonstration on singing or sign singing game in western 	<ol style="list-style-type: none"> 1. Why do you perform singing games? 2. How are singing games in Western style performed?

		<p>singing games in Western style.</p>	<p>style.</p> <ul style="list-style-type: none"> • in purposive groups, guide learners to perform appropriate singing or sign singing games in western style. • in purposive groups, guide learners to make a variety of body movements while performing the singing game making different line formations and using the costume. • in groups, guide learners to take turns to perform different roles while performing the singing or sign singing game in western style. • in groups, guide learners to perform singing or sign singing games in western style for peer assessment. guide learners who are deaf to perform the following during songs, dances and making patterns. 	
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			<ul style="list-style-type: none">• learners who are hard of hearing to be paired with those who are deaf and carry out demonstrations collaboratively.• use a soloist/ a lead dancer who signals others using a whisker, piece of cloth or own hand to indicate transitions in the songs.• encourage a lot of observation and imitation from peers during sign singing.• in case there are songs used, translate the songs in sign language assigning signs to words of the song use whistles for the hard of hearing and white and red flags to indicate change over signals for the deaf.	
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Core Competencies to be developed:

- Creativity and imagination: The learner creatively makes linear patterns while performing the singing or sign singing games.
- Self-efficacy: The learner confidently makes a variety of body movements which are appropriate in performing the singing or sign singing game.
- Learning to learn: The learner applies knowledge and skills acquired in pattern formation to perform a variety of singing or sign singing games in Western style.

Values:

- Responsibility: The learner takes different roles while performing the singing or sign singing game.
- Love: The learner shares and uses appropriate, varied props and costumes in performing the singing or sign singing game.
- Unity: The learner works with others in groups as they perform singing or sign singing games.

Pertinent and Contemporary Issues (PCIs):

- Self-awareness and self-esteem: The learner makes a variety of body movements while performing the singing or sign singing game making different line formations.
- Ethnic and racial relations: The learner talks about and imitates singing or sign singing games in Western style in groups.

Link to other learning areas:

English Language Activities: The learner uses English Language to sing the Western style singing or sign singing games.

Suggested learning resources.

Costumes, props, whistles, flags for signals, drums.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<p>2.0 Performing and Display</p>	<p>2.2 Kicking (14 lessons)</p> <p><i>Directions: forward, backwards, left and right.</i></p>	<p>By the end of the sub strand, the learner should be able to;</p> <p>a) sign words related to kicking for effective communication,</p> <p>b) identify body part used when kicking a ball,</p> <p>c) kick a ball in different directions for skill acquisition,</p> <p>d) appreciate kicking the ball to different directions as a fundamental skill in games.</p>	<ul style="list-style-type: none"> • in purposive groups, the learners are guided to observe and sign words related to kicking such direction— (forward, backwards, left, right and rules while seated in appropriate seating arrangement, • in purposive groups, guide learners to talk about or sign different parts of the leg that is used to kick the ball, • in purposive groups and while seated in an appropriate seating arrangements, guide learners to observe demonstration on kicking the ball in different directions. • in groups, guide the learners to clear the playground for 	<p>How can the ball be kicked using different parts of the leg?</p>

			<p>the activity to avoid injuries.</p> <ul style="list-style-type: none"> • in purposive groups, guide learners to practice kicking a ball in different directions with peers. • in groups, guide learners to observe safety while playing simple games using the balls. • in groups collaboratively, perform kicking the ball in different directions and give feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: The learner individually uses locally available materials to improvise different balls and use them to practise kicking skill. • Communication and collaboration: The learner works with others while kicking the ball in different directions while playing simple games. 				
<p>Values:</p> <ul style="list-style-type: none"> • Peace: The learner follows guidance in kicking a ball in different directions without hurting others. • love: The learner portrays caring of others during practice in kicking the ball.. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Parental Engagement and Empowerment: The parent supports a learner at home to improvise a ball and practices kicking it. 				

Link to other learning areas:

- Language activities: The learner effectively communicates with others during group activities.

Suggested learning resources.

Chart showing different parts of the leg, balls, and playground.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Display	2.3 Plaited Ornament (single stranded) (10 lessons) - <i>plaiting</i> - <i>ornament making</i>	By the end of the sub-strand, the learner should be able to; a) sign words related to plaited ornament for effective communication, b) identify plaited bracelets, c) identify different materials for plaiting a bracelet, d) make a single strand bracelets using plaiting technique, e) value plaiting technique and ornament making,	<ul style="list-style-type: none"> ● in purposive groups, the learners are guided to observe and sign words related to plaited ornament such as single stranded, plait, ornament, colour, hook, bracelet when seated in appropriate seating arrangement, ● in purposive groups, guide learners to identify plaited bracelets ornaments from actual or virtual sources for inspiration, ● in purposive groups, guide learners to collect recyclable materials for making plaited bracelets. ● in purposive groups, guide learners to prepare the material for plaiting. ● in purposive groups and while seated in an 	<ol style="list-style-type: none"> 1. How do you make plaiting strands? 2. Why do you attach beads to a bracelet?

			<p>appropriate seating arrangements, guide learners to observe demonstration on plaiting.</p> <ul style="list-style-type: none"> • in purposive groups, guide learners to practice plaiting using three strands focusing colour variation. • in pairs, guide learners to use the strand to make a bracelet and attach any locally available beads for hooking. • in groups, guide the learners to clear the working area and wash their hands after the activity. • in groups, guide learners to showcase to peers plaited bracelets and talk about or sign own and others' work.. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: The learner engages in discussions with peers to display, discuss, and appreciate plaited bracelets. • Critical Thinking and Problem Solving: The learner identifies various materials and tools suitable for making plaited 				

bracelets through thoughtful consideration.

- Creativity and Imagination: Learner utilize three strands to plait bracelets and incorporating locally available materials. .
- Learning to Learn: The learner acquires new skills in plaiting and beading, demonstrating the ability to adapt and learn continuously
- Self-Efficacy: Learner participates in the creation of plaited bracelets and builds confidence in his ability.

Values:

- Love: The learner expresses love for the craft and creativity involved in making plaited bracelets, creating ornaments that can be shared and appreciated.
- Unity: Learner engages in discussions and promotes unity among learners as they share ideas, techniques, and admiration for each other's work.
- Responsibility: The learner takes responsibility for the careful selection and use of materials and tools, understanding the impact of their choices on the final creation.

Pertinent and Contemporary Issues (PCIs):

- Economic Empowerment: Learner makes plaited bracelets and sells to earn an income.
- Inclusivity: Learner engages with diverse materials and styles in plaited bracelets promoting inclusivity, acknowledging and appreciating different cultural influences in ornament making.

Link to other learning areas:

- Environmental Activities: Learners can explore sustainable practices by identifying and collecting materials for plaited bracelets in an environmentally conscious manner.
- Language Activities: The act of displaying, talking about or signing, and appreciating plaited bracelet work provides opportunities for language development.

Suggested learning resources.

Beads, strings, colours. Hooks.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Performing and Display</p>	<p>2.4 Egg Roll and Swan Balance (14 lessons)</p> <p>Reusable materials: <i>coloured papers, pieces of clothes and any other suitable material.</i></p>	<p>By the end of the sub strand, the learner should be able to,</p> <p>a) sign words related to egg roll and swan balance for effective communication,</p> <p>b) identify different directions the body moves when performing egg roll</p> <p>c) identify body parts used to perform a swan balance</p> <p>d) improvise markers for use during performance of egg roll and swan balance</p> <p>e) perform egg roll and swan balance for skill acquisition,</p> <p>f) appreciate performing egg roll</p>	<ul style="list-style-type: none"> • in purposive groups, the learners are guided to observe and sign words related to egg roll and swan balance when seated in appropriate seating arrangement, • in purposive groups, guide learners to talk about or sign different directions the body moves during an egg roll. • demonstrate the egg roll • in purposive groups, guide learners to talk about or sign body parts used to perform swan balance • in purposive groups and while seated in an appropriate seating arrangements, guide learners to observe demonstration on swan balance. • in groups, guide learners to identify, collect and share 	<p>1. How do you perform egg rolls?</p> <p>2. Why is it necessary to mark performing areas when performing swan balances?</p>

		<p>and swan balance for fun.</p>	<p>reusable materials within the environment to be used as markers as they observe safety precautions.</p> <ul style="list-style-type: none"> • in purposive groups, guide the learners to name parts of the bodies used to perform swan balance. • in purposive groups, guide learners to improvise the markers using the collected reusable materials, • guide the learners to mark the field using the improvised markers. • in purposive groups, guide the learners to practice performing swan balance • in purposive groups and while seated in an appropriate seating arrangements, guide learners to observe demonstration on egg roll. • in purposive groups, guide the learners to practice 	
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			<ul style="list-style-type: none"> performing egg roll. in purposive groups, sing or sign sing action songs while performing egg roll and swan balance, in small groups, guide the learners to play games using egg roll and swan balance for enjoyment. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> Creativity and imagination: The learner improvises markers to use during practise of egg roll and swan balance. Communication and Collaboration: The learner talks about or signs different directions the body moves when performing egg roll and Swan balance. 				
<p>Values:</p> <ul style="list-style-type: none"> Love: The learner shares materials with peers while making the markers. Respect: The learner portrays positive regard for self and others as they work in groups during the practise of egg roll and Swan balance. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Health promotion issues: The learner observes safety during the performance of egg roll and swan balance. Environmental conservation: The learner collects reusable materials to be used in improvising markers. 				
<p>Link to other learning areas: Environmental activities: The learner observes hygiene while collecting and sharing simple reusable materials.</p>				
<p>Suggested learning resources. Whistles, Flags for signals, marked playground, coloured papers, pieces of clothes..</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Display	2.5 Wind Musical Instruments (18 lessons) - <i>Name flutes</i> - <i>Locally available materials: paper, buttons, beads, adhesive reeds, straws, maize stalks, pawpaw stalks, bamboo stems</i>	By the end of the sub strand the learner should be able to: a) sign words related to wind musical instruments for effective communication, b) identify wind musical instruments from diverse Kenyan communities, c) improvise a wind instrument using locally available materials, d) produce sound or sound vibration on an improvised musical wind instrument, e) enjoy playing improvised musical	<ul style="list-style-type: none"> • in purposive groups, the learners are guided to observe and sign words related to wind musical instruments when seated in appropriate seating arrangement, • in purposive groups, guide learners to listen or observe audio- visual recordings with captions or signed and pictures of varied music instruments and identify flutes and other wind instruments. • in purposive groups, guide learners to visually and aurally identify and talk about or sign the flutes from the recordings and pictures. • in purposive groups, guide learners to imitate playing the flute instruments. 	How are wind instruments played?

		wind instruments.	<ul style="list-style-type: none"> • in purposive groups, guide learners to identify materials that can be used to improvise <i>flutes from kenyan communities.</i> • in pairs, guide the learners to identify locally available tools and the materials that are used to make a wind instrument • in purposive groups, guide learners to make a simple wind instrument. • in purposive groups and while seated in an appropriate seating arrangements, guide learners to observe demonstration on playing a wind instrument. • in purposive groups, guide learners to play the improvised wind instrument applying the skills of holding and blowing. learners who are hard of hearing fitted with hearing aids play the instrument while learners who 	
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			<p>are deaf observe the skill of playing the instrument or feel vibrations when the instrument is played.</p> <ul style="list-style-type: none"> • in groups, guide learners to make movements while playing the improvised wind instrument, • in purposive groups, guide learners to practice playing the improvised wind instrument for fluency. • in small groups, guide learners to practice playing the improvised wind instrument for fluency and enjoyment. • in groups, guide the learners to clear the working area and store the tools and materials in the right place. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learner visually and aurally identifies and talks about or signs the wind instruments from the recordings and pictures. • Creativity and imagination: The learner draws and decorates musical instruments using mosaic technique. • Self- efficacy: The learner plays the improvised wind instrument to accompany singing or sign singing games. 				

Values:

- Responsibility: The learner clears the working area and stores the tools and materials used to improvise the wind instrument.
- Unity: The learner cooperates with others as they work in groups.

Pertinent and Contemporary Issues (PCIs):

Environmental conservation: The learner responsibly uses locally available materials to improvise wind instruments.

Link to other learning areas:

Environmental activities: The learner identifies wind instruments from different Kenyan communities.

Suggested learning resources.

Flutes, paper, buttons, beads, adhesive reeds, straws, maize stalks, pawpaw stalks, bamboo stems, hearing aids.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Display	2.6 Modelling (Coiling technique) (10 lessons)	<p>By the end of the sub-strand, the learner should be able to;</p> <ul style="list-style-type: none"> a) sign words related to modelling for effective communication, b) identify items made by coil method, c) identify materials and tools used in coil modeling, d) model items using coil method, e) display, talk about own and others' work 	<ul style="list-style-type: none"> • in purposive groups, the learners are guided to observe and sign words related to modelling such as coiling technique, when seated in appropriate seating arrangement, • in groups, guide the learners to observe an actual or virtual items modelled using coil method. • in purposive groups, guide the learners to collect materials and tools for use in coil method modelling. • in purposive groups and while seated in an appropriate seating arrangements, guide learners to observe demonstration on modelling using coiling method. • in purposive groups, guide 	<ol style="list-style-type: none"> 1. Why do you use coil technique in modelling? 2. How do you model using coil modelling?

			<p>the learners to model simple objects using coiling method.</p> <ul style="list-style-type: none"> • in small groups, guide learners to showcase, talk about or sign and appreciate their own and others' work. 	
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Core Competencies to be developed:

- **Communication and Collaboration:** The learner actively engages in showcasing, discussing, and appreciating both their own and others' coil method modelled items.
- **Critical Thinking and Problem Solving:** The learner analyzes and selects suitable materials and tools for coil modeling, showcasing problem-solving skills in the artistic process.
- **Creativity and Imagination:** The learner crafts items using the coil method, transforming basic materials into visually appealing and unique objects.

Values:

- **Love:** The learner derives joy from creating and showcasing coil method modelled items, reflecting a love for the creative process and an appreciation for the craftsmanship involved.
- **Unity:** as learners collaborate, appreciate diversity in design, and celebrate each other's unique artistic expressions.
- **Responsibility:** The learner recognizes the impact of their choices on the final outcome and the overall responsibility in

artistic creation.

Pertinent and Contemporary Issues (PCIs):

- Health education: learner observes hygiene during and after modelling.
- Life skills: learner develop 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 engages in mathematical concepts such as symmetry and proportion through coil modelling, creating a cross-disciplinary connection to mathematical activities.
- Language Activities: The learner, through narrating and discussing their coil method modelled items, participates in language-based activities, expressing themselves verbally and creatively.
- Environmental Activities: The learner promotes environmental awareness by using locally available materials for coil modelling, connecting their artistic expression to broader ecological considerations.

Suggested learning resources.

Clay. Plasticine.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform and/or display <ul style="list-style-type: none"> - game songs in Western style, - using props - Kick a ball in different directions - make a single strand bracelet - an egg roll - a swan balance - an improvised wind instrument - wind instrument - Model simple forms 	Performs and/or displays the 9 items in Creative activities skillfully	Performs and/or displays the 9 items in Creative activities	Performs and/or displays the 5-8 items in Creative activities.	Performs and/or displays the 1-4 items in Creative activities.

STRAND 3: 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- Western Style (18 lessons)</p> <p><i>Roles</i></p> <ul style="list-style-type: none"> - <i>Singers</i> - <i>dancers</i> - <i>leaders</i> <p><i>Line patterns</i></p> <ul style="list-style-type: none"> - <i>Straight</i> - <i>Curved</i> - <i>wavy</i> - <i>zig-zag</i> 	<p>By the end of the sub strand, the learner should be able to;</p> <ol style="list-style-type: none"> a) sign words related to singing or sign singing games for effective communication. b) identify songs used in the Western style singing game performance, c) identify roles of the performers in the Western style singing game, d) identify costumes used in the Western style singing game performances, e) identify props used in the Western style singing game, f) identify formations used in Western style singing games, g) appreciate performances of 	<ul style="list-style-type: none"> • in purposive groups, the learners are guided to observe and sign words related to singing games—western style such as styles, dance, costumes, patterns, props, when seated in appropriate seating arrangement, • in groups, guide learners to watch live or recorded captioned performances in western style singing or sign singing games from different countries and talk about or sign games used and identify the songs used. • in groups, guide learners from the 	<p>How can you make a singing game interesting?</p>

		<p>Western style singing games.</p>	<p>watched live video or recorded performances in western style singing or sign singing games from different countries identify the roles played by different performers.</p> <ul style="list-style-type: none"> • in purposive groups, guide learners to take turns to identify costumes and props used in the performance. • in groups, guide learners to watch live or recorded captioned performances of western style singing or sign singing game and focus on colours of costumes and roles they play. • in purposive groups, guide the learners to identify the props used in the western style 	
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			<p>singing or sign singing games.</p> <ul style="list-style-type: none"> • in purposive groups, guide learners to discuss body movements used in the singing or sign singing games. • in purposive groups, guide learners to talk about or sign the line pattern formations used and try them out for appreciation. 	
<p>Core Competencies to be developed: Digital literacy: The learner records the Western singing or sign singing game performances using digital devices and shares with peers for feedback,</p>				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity: The learner observes language etiquette as they describe body movements in western style singing or sign singing games. • Unity: The learner works together with peers during group performances and rehearsals of Western singing or sign singing games. 				
<p>Pertinent and Contemporary Issues (PCIs): Social Cohesion: The learner watches singing or sign singing games from different countries.</p>				

Link to other learning areas:

English, Kiswahili and Indigenous language Activities: The learners use the languages to describe colours of props and costumes in Western singing or sign singing game performances.

Suggested learning resources.

Whistles, flags for signals, digital devices.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Appreciation	3.2 Water safety Awareness (10 lessons) 9 lessons for art - <i>entry</i> - <i>usage</i> - <i>permission</i> - <i>supervision</i> - <i>water play</i>	By the end of the sub strand, the learner should be able to; a) sign words related to water safety awareness for effective communication. b) recognize different water points in the school environment, c) perform singing games on water safety around water points in school, d) narrate ways of applying water safety precautions in the school, e) appreciate water safety at school for life skills.	<ul style="list-style-type: none"> • in purposive groups, the learners are guided to observe and sign words related to water safety awareness such as entry, use, permission. supervision, water play, when seated in appropriate seating arrangement, • in groups, guide learners to walk around the school and observe water points with peers. • in purposive groups and while seated in an appropriate seating arrangements, guide learners to observe demonstration on singing or sign singing water safety songs. • in purposive groups, 	<ol style="list-style-type: none"> 1. Why is water safety around the school environment important? 2. How do you take safety precaution when near water points in the school?

			<p>guide learners to sing or sign water safety songs.</p> <ul style="list-style-type: none"> • in purposive groups, guide learners to talk about or sign the dangers of water points at school. • in purposive groups, guide learners to talk about or sign school precaution measure on water safety. • in groups, guide learners to talk about or sign safety around water points at school with peers. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: The learner talks about or signs ways on how to be safe around water points in the school environment. • Learning to learn: The learner keenly observes safety measures around water points at school. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respects - the learner appreciates the safety precautions set by the school as they walk around the school. 				

- Responsibility: The learner observes safety around water points at school with peers.

Pertinent and Contemporary Issues (PCIs):

- Safety: learner observes safety precautions around water points at school.
- Disaster risk reduction - the learner uses the skills acquired in water safety during incidents such as floods.

Link to other learning areas:

Environmental Activities: The learner observes water safety around the school environment and learns about water safety.

Suggested learning resources.

Chart showing ponds or water bodies, water bodies in school or around school.

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify and/or explain <ul style="list-style-type: none"> - roles of the performer - costumes - props - formations - water points in school - water safety precautions in school 	Identifies and/or explains the 6 items in appreciating Creative activities giving examples	Identifies and/or explains the 6 items in appreciating Creative activities accurately	Identifies and/or explains the 3-5 items in appreciating Creative activities with minor errors	Identifies and/or explains the 1-2 items in appreciating Creative activities with errors

APPENDIX 1: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES, AND NON-FORMAL ACTIVITIES

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Non-Formal Activities
1.0 Creating and Execution	1.1 Hopping	<ul style="list-style-type: none"> • Demonstrations • Fieldwork reports • Participatory assessment • Peer assessment 	<ul style="list-style-type: none"> • Patterns of different shapes • Digital devices • Pictures • visual recordings of performance in hopping • Relevant virtual sites • Open space • Resource persons 	<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
	1.2 Drawing and Painting	<ul style="list-style-type: none"> • Practical tests • Fieldwork reports • Oral tests • Written tests • Peer Assessment 	<ul style="list-style-type: none"> • Flash cards • Digital devices • Pictures • Reference books • Relevant virtual sites • Resource persons 	

				<ul style="list-style-type: none"> • 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
	1.3 Rhythm and Pattern Making	<ul style="list-style-type: none"> • Oral tests • Aural test • Written tests • Practical tests • Fieldwork reports • Peer Assessment 	<ul style="list-style-type: none"> • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of music • Relevant virtual sites • Reusable locally available material for making an improvised paper hats • Resource persons 	
	1.4 Turning	<ul style="list-style-type: none"> • Oral tests • Practical tests • Fieldwork reports • Peer Assessment 	<ul style="list-style-type: none"> • Open space • Field makers • Flash cards • Digital devices • Musical instruments • Pictures • Reference books 	

			<ul style="list-style-type: none"> • Audio /visual recordings of music and turning skills • Relevant virtual sites • Relevant props and costumes 	<p>activities within the school</p> <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 or Girl Guide activities - participating in the school band by playing musical instruments, singing, matching, and making
	1.5 Mosaic	<ul style="list-style-type: none"> • Peer Assessment • Oral tests • Practical tests • Fieldwork reports 	<ul style="list-style-type: none"> • Flash cards • Digital devices • Pictures • Reference books • Relevant virtual sites • Resource persons 	
	1.6 Melody	<ul style="list-style-type: none"> • Oral tests • Aural test • Written tests • Practical tests • Fieldwork reports • Peer Assessment 	<ul style="list-style-type: none"> • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of music • Relevant virtual sites • Resource persons 	
Performing and Display	2.1 Singing Games- Western style	<ul style="list-style-type: none"> • Oral tests • Practical tests • Fieldwork reports 	<ul style="list-style-type: none"> • Open space • Resource persons • Audio /visual 	

		<ul style="list-style-type: none"> • Peer Assessment 	<p>recordings of singing games</p> <ul style="list-style-type: none"> • Flash cards • Digital devices • Musical instruments • Pictures • Relevant props and costumes • Reference books • Relevant virtual sites • Relevant props and costumes 	<p>costumes, props and ornaments.</p> <ul style="list-style-type: none"> • Performing troupes or Ensembles-Learner forms small groups for performance in all Creative Arts disciplines.
	2.2 Kicking	<ul style="list-style-type: none"> • Field work reports • Participatory assessment • Oral presentations • Self-assessment 	<ul style="list-style-type: none"> • Open space • Field makers • Landing mats • Group makers • Resource persons • Visual recordings of kicking skills • Improvised balls • Reusable locally available material for making an improvised ball • Flash cards 	

			<ul style="list-style-type: none"> • Digital devices • Musical instruments • Pictures • Reference books • Relevant virtual sites
	2.3 Plaited Ornaments	<ul style="list-style-type: none"> • Oral tests • Peer assessment • Practical tests • Field work reports • Participatory assessment 	<ul style="list-style-type: none"> • Flash cards • Digital devices • Pictures • Reference books • Relevant virtual sites • Resource persons • Reusable locally available material for making ornaments
	2.4 Egg Roll and Swan Balance	<ul style="list-style-type: none"> • Demonstrations • Peer assessment • Practical tests • Field work reports • Participatory assessment 	<ul style="list-style-type: none"> • Resource persons • Open space • Field markers • Flash cards • Digital devices • Pictures • Reference books • Audio /visual recordings of music • Relevant virtual sites

	2.5 Wind Musical Instruments	<ul style="list-style-type: none"> • Oral tests • Aural test • Written tests • Fieldwork reports • Participatory assessment • Peer assessment 	<ul style="list-style-type: none"> • Open space • Reusable locally available material for making improvised flutes • Resource persons • Visual recordings of musical instrument • Flash cards • Digital devices • Musical instruments • Pictures • Reference books 	
	2.6 Modelling	<ul style="list-style-type: none"> • Oral tests • Aural test • Written tests • Fieldwork reports • Participatory assessment • Peer assessment 	<ul style="list-style-type: none"> • Pictures • Reference books • Reusable locally available material for modelling • Resource persons 	
3.0 Appreciation	3.1 Singing Games- Western Style	<ul style="list-style-type: none"> • Oral tests • Aural tests • Written tests • Peer assessment 	<ul style="list-style-type: none"> • Flash cards • Digital devices • Musical instruments • Pictures 	

		<ul style="list-style-type: none"> • Practical tests • Participatory assessment • Peer assessment 	<ul style="list-style-type: none"> • 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 • Reference books • 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. • Use short and clear instructions with bolded key concepts. • 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 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

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
<p>1) Preparation</p> <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
<p>2) Implementation of CSL Activity</p> <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 emphasized 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.