



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

PRIMARY SCHOOL CURRICULUM DESIGN

CREATIVE ACTIVITIES

GRADE 3

FOR LEARNERS WITH HEARING IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

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FOREWORD

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

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

The reviewed Grade Three curriculum designs for learners with hearing impairment build on competencies attained by learners at Grade Two. 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 Three curriculum furthers implementation of the CBC from Grade Two 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 Three 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 Three and prepare them for smooth transition to Grade Four. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

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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 Three 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 Three 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 Three and preparation of learners with hearing impairment for transition to Grade Four.

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TABLE OF CONTENTS

FOREWORD	iii
PREFACE	v
ACKNOWLEDGEMENT	vi
NATIONAL GOALS OF EDUCATION	ix
ESSENCE STATEMENT	xiii
SUBJECT GENERAL LEARNING OUTCOMES.....	xiv
SUMMARY OF STRANDS AND SUB STRANDS	xv
STRAND 1.0: CREATING AND EXECUTION	1
STRAND 2.0: PERFORMING AND DISPLAYING	25
STRAND 3.0: APPRECIATION.....	43
APPENDIX 1: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES, AND NON-FORMAL ACTIVITIES.....	49
CSL at Early Years Education (PP1&2 and Grade 1-3).....	61
Assessment of the CSL Activity	64

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

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

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

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

ESSENCE STATEMENT

Creative Activities at Pre-primary education integrates concepts of psychomotor, music and art and craft activities. Creative activities at this level, sparks learners' natural curiosity, exploration, discovery and creativity since it incorporates prior experiences. It also fosters development of fine motor, gross motor, sensory, visual, auditory, logical and eye- hand coordination skills. Pre-primary learners at this formative stage, learn effectively through the integration and adaptation of related learning experiences since every learner is very unique and develops at their own pace. An integrated and thematic approach will be used to integrate the various concepts and experiences that will be provided to the learners. The competencies acquired will be up-scaled in other grades.

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 Three, 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	Suggested Number of Lessons
1.0 Creating and Exploring	1.1 Pushing and Pulling	14
	1.2 Drawing and Painting	14
	1.3 Rhythm and Pattern Making	18
	1.4 Skipping	14
	1.5 Collage	10
	1.6 Melody	18
	1.7 Weaving	10
2.0 Performing and Display	2.1 Rounds	18
	2.2 Galloping	14
	2.3 Sculpture	14
	2.4 Forward Roll and V-balance	14
	2.5 String Musical Instrument	14
	2.6 Modelling and Ornament Making	10
3.0 Appreciation	3.1 The Kenya National Anthem	14
	3.2 Water Safety Awareness	14

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 Pushing and Pulling (14 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 pushing and pulling for knowledge acquisition, b) identify pushing and pulling in physical activities for space and body awareness, c) perform pulling and pushing activities for flexibility, d) enjoy pushing and pulling for strength and flexibility. 	<ul style="list-style-type: none"> • learners are guided to sign vocabulary related to pushing and pulling such as <i>pull, push, force, direction</i>, while seated in an appropriate arrangement for signing, • learners watch virtual or a demonstration of pushing and pulling activities in physical activities. • in purposive groups, learners are guided to demonstrate pushing and pulling activities. • in purposive groups, learners practice 	<p>How can pulling and pushing skill be applied at home?</p>

			pushing and pulling activities, <ul style="list-style-type: none"> learners who are hard of hearing are guided to sing songs while pulling and pushing, while the deaf sign sing songs before or after pushing activities. in purposive groups, learners play games using pulling and pushing skills while observing safety. 	
<ul style="list-style-type: none"> Core Competencies: Digital literacy: The learner manipulates digital devices to watch clips showing pushing and pulling activities. Self-efficacy: learner appreciates their ability to demonstrate and practise pushing and pulling successfully. 				
<ul style="list-style-type: none"> Values: Unity: The learner cooperates with others as they perform pushing and pulling activities. Respect: The learner portrays positive regard for self and others as they practise pushing and pulling activities. 				
Pertinent and Contemporary Issues (PCIs): Safety: The learner individually observes safety while playing games involving pushing and pulling.				
Link to other learning areas: <ul style="list-style-type: none"> Mathematics activities: The learner counts while pulling and pushing. 				

Suggested learning resources:

Open space, field makers, landing mats, flash cards, digital devices with assistive technologies for the Deaf, musical instruments, pictures, reference books , audio /visual recordings of music and pushing and pulling skills, relevant virtual sites, relevant props and costumes, resource persons

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) - <i>drawing</i> - <i>painting</i> - <i>colour mixing</i>	By the end of the sub strand, the learner should be able to: a) sign vocabulary related to drawing and painting for knowledge acquisition, b) identify materials for colour mixing c) mix colours using spraying and blowing techniques, d) draw a simple picture using regular and irregular shapes, e) create a painting for self-expression, f) value made pictures for expression.	<ul style="list-style-type: none"> • learners are guided to sign words related to drawing and painting such as <i>drawing, painting, colour, colour mixing, blowing, spraying</i>, while seated in appropriate seating arrangement to support signing, • learners are guided to watch videos to recognise how to mix colour by spraying and blowing technique. • in purposive groups, learners are guided to spray colours randomly using recyclable old brushes/improvised brush and clean the hands after the activity. 	1. Why is it important to clean the brush after painting?

			<ul style="list-style-type: none"> • in groups, learners are guided to mix the colour by blowing randomly using using straws, biro pen tube among others while observing safety. • individually, learners draw and colour a simple composition using regular and irregular shapes, • individually, learners are guided to paint the picture creatively for expression. • learners collaboratively, display their work for peer feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learner watch videos to recognise how to mix colour by spraying and blowing technique, • Creativity and imagination: The learner explores colours mixing techniques in painting. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: The learner respects others' opinions while talking about their own and peers' pictures. • Social justice: The learner shares resources and responsibilities equitably while mixing coloured water paints. 				

Pertinent and Contemporary Issues (PCIs):

Health promotion issues: The learner cleans the working area and washes hands after spraying paint.

Link to other learning areas:

Hygiene Activities: The learner takes care of hygiene by cleaning their hands after painting.

Suggested learning resources:

Flash cards, digital devices with assistive technologies for the Deaf, pictures, reference books, relevant virtual sites, brushes, colour, pencils, resource persons

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"> ● <i>Short and long sounds</i> ● Body Percussion- <i>clapping, tapping, snapping, stamping</i> ● print making ● pattern making 	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) sign vocabulary related to rhythm and pattern making for creativity, b) i) identify different sound duration in simple songs,(HoH) ii) identify words in a song with few or more syllables,(Deaf) c) create a simple rhythmic pattern using long and short sounds, d) play rhythmic accompaniments to simple songs, e) move in rhythm around basic shapes drawn on the floor, 	Learner is guided to: <ul style="list-style-type: none"> ● the learners is guided to sign words related to rhythm and pattern making such as: <i>sound, short sounds, long sounds, body percussion, clapping, tapping, snapping, stamping, print making, pattern making</i>, while seated in an appropriate seating arrangement an position to support signing, ● learners are who are hard of hearing are guided to sing simple familiar songs for familiarisation of short and long sounds in rhythmic patterns, 	How are rhythms created?

		<p>f) make a random repeat patterns using found objects,</p> <p>g) appreciate creating rhythms and patterns.</p>	<p>while the deaf signing familiar simple songs and guided to distinguish long words with few or many syllables.</p> <ul style="list-style-type: none"> • learners are guided to listen to or watch live or recorded performances of simple songs and clap their rhythmic patterns. • learners who are hard of hearing take turns to recite short and long sounds in a simple rhythmic pattern using french rhythm names, while the deaf are guided to clap or tap short and long sounds in purposive groups. • in purposive groups, learners are guided to 	
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			<p>use short and long sounds to create simple rhythmic patterns.</p> <ul style="list-style-type: none">• learners are guided to play simple body percussion rhythmic accompaniments to familiar songs.• in pairs, learners draw geometric basic shapes on the ground and move in rhythm on the shapes drawn, by skipping, sliding or galloping while observing safety,• in purposive groups, learners explore virtual sources to identify a random and an all over patterns.• individually or in groups, learners are guided print a random pattern alternating	
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			colours to suggest rhythm, using <ul style="list-style-type: none"> - a leaf - block (banana stalk, maize cob, among others) ● learners are guided to collaboratively display their finished patterns and talk about them. 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Creativity and imagination: The learner creates simple rhythmic patterns using short and long sounds. ● Self- efficacy: The learner confidently plays rhythmic accompaniment to familiar songs. ● Critical thinking and problem solving: The learner in groups, draws geometric basic shapes on the ground and moves in rhythm on the shapes drawn. 				
Values: <ul style="list-style-type: none"> ● Responsibility: The learner takes care of the digital devices as they record the rhythmic chant performances for future use. ● Respect: The learner gives chance to peers as they take turns to recite short and long sounds using French rhythm names. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> ● Life skills: The learner applies skills acquired to safely and rhythmically move while skipping, sliding and galloping around basic shapes drawn on the ground. ● Social cohesion: The learner portrays team spirit as they work with peers to recite short and long sounds using French rhythm names. 				
Link to other learning areas:				

Mathematics: The learner applies knowledge and skill gained in Mathematics to count and maintain the beat as they move in rhythm on the shapes drawn to accompany a familiar song.

Suggested learning resources

Colour, printing blocks, digital devices with assistive technologies for the Deaf, musical instruments, pictures, reference books, audio/video clips of recorded rhythm, relevant virtual sites, relevant props and costumes, resource persons

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Execution	1.4 Skipping (14 lessons) <ul style="list-style-type: none"> • <i>forward,</i> • <i>backward,</i> • <i>right</i> • <i>left</i> • <i>straight line</i> • <i>curved</i> • <i>circular</i> • <i>zigzag</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 skipping in different directions, b) identify different ways of skipping in different directions c) skip in different directions for skill acquisition, d) make patterns while skipping in different ways, e) appreciate skipping in different directions for balance and strength. 	<ul style="list-style-type: none"> • the learner is guided to sign words related to skipping in different directions such as: <i>skipping, forward, backward, right, left, straight line, curved, circular, zigzag</i> , while seated in an appropriate seating arrangement to support learning, • in groups, learners talk about skipping in different directions. • learners are guided to skip in different ways. • in purposive groups, learners play games involving skipping skills. • learners who are hard of hearing, fitted with hearing aids, sing 	What apparatus can be used in skipping to make it more interesting?

			<p>songs while skipping for enjoyment while making line patterns and shapes, while the deaf sign sing songs before or after skipping for enjoyment while making line patterns and shapes.</p>	
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Creativity and imagination: The learner pays attention making patterns while skipping. • Self- efficacy: The learner individually skips confidently in different ways. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: The learner cooperates with peers while skipping. • Peace: The learner avoids hurting others by observing safety while playing games involving skipping. 				
<p>Pertinent and Contemporary Issues:</p> <p>Gender issues in education: The learner shows respect for gender equality while playing games in skipping with peers.</p>				
<p>Link to other subjects:</p> <p>Mathematics activities: The learner learns concepts of shapes and patterns.</p>				
<p>Suggested learning resources</p> <p>Flash cards, digital devices with assistive technologies for the Deaf, pictures, reference books, audio /visual recordings of music and skipping skills, relevant virtual sites, relevant attire,open space, resource persons</p>				
<p>Suggested learning resources</p> <p>Flash cards, digital devices with assistive technologies for the Deaf, pictures, reference books, audio /visual recordings of music and skipping skills, relevant virtual sites, relevant attire, hearing aids</p>				

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0Creating and Executing	1.5 Collage (10 lessons) Pasting - Cutting	By the end of the sub strand, the learner should be able to:	<ul style="list-style-type: none">learners are guided to sign words related to collage technique such as:	What materials can be used to make a collage?

	<p>- drawing</p>	<p>a) sign vocabulary related to collage technique in picture making, b) identify materials to be used in a collage, c) prepare materials for making the collage, d) create a collage for self-expression, e) appreciate using collage as an art of self-expression.</p>	<p><i>collage, pasting, cutting, drawing,</i> while seated in an appropriate seating arrangement to support signing,</p> <ul style="list-style-type: none"> • learners are guided to observe images of simple collage from actual or virtual environment for motivation to make a collage. • in purposive groups, learners collect varied materials for making collage while observing safety. • learners are guided sort out materials to make the collage in purposive groups. • in pairs, learners outline a simple 	
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			<p>picture to guide the pasting of materials.</p> <ul style="list-style-type: none"> • in pairs, learners collaboratively paste the different materials on the outlined forms, • learners are guided to show and talk about own and others' collage, work. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: as the learner work collaboratively to paste the different materials on the outlined forms, • Self-efficacy: as the learner express themselves about their artwork during display sessions 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: learner reusing recycling waste materials from the environment, • Love: learners show and talk about own and others' collage, work 				
<p>Pertinent and Contemporary Issues (PCIs): Life skills: Teacher to help learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions.</p>				

Link to other learning areas:

- Environmental Activities: learner use of locally available materials emphasises on use of non-degradable, recycled, reused, waste materials.
- Language activities: the word Collage can be included in the vocabulary.

Suggested learning resources

Locally available materials such as papers, old newspapers, magazines, sticks, reference books, relevant virtual sites, flash cards, glue, scissors, pencils, video clips showing collage making resource persons

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.6 Melody (18 lessons) <i>Variation in:</i> – <i>rhythm, -tempo (slow and fast),</i> – <i>volume, (loud and soft)</i> – <i>text,</i> – <i>pitch</i>	By the end of the sub strand the learner should be able to: a) sign vocabulary related to melody for knowledge acquisition, b) identify variations in simple tunes, c) i) improvise simple melodic variations to familiar tunes as a	<ul style="list-style-type: none"> • learners are guided to sign words related to melody such as: <i>melody, rhythm, tempo, volume, slow, fast, text, pitch, melodic patterns,</i> while seated in an appropriate seating arrangement to support signing, 	How can a song be varied to make it more interesting?

		<p>foundation of melodic composition,(HoH)</p> <p>ii) sign sing simple melodies to show variations in tempo, (Deaf)</p> <p>d) create melodic patterns using improvised percussions,</p> <p>e) apply performance directions in simple tunes,</p> <p>f) enjoy creating melodies using different variation techniques.</p>	<ul style="list-style-type: none"> • learners collaboratively and keenly listen to or watch live or recorded performances of simple songs and talk about the variations. • learners who are hard of hearing sing simple familiar tunes using variations in rhythm, tempo, volume, text and pitch, while the deaf are guided to sign-sing simple familiar songs in varying tempos. • in purposive groups, learners create melodic patterns from percussions such as bottles filled with water to different levels or two-tone 	
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			<p>wood blocks among others.</p> <ul style="list-style-type: none"> • in purposive groups, learners collaboratively perform the created melodic patterns observing performance directions. • in purposive groups, learners perform and record the created melodies before an audience for feedback. 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learner keenly listens to or watches live or recorded performances of simple songs and talks about melodic variations. • Creativity and imagination: The learner creates melodic patterns from differently pitched objects. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner performs and records the improvised melodies before an audience for feedback. • Unity: The learner in groups researches from print and electronic media different simple ways of varying melodies. • Patriotism: The learner takes pride in singing familiar tunes from diverse Kenyan communities. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Safety and security: The learner observes their safety as they create melodic patterns from differently pitched objects. 				

- Social cohesion: The learner portrays team spirit as they find out from the electronic media different simple ways of varying melodies.

Link to other subjects:

Environmental Activities: The learner applies knowledge and skills gained in Environmental Activities to create melodic patterns from differently pitched objects.

Suggested learning resources

Flash cards, audio/visual recordings of songs, digital devices with assistive technologies for the Deaf, musical instruments ,reference books, relevant virtual sites

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Creating and Executing	1.7 Weaving (14 lessons) - Plain paper weave	By the end of the sub-strand, the learner should be able to: a) sign vocabulary related to weaving for familiarisation, b) identify samples of plain weaves of varied materials and colours c) prepare the papers for weaving, d) create a plain weave paper in two colours e) display, talk about own and others' work	<ul style="list-style-type: none"> • learners are guided to sign words related to weaving such as: weave, plain paper weave, strips, frame, while seated in an appropriate seating arrangement to support signing, • learners are guided to observe actual or virtual samples of plain weaves of varied materials and colours for motivation. • in purposive groups, learners collect papers with contrasting colours, • in purposive groups, learners prepare weaving paper frame by cutting slits, 	1. What is the process of plan paper weaving?

			<ul style="list-style-type: none"> • learners cut paper strips for interlacing through the slits and dispose off waste. • in purposive groups, learners interlace the strips by running over and under the slits on the paper frame to make a paper mats in two colours, • individually or in pairs, learners experiment to make paper weaves with different colours, • learners showcase their plain weaves and ask their peers to comment. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: learner design aesthetically pleasing plain paper weave. • Learning to learn: The learner acquires new skills of interlacing to make a woven item. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner disposes off paper cuttings after weaving. • Social justice: The learner shares tools with peers as they weave. 				

Pertinent and Contemporary Issues:

- Cultural Appreciation: learners appreciate weaving as a traditional craft.

Link to other learning areas:

Environmental activities: The learner disposes of waste to maintain the environment.

Suggested Learning resources

Reference books, relevant virtual sites, flash cards, resource persons, locally available materials, scissors, papers, video clips on weaving

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to create and/or execute: - pushing and pulling for flexibility - Drawing a simple picture paint a simple picture - simple rhythmic pattern in music - random repeat pattern - Skipping in different directions - melodic variations to familiar tunes - melodic patterns using improvised percussions - plain weaving in two colours	Creates and/or executes the 8 items in Creative activities correctly and aesthetically	Creates and/or executes the 8 items in Creative activities correctly	Creates and/or executes the 5-7 items in Creative activities with minor errors and/or inconsistencies	Creates and/or executes the 2-4 items in Creative activities with errors and/or inconsistencies

STRAND 2.0: PERFORMING AND DISPLAYING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Display	2.1 Rounds (18 lessons)	<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 rounds for knowledge acquisition, b) identify a variety of rounds in music, c) i) sing own part in a round on a specific theme for skill development (HoH), ii) sing-sing own part in a round on a specific theme for skill development (Deaf), d) apply appropriate performance techniques in a round, e) appreciate singing rounds for enjoyment. 	<ul style="list-style-type: none"> • learners are guided to sign words related to rounds such as: <i>round, songs, own part</i>, while seated in an appropriate seating arrangement to support signing, • learners are guided to download a variety of virtual or recorded clips on simple rounds and talk about the round songs. • in purposive groups, learners talk about how to sing or sign-sing in a round focusing on; accuracy of tune, clarity of words or signs, entries and keeping to own part. • learners who are hard of hearing, while fitted with hearing aids, sing own part 	How are rounds sung?

			<p>in a round on a specific theme for skill development, while the deaf sign sing own part in a round song on specific theme.</p> <ul style="list-style-type: none"> • learners who are hard of hearing sing rounds with peers applying appropriate performance techniques, while the deaf, in purposive groups sign sing rounds with peers. • in purposive groups, learners collaboratively, take turns to sing or sign sing own part in a round as others give feedback and record for future reference. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learner talks about the round songs, and sings rounds with clear diction.. • Digital literacy: The learner downloads a variety of virtual and recorded clips on simple round songs. • Self- efficacy: The learner sings own part in round songs on a specific theme for skill development, 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner keeps to own part in a round performance. • Unity: The learner cooperates with others in groups while singing own part in round songs. 				

- Respect: The learner portrays positive regard for self and others as they work in groups on rounds.

Pertinent and Contemporary Issues:

- Personal hygiene: The learner observes safety and hygiene while improvising paints for painting simple illustrations and making props
- Self-awareness and self-esteem: The learner sings round songs with appropriate body movements in groups.
- Social cohesion: The learner takes own part while singing round songs in groups.

Link to other subjects:

- English: The learner applies the skill of communication acquired in English to clearly pronounce the words of the round.
- Religious Activities: The learner applies values such as unity and love acquired in Religious Education during group work.

Suggested learning resources

Open space, resource persons, audio /visual recordings of rounds, flash cards, digital devices, musical instruments, relevant props and costumes, reference books, relevant virtual sites, hearing aids

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested key Inquiry Question(s)
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<p>2.0 Performing and Display</p>	<p>2.2 Galloping (14 lessons) <i>Directions: forwards, left and right.</i></p> <p><i>Patterns: straight, curved, circular and zigzag.</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> sign vocabulary related to galloping in different patterns for effective communication, identify different directions of galloping for agility and coordination, perform galloping in different directions for skill acquisition enjoy playing galloping games while moving in different directions. 	<ul style="list-style-type: none"> the observe the learner to sign words related to galloping in different patterns such as; <i>forwards, left, right, straight, curved, circular and zigzag</i>, while seated in an appropriate seating arrangement to support signing, learners watch video or demonstrations of galloping and talk about the body movement. in purposive groups, learners demonstrate galloping in purposive groups, learners practise galloping in different directions. in groups, learners practice galloping to make patterns 	<p>Which animals use galloping movement?</p>
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			<ul style="list-style-type: none"> learners play games while galloping in different directions and give self and other group members feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Self-efficacy: learners: learner focuses on practising galloping skills by accepting feedback from peers. Communication and collaboration: The learner interacts with peers while playing games that involve galloping. 				
<p>Values:</p> <ul style="list-style-type: none"> Love: The learner portrays respect in providing positive feedback to peers during practise of galloping activity. Respect: The learner allows other chances while demonstrating galloping skills. 				
<p>Pertinent and Contemporary Issues:</p> <p>Social cohesion: The learner embraces own and others performance during practise of galloping.</p>				
<p>Link to other subjects:</p> <ul style="list-style-type: none"> Environmental activities: The learner learns about directions. Religious activities: learner learns positive values while providing feedback to peers. 				
<p>Suggested learning resources</p> <p>Safe space or playground, digital devices with assistive technologies for the hearing impaired, reference books, relevant virtual sites</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Performing and Display	2.3 Sculpture (Toy Assemblage) (14 lessons)	By the end of the sub-strand, the learner should be able to: a) sign vocabulary related to toy assemblage in sculpture work,	<ul style="list-style-type: none"> learners are guided to sign words related to toy assemblage in sculpture work such as: <i>toy, sculpture, assemble, doll</i>, while seated in an 	<ol style="list-style-type: none"> What local materials can be used to make a toy? How can one join different

		<p>b) recognise toys made by assemblage, c) explore tools, and material for assemblage, d) make toys by combination of different materials, e) d) enjoy making and playing with the toys.</p>	<p>appropriate seating arrangement to support signing,</p> <ul style="list-style-type: none"> • in purposive groups, learners observe actual or virtual samples of playing toys and dolls made by assemblage. • learners are guided to collect and sort different recyclable material assemblage of toys or dolls. • in purposive groups, learners assemble the materials to get the structure of the doll or toy, • learners are guided to add details to enhance the features of the toy or doll. • in purposive groups, learners use the toys or doll to play and 	<p>materials to make a toy?</p>
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			sing or sign sing with peers for enjoyment.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learner works together collect and sort different recyclable material assemblage of toys or dolls. • Creativity and imagination: The learner assemble the materials to get the structure of the doll or toy, 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner gives positive feedback as they display items made. • Unity: The learner in groups, collect and sort different recyclable materials 				

Pertinent and Contemporary Issues:

- Safety and security: The learner observes their safety collect and sort different recyclable material assemblage of toys or dolls
- Social cohesion: The learner enjoys playing with peers using the toys or dolls created.

Link to other learning areas:

Environmental Activities: The learner applies knowledge and skills gained in Environmental Activities as assemble the materials to get the structure of the doll/toy.

Suggested learning resources

Digital devices with assistive technologies for the hearing impaired, reference books, relevant virtual sites, tins, wires, rubber bands, sponges, old fabric, strings, other relevant locally available materials, resource persons

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Performing and Display</p>	<p>2.4 Forward Roll and V-balance (14 lessons)</p> <p><i>Materials: 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> <ol style="list-style-type: none"> sign vocabulary related to forward roll and v balance for effective communication, identify body parts using for performing forward roll and V-balance make markers for use during forward roll and V-balance performance perform forward roll for skill acquisition perform V-balance for skill acquisition, enjoy performing forward roll and V-balance in for 	<ul style="list-style-type: none"> learners are guided to sign words related to forward roll and v-balance such as: <i>forward roll, v-balance, roll, balance, markers</i>, while seated in an appropriate seating arrangement to support signing, learners watch video clips or a demonstration of a forward roll and v-balance. in purposive groups, learners are guided perform forward roll and talk about how the body moves. in purposive groups, learners are guided to perform “v” balance and 	<p>How can forward roll and V balance be used to improve flexibility and balance?</p>

		<p>flexibility and balance.</p>	<p>talk about different parts of the body used.</p> <ul style="list-style-type: none"> • in groups, learners identify, collect and share simple reusable materials within the environment to be used as markers as they observe safety precautions. • in purposive groups, learners improvise the markers using the collected reusable materials and paint them. • learners are guided to mark the field using the improvised markers. • in groups, learners are guided to practise forward roll and v-balance • in purposive groups, learners play games 	
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			using forward and v-balance in sequence.	
Core Competencies:				
<ul style="list-style-type: none"> • Creativity and imagination: The learner identifies simple reusable materials to use in improvised markers. • Communication and Collaboration: The learner talks about different ways the body moves when performing forward roll and V-balance. 				
Values:				
<ul style="list-style-type: none"> • Love: The learner appreciates their own ability in practising forward roll and V balance. • Social justice: The learner shares materials equitably with peers for making markers. 				
Pertinent and Contemporary Issues:				
<ul style="list-style-type: none"> • Personal Hygiene: The learner cleans the working and stores markers after performance. • Environmental conservation: The learner collects reusable materials. 				
Link to other subjects:				
<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 working in groups. 				
Suggested learning resources				
Flash cards, digital devices with assistive technologies for the hearing impaired, percussion musical instruments, pictures of V-balance and forward roll, reference books, visual recordings of gymnastic performance, relevant virtual sites, reusable locally available material for making improvised makers				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
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<p>2.0 Performing and Display</p>	<p>2.5 Playing String Musical Instruments (14 lessons)</p> <p>– <i>fiddles/ground bows/mouth bow</i></p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) sign vocabulary elated to string musical instruments for knowledge acquisition,</p> <p>b) identify string musical instruments from diverse Kenyan communities,</p> <p>c) improvise a string musical instrument using locally available materials,</p> <p>d) play an improvised string instrument for enjoyment,</p> <p>e) appreciate string instruments from diverse Kenyan communities.</p>	<ul style="list-style-type: none"> • learners are guided to sign words related to playing string musical instruments such as: string instrument, string, play, pluck, bow, while seated in an appropriate seating arrangement to support signing, • learners who are hard of hearing, fitted with hearing aids, watch live or recorded kenyan instrumental performances and visually and aurally identify string instruments, while the deaf , while seated in an appropriate seating arrangement, watch live or recorded Kenyan instrumental performances and 	<ol style="list-style-type: none"> 1. How are string instruments played? 2. Which materials are used for improvising a musical string instrument?
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			<p>visually identify string instruments</p> <ul style="list-style-type: none"> • in purposive groups, learners identify and sign or finger spell the local names of Kenyan string instruments. • in purposive groups, learners improvise a kenyan single stringed instrument using assemblage technique and observe safety and hygiene by washing hands and cleaning the working area. • learners, in purposive groups, imitate playing string instruments. • the hard of hearing are guided to play an improvised string instrument, while the deaf imitate playing an improvised string instrument. 	
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			<ul style="list-style-type: none"> learners collaboratively use digital devices responsibly to record and play string instruments for enjoyment. 	
<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 the string instruments from the recordings and pictures. Creativity and imagination: The learner uses locally available materials to improvise a string instrument. Self-efficacy: The learner confidently plays the improvised string instrument. 				
<p>Values:</p> <ul style="list-style-type: none"> Responsibility: The learner takes care of digital devices as they record and play string musical instruments for enjoyment. Unity: The learner cooperates with others as they work in pairs to identify and talk about the string instruments from the recordings and pictures. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> Environmental conservation: The learner responsibly uses locally available materials to improvise string instruments Self-awareness and self-esteem: The learner plays the string instrument for enjoyment. 				
<p>Link to other subjects: Environmental activities: The learner identifies string instruments from different Kenyan communities.</p>				
<p>Suggested learning resources Open space, reusable locally available material for making improvised fiddle, musical bows and mouth bows, resource persons, visual recordings of musical instrument, flash cards, digital devices with assistive technologies for the hearing</p>				

impaired, hearing aids, musical instruments (fiddle, musical bows and mouth bows), pictures of people playing musical instruments, reference books

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
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<p>2.0 Performing and Display</p>	<p>2.6 Modelling and Ornament Making. (10 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> sign vocabulary related to modelling and ornament making for acquisition of knowledge identify modelled beads for familiarity, model beads using pellet technique, decorate the beads for beauty, make a beaded ornament for skill acquisition, appraise own and others modelled items for appreciation. 	<ul style="list-style-type: none"> learners are guided to sign words related to modelling and ornament making such as: <i>modelling, ornament, beads, decorate, papier mache</i>, while seated in an appropriate seating arrangement to support signing, learners are guided to explore virtual and actual samples of beaded ornaments. in purposive groups, learners are guided to roll clay/ papier mache to make pellets for beading. learners are guided to pierce the pellets to make a hole through for stringing and leave them to dry under shade. in groups, learners decorate the beads by 	<p>How are ornaments made?</p>
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			<p>painting.</p> <ul style="list-style-type: none"> • learners are guide to pass string to make a single stranded necklace. • learners display the ornament for peers feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learner work together prepare clay or papier mache for modelling items • Creativity and imagination: The learner creates make a single stranded necklace and a matching bracelet, 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner gives positive feedback as they display items made. • Unity: The learner in groups in groups, prepare clay or papier mache for modelling items. • Patriotism: The learner takes pride in making ornaments using recyclable materials from the local community. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Safety and security: The learner observes their safety as they fire the clay beads in an improvised kiln. • Social cohesion: The learner portrays team spirit as they explore pinch and pellet technique to make simple forms in pairs. 				
<p>Link to other subjects: Environmental Activities: The learner applies knowledge and skills gained in Environmental Activities to create melodic patterns from differently pitched objects such as voiced or tuned percussion.</p>				

Suggested learning resources

Relevant virtual sites, pictures of ornaments, reference books, flash cards, digital devices with assistive technologies for the hearing impaired, locally available materials, resource persons, paint

SUGGESTED ASSESSMENT RUBRIC

INDICATOR	LEVEL	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to perform and/or display <ul style="list-style-type: none"> - own part in a round, - appropriate performance techniques in a round, - Galloping in different directions, - Makes toys - Forward roll - V- balance - an improvised stringed instrument - ornament made using modelled beads 		Performs and/or displays the 8 items in Creative activities skillfully	Performs and/or displays the 8 items in Creative activities correctly	Performs and/or displays the 4-7 items in Creative activities with minor flaws and/ or omissions	Performs and/or displays the 1-3 items in Creative activities with flaws and/ or omissions

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 The Kenya National Anthem (14 lessons)</p> <ul style="list-style-type: none"> • National Anthem observing anthem etiquette, (<i>stand and face the flag if there is one, stand at attention among others</i>) • occasions when the Kenyan national flag is hoisted (<i>during national holidays, on school parades, during nation heads of states meeting among others</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 of the Kenya National Anthem for acquisition of knowledge, b) identify the text of the first stanza of Kenya National Anthem in Kiswahili, c) describe the message in the Kenya National anthem, d) sing the Kenya National Anthem observing the anthem etiquette, e) appreciate performance of the Kenya National Anthem for patriotism. 	<ul style="list-style-type: none"> • learners are guided to sign words of the national anthem in preparation for sign singing while in an appropriate seating or standing position to support signing or sign singing, • learners are guide to keenly listen to or watch a live or recorded performances of the first stanza kenya national anthem and sing or sign sing along, • learners are guided to write the text of the first stanza kenya national anthem and talk about the message of the anthem, 	<p>How is the Kenya National Anthem performed?</p>
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			<ul style="list-style-type: none"> • in groups, learners take turns to perform the first stanza of kenya national anthem observing anthem etiquette • in groups, learners talk about the occasions when the kenyan national flag is hoisted. • learners record the performances for future reference. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: The learner keenly listens to, and talks about the words of the Kenya National Anthem. • Citizenship: The learner takes pride in performing the Kenya National Anthem. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner performs the first stanza of the Kenya national anthem observing the anthem etiquette. • Unity: The learner in groups, take turns to perform the first stanza of Kenya National Anthem. • Patriotism: The learner performs the first stanza of the Kenya National Anthem observing anthem etiquette. 				
<p>Pertinent and Contemporary Issues</p> <p>Life skills: The learner applies knowledge acquired in observing anthem etiquette in daily life.</p>				
<p>Link to other subjects:</p> <p>Kiswahili Language Activities: The learner sings the first stanza of the Kenyan National Anthem in articulating the words Kiswahili.</p>				

Suggested learning resources

Flash cards, digital devices with assistive technologies for the hearing impaired, musical instruments, pictures, reference books, audio /visual recordings of the Kenya National Anthem, relevant virtual sites, relevant props and costumes, resource persons, reusable locally available material for making improvised Kenyan national flag

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.0 Appreciation	3.2 Water Safety Awareness (14 lessons)	By the end of the sub strand, the learner should be able to: a) sign vocabulary related to water safety awareness for skill acquisition,	<ul style="list-style-type: none">learners are guided to sign words related to water safety awareness such as: water safety, water bodies, lake, river, pond, pool, swimming pool, while seated in an appropriate seating	<ol style="list-style-type: none">How safe are the water points and water bodies in your locality?Why is water safety

		<p>b) identify different water points and water bodies in your locality,</p> <p>c) explain water dangers arising from water points and water bodies in your locality,</p> <p>d) narrate ways of observing safety around water points and water bodies in your locality,</p> <p>e) appreciate water safety in your locality for life skills,</p>	<p>arrangement to support signing,</p> <ul style="list-style-type: none"> • learners observe pictures of different water points and water bodies within your locality and share with peers. • in purposive groups, learners talk about dangers of water points and water bodies in your locality with peers. • in purposive groups, learners talk about ways of observing safety around water points and water bodies in your locality, 	<p>awareness important?</p>
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Core Competencies to be developed:

- **Communication and collaboration:** The learner talks about dangers of water points and water bodies in your locality with peers.
- **Learning to learn:** The learner learns to observe safety measures around different water points and water bodies in the locality.

<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner observes safety precautions around water points and water bodies in their locality. • Integrity: The learner exercises self-discipline around water points and water bodies within their locality.
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Health promotion: The learner practises self-discipline around water points and water bodies in their locality to avoid injuries • Safety: the learner develops water safety awareness by practising safety measures around water points and water bodies in their locality.
<p>Link to other subjects:</p> <ul style="list-style-type: none"> • Environmental Activities: The learner practises water safety awareness within their locality. • Religious Activities: The learner applies values of self-discipline around water points and water bodies in their locality.
<p>Suggested learning resources Pictures of water bodies, digital devices with assistive technologies for the hearing impaired, pictures, reference books Relevant virtual sites</p>

SUGGESTED ASSESSMENT RUBRIC

LEVEL INDICATOR	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify and/or explain	Identifies and/or explains the 3 items in	Identifies and/or explains the 3 items in	Identifies and/or explains the 1-2 items in appreciating	Identifies and/or explains at least 1 item in appreciating Creative activities with errors

<ul style="list-style-type: none"> - the message in the National anthem - water dangers in locality - ways of observing water safety 	appreciating Creative activities giving examples	appreciating Creative activities accurately	Creative activities with minor errors	
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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 Pushing and Pulling	<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 	<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,

			<p>and pushing and pulling skills</p> <ul style="list-style-type: none"> • Relevant virtual sites • Relevant props and costumes <p>Resource persons</p>	<p>musical instruments, props and costumes</p> <ul style="list-style-type: none"> • 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
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				<p>PCIs provided in the learning area and choose one suitable to their context and reality.</p> <ul style="list-style-type: none"> • Creative Arts clubs - participating in Sports, Music and Arts club activities within the school • 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,
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				<p>prize giving, and careers and sports day, among others.</p> <ul style="list-style-type: none"> • 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.
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<p>1.0 Creating and Execution</p>	<p>Drawing and Painting</p>	<p>Orals tests Written tests Peer Assessment Field report</p>	<ul style="list-style-type: none"> • Digital devices • Pictures • Reference books • Resource persons • Flash cards • 	<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
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	1.3 Rhythm and Pattern Making	Aural tests Orals tests Written tests Peer Assessment	<ul style="list-style-type: none"> • Relevant virtual sites • Resource persons • Flash cards • Digital devices • Pictures • Reference books Audio /visual recordings of music	artworks, making costumes, props and ornaments among others in all disciplines of Creative Arts <ul style="list-style-type: none"> • 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 • Participating during Cultural day or week- learners acquire skills,
	1.4 Skipping	<ul style="list-style-type: none"> • Oral tests • Aural test • Performance assessment • Fieldwork reports • Participatory assessment • Peer assessment 	<ul style="list-style-type: none"> • Flash cards • Digital devices • Pictures • Reference books • Audio /visual recordings of music and skipping skills • Relevant virtual sites • Relevant attire • Open space • Resource persons 	
	1.5 Collage	<ul style="list-style-type: none"> • Written tests • Practical tests • Peer assessment • Oral tests Field reports	<ul style="list-style-type: none"> • Locally available materials • Reference books • Relevant virtual sites • Flash cards • Resource persons 	

			<ul style="list-style-type: none"> • 	<p>knowledge and attitude that enhance awareness of how Creative Arts address social issues.</p> <ul style="list-style-type: none"> • 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,
	1.6 Melody	<ul style="list-style-type: none"> • Oral test • Aural tests • Written tests • Practical tests • Peer assessment 	<ul style="list-style-type: none"> • Flash cards • Audio/visual recordings of songs, • Song book, • Digital devices • Musical instruments • Reference books • Relevant virtual sites 	
	1.7 Weaving	<ul style="list-style-type: none"> • Written tests • Practical tests • Peer assessment • Oral tests • Field reports 	<ul style="list-style-type: none"> • Reference books • Relevant virtual sites • Flash cards • Resource persons <p>Locally available materials</p>	

Performing and Display	2.1 Rounds	<ul style="list-style-type: none"> • Oral tests • Practical tests • Fieldwork reports • Peer Assessment • 	<ul style="list-style-type: none"> • Open space • Resource persons • Audio /visual recordings of rounds • Flash cards • Digital devices • Musical instruments • Relevant props and costumes • Reference books • Relevant virtual sites 	<p>singing, matching, and making 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.
Performing and Display 3.0 Appreciation	2.2 Galloping	<ul style="list-style-type: none"> • Demonstrations • Peer assessment • Practical tests • Fieldwork reports 	<ul style="list-style-type: none"> • Safe space or playground • Digital devices • Reference books • Relevant virtual sites • 	
	2.3 Sculpture	<ul style="list-style-type: none"> • Written tests • Practical tests • Peer assessment • Oral tests • Field reports 	<ul style="list-style-type: none"> • Digital devices • Reference books • Relevant virtual sites • Locally available materials • Resource persons 	

	2.4 Forward Roll and V-balance	<ul style="list-style-type: none"> • Demonstrations • Peer assessment • Practical tests • Fieldwork reports • Participatory assessment • 	<ul style="list-style-type: none"> • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • visual recordings of gymnastic performance • Relevant virtual sites • Reusable locally available material for making improvised makers 	
	2.5 String Musical Instrument	<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 fiddle, musical bows and mouth bows • Resource persons • Visual recordings of musical instrument • Flash cards • Digital devices 	

			<ul style="list-style-type: none"> • Musical instruments (fiddle, musical bows and mouth bows) • Pictures • Reference books
	2.6 Modelling and Ornament Making	<ul style="list-style-type: none"> • Written tests • Practical tests • Peer assessment • Oral tests <p>Field reports</p>	<ul style="list-style-type: none"> • Relevant virtual sites • Pictures • Reference books • Flash cards • Digital devices • Locally available materials • Resource persons
	3.1 The Kenya National Anthem	<ul style="list-style-type: none"> • Oral tests • Aural tests • Written tests • Peer assessment • Practical tests • Participatory assessment • Peer assessment • Fieldwork reports • 	<ul style="list-style-type: none"> • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of the Kenya National Anthem • Relevant virtual sites • Relevant props and costumes

			<ul style="list-style-type: none"> • Resource persons • Reusable locally available material for making improvised Kenyan national flag • 	
	3.2 Water Safety Awareness	<ul style="list-style-type: none"> • Oral presentations • Peer assessment • Practical tests • Fieldwork reports • Participatory assessment 	<ul style="list-style-type: none"> • Pictures of water bodies • Digital devices • Pictures • Reference books • Relevant virtual sites 	
			<ul style="list-style-type: none"> • 	

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

		<ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> • 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

1) Preparation

- 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

- 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.