



REPUBLIC OF KENYA

**MINISTRY OF EDUCATION
PRIMARY SCHOOL CURRICULUM DESIGN**

FOR LEARNERS WITH HEARING IMPAIRMENT

CREATIVE ARTS

GRADE 4



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published 2017

Revised 2024

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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 rationalization and review of the basic education curriculum.

The reviewed Grade Four curriculum designs for learners with hearing impairment build on competencies attained by learners at Grade Three. *(Provide the focus of learning for the level)* Pre literacy. Pre numeracy and Social skills. Basic literacy, numeracy and interaction with the environment, Exploration, making informed decision on pathways based on careers, beginning of specialization as well as preparation for tertiary education further, they provide 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.

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 4 is the first grade of Upper Primary in the reformed education structure. Grade 12 marks the end of basic education as provided for in the Basic Education Act, 2013.

The reviewed Grade 4 curriculum furthers implementation of the CBC from Grade 3 in Lower Primary School. 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 4 curriculum designs 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 4 and prepare them for smooth transition to 5. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
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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 bench-marking 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 4 curriculum designs were developed 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,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panellists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade ---- curriculum designs. In relation to this, we 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 these designs. Finally, we are very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade 4 and preparation of learners for transition to Grade 5).

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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

4. Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared

towards developing a self- disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

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

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

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

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

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Good health and environmental protection

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

LESSON ALLOCATION FOR UPPER PRIMARY (GRADES 4, 5 & 6)

S/ No.	Learning Area	No. of Lessons
1	English for Learners with Hearing Impairment	5
2	Kiswahili for Learners with Hearing Impairment /Kenyan Sign Language	4
3	Mathematics for Learners with Hearing Impairment	5
4	Religious Education	3
5	Science & Technology for Learners with Hearing Impairment	4
6.	Agriculture & Nutrition for Learners with Hearing Impairment	4
7.	Social Studies for Learners with Hearing Impairment	3
8	Creative Arts for Learners with Hearing Impairment	6
9.	Pastoral/ Religious Instruction Programme	1
	Total	35

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

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

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

ESSENCE STATEMENT

Creative Arts is an integrated learning area that consists of Art and Craft, Music and Physical Health Education. This design provides an avenue for symbiotic relationship in the triad where learning areas mutually benefit from each other from resource development to skill execution to enable the learner with hearing impairment develop, connect and appreciate the integration of concepts in related learning areas to acquire the expected knowledge, skills, attitudes, values and competencies at middle school level to be up-scaled at upper primary junior school level.

The design has been adapted to enable learners who are hard of hearing and those who are Deaf to learn effectively in an inclusive setting by including suggestions for adopting several communication strategies including Oral-Aural, signing, Auditory verbal and Total communication, with suggestions of visual or gestural manual descriptions requiring the use of Sign language, finger spelling, pointing, gestures, facial expressions, body language, speech reading and use of assistive digital technology and assistive devices to enhance auditory sound perception through use of hearing aids for amplification

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

Learners with hearing impairment have an equal opportunity to engage in Creative Arts as their hearing peers using digital literacy. Since these learners have challenges with presentations using voice or oral communication, the adaptations made in the design addresses those challenges caused by loss of hearing for the different categories of learners with hearing impairment that hinder these learners to acquire and develop competences in Art and Craft, Music and Physical Health Education activities. Adaptations

have incorporated alternative learning outcomes, purposive activities, learning experiences, learning resources and alternative communication strategies to demonstrate the skills using the assessment rubric.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) perform and display alone and with others different Creative Arts works to promote diverse cultural knowledge and expression,
- b) create artworks to share their ideas, emotions, thoughts, feelings and experiences for learning and enjoyment,
- c) perform physical and health activities for enjoyment, survival and self-fulfilment,
- d) apply environmental conservation values of re-use and recycle of materials for creative and improvisation purposes,
- e) evaluate Creative Arts works to make meaningful connections to creating, Executing, performing, display and appreciation of art works,
- f) use emerging technologies as a learning tool to explore creative ideas in the process of making, performing, displaying and appreciation of Creative Arts' works.
- g) Acquire a variety of developmentally appropriate Creative Arts experiences within the social, cultural, national and international context.
- h) Address pertinent and contemporary issues in society through Creative Arts effectively.

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands	Suggested Number of Lessons
1.0 Creating and Executing	1.1 Percussion Musical Instruments (Drawing)	15
	1.2 Netball	15
	1.3 Painting and Montage	15
	1.4 Rhythm	15
	1.5 Melody	15
2.0 Performing and Displaying	2.1 Athletics	18
	2.2 Gymnastics	16
	2.3 Songs	18
	2.4 Photography	08
	2.5 Descant Recorder	15
Optional	2.6 Swimming (Optional)	15
	2.6 Indigenous Kenyan Games (Optional)	15
3.0 Appreciation in Creative Arts	3.1 Analysis of Creative Arts works	15
Total Number of Lessons		180

NOTE:

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

STRAND 1.0 CREATING AND EXECUTING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creating and Executing	1.1 Percussion Musical Instruments (Drawing) (20 lessons) <ul style="list-style-type: none"> • <i>Identifying: name, community, method of playing</i> • <i>Parts</i> • <i>Classifying: melodic, non-melodic,</i> • <i>making charcoal sticks (cutting, trimming, burning, cooling)</i> • <i>Drawing smudge technique, tonal variation.</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 percussion musical instruments for effective communication, b) identify indigenous percussion musical instruments from different Kenyan communities, c) classify indigenous Kenyan percussion musical instruments, d) improvise rhythmic patterns using 	<ul style="list-style-type: none"> • in purposive groups and with appropriate seating arrangements, learners sign and fingerspell vocabulary related to percussion musical instruments and drawing such as melodic rhythm, pattern, charcoal sticks, cutting, trimming, burning, cooling, value, tone, still-life, smudge technique • individually, guide learner to identify the name of the instrument, community and method of playing. • in pairs or groups learners classify percussion 	<ol style="list-style-type: none"> 1. Why do we appreciate the importance of percussion instruments from different communities in Kenya? 2. How do you create tonal variation in drawing?

		<p>indigenous percussion musical instruments,</p> <p>e) make charcoal sticks for drawing,</p> <p>f) create tonal value on a percussion instrument drawing using the smudging technique,</p> <p>g) appreciate percussion instruments and drawings from different Kenyan communities.</p>	<p>musical instruments as melodic and non-melodic.</p> <ul style="list-style-type: none"> • in groups, guide learners to research and discuss the parts of a percussion instrument and their roles. • in groups learners discuss value/ tone as an element of art created on virtual and actual sample pictures. • in purposive groups, learners collaboratively, collect materials and tools to make charcoal sticks observing safety following the correct procedure. • in groups, guide learners to draw still-life picture of one percussion instrument creating tonal variation by smudging using charcoal sticks. • in groups learners display and critique own and 	
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			peers' percussion instruments and drawings in a just and fair manner.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: Learner speaks or signs clearly and listens or observes keenly while critiquing peers' works and work together to collect materials and tools used to make charcoal sticks, drawings and percussion instruments. • Digital literacy: Learner interacts with digital devices to source information on percussion instruments. 				
<p>Values:</p> <ul style="list-style-type: none"> • Social justice: Learner critiques own and others' pictures justly. • Responsibility: Learner cares for own and peers' items and observes safety precautions when making charcoal sticks. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Social Cohesion: Learner acquires skill of working with others while making charcoal sticks in groups. • Safety and security: Learner observes fire safety when burning charcoal sticks. • Environmental conservation: Learner conserves the environment by carefully collecting materials for making a percussion instrument. 				
<p>Link to other learning areas: Social Studies: Learner exploits natural resources responsibly to make charcoal sticks.</p>				
<p>Suggested learning resources:</p> <p>Open safe quite space, digital devices: laptops, tablets, phones, computers, percussion musical instruments, charcoal stick, match box, display board, boxes Percussion instruments, charcoal sticks, bottle tops, pebbles, tins, wires, threads, Y-sticks, gourds, wood, rubber, manila papers, hides/membranes, cutting tools</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creating and Executing	1.2 Netball (20 lessons) <ul style="list-style-type: none"> ● <i>Passing</i> ● <i>Catching</i> ● <i>Shooting</i> ● <i>Macramé</i> 	<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 Netball for effective communication, b) describe the skills of passing, catching and shooting, in Netball, c) make a ball using macramé technique, d) perform the skills of passing, catching and shooting, in Netball, e) value Netball as a team game for enjoyment. 	<ul style="list-style-type: none"> ● in purposive groups and with appropriate seating arrangements learners observe and sign or fingerspell vocabulary related to netball such as passing, catching, shooting and macramé. ● in groups, guide learners to view/ watch a video clip on netball game and identify passes, catching and shooting skills, ● in pairs learners demonstrate passing (chest and overhead), catching (double-handed) and shooting(standing) skills. ● in groups learners are guided to collect reusable materials while observing safety measures and 	<ol style="list-style-type: none"> 1. Why are the skills of passing, catching and shooting skill important in a Netball game? 2. Why is it necessary to improvise a netball?

			<p>improvise balls using macramé technique (overhand knot) .</p> <ul style="list-style-type: none">• in purposive groups, learners practise passing (chest and overhead passes), catching (double-handed) and shooting(standing) skills.• in small groups learners play a mini netball game applying the skills of (passing, catching and shooting) while observing rules and safety.• in groups, learners store the balls in an improvised storage such as recyclable gunny bags, boxes, crates, carton boxes and woven baskets.• in groups, guide learners to critique own and others' netball skills in a netball game.	
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Core Competencies to be developed:

- Creativity and Imagination: Learner explores with varied materials to use when improvising balls.
- Learning to learn: Learner watches a Netball game to learn the netball skills through demonstration and practise.

Values:

- Social justice: Learner demonstrates fairness as they take turns in practising the netball skills of shooting, catching and passing
- Responsibility: Learner takes initiative to clean the working area and store the balls in an improvised storage.
- Unity: Learner works together with peers when painting, improvising a ball and performing the netball skills of shooting, catching and passing.

Pertinent and Contemporary Issues (PCIs):

- Resource mobilisation and utilisation: Learner seeks parental assistance when collecting locally available materials to improvise a Netball, add to a portfolio.
- Self-esteem: learner displays confidence in demonstrating new skills through practice and playing a Netball mini game.

Link to other learning areas:

Mathematics: Learner takes part in passing the Netball to a team-mate while applying ball trajectory visualisation.

Suggested learning resources:

Open safe quite space, digital devices: laptops, tablets, phones, computers, balls, re- usable materials, gunny bags, woven baskets, carton.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.3 Painting and Montage (15 lessons) <ul style="list-style-type: none"> • <i>montage (learning areas matter, overlapping, finishing)</i> • <i>colour classification</i> • <i>colour value</i> 	<p>By the end of the Sub Strand, the learner should be able to;</p> <ol style="list-style-type: none"> a) sign vocabulary related to Painting and Montage, b) identify montage compositions for familiarity, c) classify colours into primary and secondary for painting, d) paint a picture of simple items for colour value application, e) create a montage composition for expression, f) appreciate painting and montage as methods of making pictures. 	<ul style="list-style-type: none"> • in purposive groups and with appropriate seating arrangements guide learners to observe and sign or fingerspell vocabulary related to painting and montage such as montage, matter, overlapping, finishing, colour classification, colour value, • in purposive groups learners view/ watch a video clip on demonstration of a virtual or live sample pictures and identify painting and montage composition. • in groups guide learners to mix primary colours to create secondary colours. • in groups, guide learners to mix white with a 	<ol style="list-style-type: none"> 1. How do you improvise glue for pasting pictures? 2. Why is colour classification important in painting?

			<p>secondary colour to create light tones on a scale strip</p> <ul style="list-style-type: none"> ● in groups, guide learners to mix black with a secondary colour to create dark tones on a scale strip. ● in groups, guide learners to paint a picture to emphasis colour value. ● in groups, guide learners to source picture for relevant pictures and cut out. ● in groups, guide learners to arrange and paste cut out pictures to make a montage themed “games” and clean the working area ● in groups, guide learners to show and take turns to talk about or sign their own and others work. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: the learner works with others in groups and speaks or signs clearly about their own and others work. ● Creativity and Imagination: learner makes thoughtful choices when producing a montage pictorial composition. 				

Values:

- Respect: Learner accommodates others' views during critique of their own and others' original rhythmic compositions.
- Love: Inculcated as the learner take turns to talk about their own and others work.

Pertinent and Contemporary Issues (PCIs):

Social Cohesion: The learner acquires the skill of working with others during creating a montage composition.

Link to other learning areas:

English: The learner applies the concept of syllabic division in reciting French rhythm names of words and writing letters of

Suggested learning resources:

Open safe quiet clean space, digital devices: laptops, tablets, phones, computers,, colour wheel, colour chart, stiff plain papers, brushes, glue, montage composition, hearing aids, flash cards Drawing papers/ book, water-based paints, palettes, rags, picture (newspapers, drawings, magazine,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creating and Executing	1.4 Rhythm and Pattern Making (15 lessons) <ul style="list-style-type: none"> ● <i>Note values: crotchet, pair of quavers and their rests,</i> ● <i>French rhythm names: taa, ta-te</i> ● <i>Note symbol: crochet, a pair of quavers and their rests</i> ● <i>Qualities: Variation of note values, repetition of patterns, ending on a long.</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 Rhythm and Pattern making, b) interpret rhythmic patterns involving the crotchet, pair of quaver and their rests, c) write the French rhythm names using free hand lettering, d) describe the qualities of a good rhythmic pattern, e) compose a rhythmic pattern involving a crotchet, a pair of quavers and their rests, 	<ul style="list-style-type: none"> ● in purposive groups and with appropriate seating arrangements learners observe, sign and fingerspell words related to rhythm and pattern making such as rhythm, pattern; values, crotchet, quavers, rests, note values, ● in purposive groups learners who are hard of hearing fitted with hearing aids view/ watch a video or a virtual live familiar topical songs and identify the music notes and their rests using their french rhythm names. ● in pairs or in purposive groups learners who are 	<ol style="list-style-type: none"> 1. How can a rhythm be created? 2. How are rhythms applied in daily life?

		<p>f) value creating rhythmic patterns.</p>	<p>hard of hearing using hearing aids clap to beats the rhythm of the songs while reciting french rhythm names, while learners who are deaf clap the rhythm of the signed songs while observing cues and rhythmic body movements with matching flash cards of french rhythm names.</p> <ul style="list-style-type: none"> ● in groups, guide learners to practice writing letters of the alphabet in lowercase using free hand (ascenders and descenders), ● in groups, guide learners to use free hand lettering to write french rhythm names <i>taa</i> and <i>ta-te</i>, 	
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			<ul style="list-style-type: none">• in groups, guide learners who are hard of hearing relate the french rhythm names <i>taa</i>, and <i>ta-te</i> to music note symbols for crotchet and a pair of quavers using auditory, visual perception in matching activities while learners who are deaf use visual, and tactual activity perception in matching activities.• in groups, guide learners to discuss the techniques used in composing rhythmic patterns perceived through auditory and visual sensation activities.• in groups, guide learners to write rhythmic patterns from	
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			<p>dictation using either french rhythm names or note symbols and their rests for learners who are hard of hearing while learners who are deaf, are guided to use gestures, fingerspell rhythmic patterns and match with french rhythm names or note symbols and their rests using charts and flash cards</p> <p>in groups, guide learners to compose original rhythmic patterns and write them using french rhythm names, note symbols and their rests.</p> <p>in groups, guide learners to critique rhythms created by self and peers respecting each other's views.</p>	
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Core Competencies to be developed:

- Communication and Collaboration: The learner works with others in groups and speaks or signs clearly during critique of own and others' rhythms.
- Creativity and Imagination: The learner applies the techniques of printing and comes up with unique all-over repeat pattern patterns.

Values:

- Respect: The learner accommodates others' views during critique of own and others' original rhythmic compositions.
- Integrity: Inculcated as the learner creates own original rhythmic patterns.

Pertinent and Contemporary Issues (PCIs):

- Social Cohesion: The learner acquires the skill of working with others during group composition of rhythmic patterns.
- Social Justice: The learner fairly critiques melodies created by others and self.

Link to other learning areas:

- English: The learner applies the concept of syllabic division in reciting French rhythm names of words and writing letters of the alphabet in lowercase using free hand.
- Mathematics: The learner will use the concept of numbers when relating the value of the quaver in relation to the quaver and while creating rhythms using note values.

Suggested learning resources:

Open safe quiet space, digital devices: laptops, tablets, phones, computers, hearing aids, flash cards with French rhythm names, charts, Composed songs, Percussion instruments, Coloured pens, papers, pencils

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creating and Execution	1.5 Melody (18 lessons) <ul style="list-style-type: none"> ● <i>Sol-fa syllables, r, m</i> ● <i>Kodaly hand signs,</i> ● <i>Qualities of a good melody, use of stepwise motion, variation of the sol-fa syllables and sound duration, starting and ending on d</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 Melody for effective communication, b) identify sol-fa syllables <i>d r m</i> in a simple melody, c) interpret hand signs for the sol-fa syllables <i>d r m</i> for pitch discrimination, d) describe the qualities of a good melody, e) create short melodies using the sol-fa syllables, 	<ul style="list-style-type: none"> ● in purposive groups and with appropriate seating arrangements guided to observe, sign vocabulary related to melody such as sol-fa syllables, kodaly hand signs, ● in pairs or individually. guide learners to sing or sign sing familiar songs based on the sol-fa syllables <i>d r m</i>, and identify the sol-fa syllables by ear <i>or an eye or</i> use of hand symbol signs. ● in purposive groups, guide learners to view/ watch a video clip on a live performance and identify aurally and orally the sol-fa pitches (<i>d r m</i>) as 	How can one create interesting melodies?

		<p>f) model clay slabs with sol-fa syllables, g) enjoy creating short melodies using sol-fa syllables.</p>	<p>sounded on a melodic instrument/voice for learners who are hard of hearing, while learners who are deaf identify sol-fa pitches (d r m) by kodaly hand signs.</p> <ul style="list-style-type: none"> ● in purposive groups, guide learners to view/ watch a video clip on execution of the kodaly hand signs for the sol-fa syllables <i>d, r m</i> and practice performing the hand signs. ● in groups, guide learners to write sol-fa syllables (<i>d r m</i>) using free hand lettering (ascenders and descenders). ● in purposive groups, guide learners to brainstorm on and discuss the qualities of a good melody. ● individually or in pairs learner apply various composition techniques to 	
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			<p>create short melodies based on the sol-fa syllables <i>d</i>, <i>r</i>, <i>m</i> and the note values crotchet, a pair of quavers and their rests.</p> <ul style="list-style-type: none">• in groups, guide learners to collect clay for modelling from the local environment while observing safety.• in groups, guide learners to roll clay into slab and cut out three rectangular pieces of three different sizes.• in groups, guide learners to attach clay models (coiling technique) of sol-fa syllables (<i>d</i>, <i>r</i>, <i>m</i>) to the rectangular slabs.• in groups, guide learners to decorate the slabs by stamping and paint using primary colours.	
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Core Competencies to be developed:

- Creativity and Imagination: Developed as the learner uses unique and new ideas to compose melodies and while using free hand lettering to write the sol-fa syllables.
- Self-efficacy - The learner develops self-efficacy through free hand lettering, modelling and composing melodies.

Values:

- Unity: The learner works with peers when writing using free hand, modelling, creating and performing various melodies.
- Love: Will be realised as the learner respects others while critiquing each other's performance.

Pertinent and Contemporary Issues (PCIs):

- Life skills: The learner acquires interpersonal skills through interacting with peers in groups as they model and create melodies.
- Mentorship and peer education: The learner shares their compositions with peers who give feedback for improvement.

Link to other learning areas:

Mathematics: The learner applies the skill of sequencing of sol-fa syllables when creating simple melodies using stepwise motion.

Suggested learning resources:

Open safe quite clean space, digital devices: laptops, tablets, phones, computers, moulding boards, sol-fa syllables charts, primary colours, hearing aids, resource person, clay, plasticine materials, water, paint Melodic instrument, Clay, rolling pins, water-based paint, brushes, clay cutting tools. Charts with pictures of Kodaly hand signs

ASSESSMENT RUBRIC

<p>Level</p> <p>Indicator</p>	<p>Exceeds Expectations</p>	<p>Meets Expectations</p>	<p>Approaches Expectations</p>	<p>Below Expectations</p>
<p>Ability to create and/or execute:</p> <ul style="list-style-type: none"> - signing vocabulary - a rhythmic pattern using an indigenous percussion musical instrument, - a drawing using using smudge technique - netball skills - A montage on games - A painting using colour value - a rhythmic pattern using French rhythm names and music note symbols and rests, 	<p>Creates and/or executes the 8 items in Creative activities correctly and aesthetically</p>	<p>Creates and/or executes the 8 items in Creative activities correctly</p>	<p>Creates and/or executes the 5-7 items in Creative activities with minor errors and/or inconsistencies</p>	<p>Creates and/or executes the 2-4 items in Creative activities with errors and/or inconsistencies</p>

<ul style="list-style-type: none">- an all-over repeat pattern- short melodies using the sol-fa syllables <i>d r m</i>				
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STRAND 2.0 PERFORMING AND DISPLAYING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	2.1 Athletics (18 lessons) <ul style="list-style-type: none"> • <i>Medium start</i> • <i>elongated start</i> • <i>sprints</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 athletics for effective communication, b) describe the sprint starts and sprinting techniques, c) perform the sprint starts and sprinting techniques for skill development, d) paint the Kenyan flag for an athletic event, e) recognise the value of flying the Kenyan flag during an athletics event. 	<ul style="list-style-type: none"> • in purposive groups and with appropriate seating arrangements guide learners to observe, sign and fingerspell words related to athletics such as medium start, elongated start, sprints, • in purposive groups, guide learners to view/watch a video clip on sprint starts and sprinting techniques, • in groups, guide learners to demonstrate a medium and elongated sprint start techniques. • in groups, guide learners to demonstrate the sprinting technique. 	<ol style="list-style-type: none"> 1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during athletic events?

			<ul style="list-style-type: none"> ● in groups, guide learners to sketch the kenyan flag on the paper/fabric. ● in groups, guide learners to paint the flag observing colour arrangement and neatness. ● in groups, guide learners to attach the flag to a suitable handle to be used during an athletics performance. ● in groups or individually learners to practise the medium and elongated start ● in groups, guide learners to practise sprinting technique. ● in purposive groups guide learners to play sprint games while observing rules and safety while cheering 	
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			<p>each other using the flags made.</p> <ul style="list-style-type: none"> • learner record a sprint competition and give feedback of the techniques used (starting and sprinting. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: The learner understands collective responsibility while singing the Kenya National Anthem and as they paint and fly the Kenyan flag. • Digital literacy: The learner uses digital technology to watch a virtual demonstration of sprint starts and sprinting techniques. 				
<p>Values:</p> <ul style="list-style-type: none"> • Patriotism: The learner appreciates sketching and painting the Kenyan flag. • Love: The learner works with peers to demonstrate the techniques of starting sprints and sprinting techniques. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Safety and security: The learner performs sprints while observing the safety of self and others. • Social cohesion: The learner works with peers as they play sprint games while observing safety and cheering each other using the flags. 				
<p>Link to other learning areas:</p> <p>Social studies: The learner links knowledge of Kenyan flag learnt in Social studies as they learn colours of the flag.</p>				

Suggested learning resources:

Open safe quiet clean space, digital devices: laptops, tablets, phones, computers, Kenyan flag, whistle, flags, mats, brushes, colours Athletics track, open places or marked fields with marked lines and lanes, clapper,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	2.2 Gymnastics (16 lessons) <ul style="list-style-type: none"> • <i>Crab balance</i> • <i>Side roll</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 Gymnastics for effective communication, b) describe a crab balance and a side roll in gymnastics, c) perform the crab balance and side roll for skill acquisition, d) appreciate performing gymnastics skills for enjoyment. 	<ul style="list-style-type: none"> • in purposive groups and with appropriate seating arrangements, guide learners to observe sign and fingerspell vocabulary related to gymnastics such as gymnastics, crab balance, side roll, • in purposive groups guide learners to view/ watch a video clip on execution of crab balance and side roll. • in groups, guide learners to demonstrate crab balance. • in purposive groups, guide learners to demonstrate a side rolls. • in groups, guide learners to practise the crab balance while observing safety. 	How does performance of rolls and balances enhance gymnastics?

			<ul style="list-style-type: none"> • in groups, guide learners to practise side roll while observing safety • in small groups, guide learners to play a game to enhance the crab balance and side roll skills while taking turns. • in groups, guide learners to observe each other's performance and give feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: The learner appreciates their unique abilities in practising side roll and crab balance. • Critical thinking and problem solving: The learner follows simple instructions and seeks help while performing a crab balance and side roll in gymnastics. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love: The learner takes turn to support a peer during performance of the crab balance and side roll. • Responsibility: The learner puts into practise the aspects of safety of self and others when performing the rolls and balances. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Safety: The learner observes safety of self and others as they perform the rolls and balances. • Social cohesion: The learner works in pairs to perform the side roll, crab balance and sing patriotic songs. 				

Link to other learning areas:

Mathematics- The learner uses number and sequence concept in performing gymnastics.

Suggested learning resources:

Open safe quite space, digital devices: laptops, mats , pictures, field markers , resource person, Repertoire of patriotic songs,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	2.3 Songs (15 lessons) <ul style="list-style-type: none"> • <i>Sacred, patriotic and topical songs,</i> <ul style="list-style-type: none"> - <i>Accuracy in pitch, rhythm</i> - <i>Performance directions: tempo, dynamics</i> • <i>Performance techniques and etiquette: gestures, facial expressions diction,</i> • <i>Kenyan Folk Songs- Identifying: name, community</i> • <i>Classifying: work, funeral, naming, initiation, marriage and worship songs.</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 songs for effective communication, b) sing or sign sing different types of songs applying performance techniques and body language c) perform the East African Community Anthem in unison, d) identify types of folk songs performed by indigenous Kenyan communities, e) perform an indigenous Kenyan folk song by applying 	<ul style="list-style-type: none"> • in purposive groups and with appropriate seating arrangements guide learners to observe, sign and fingerspell vocabulary related to songs such as <i>accuracy</i>, pitch, rhythm, directions: tempo, dynamics. • in groups, guide learners to identify different types of songs, • individually or in purposive groups guide learners to performance directions applying appropriate performance techniques and appropriate body language. • in purposive groups, guide learners to discuss the messages of the songs and demonstrate how the mood of the songs can be expressed while singing or 	<ol style="list-style-type: none"> 1. Why are songs importance? 2. How do you make a song interesting?

		<p>performance techniques,</p> <p>f) value performing indigenous folk songs from different Kenyan communities.</p>	<p>sign singing using variety of strategies, aural – oral, auditory- verbal, bilingualism, signing, total communication and any other.</p> <ul style="list-style-type: none"> ● in purposive groups guide learners to watch a live or recorded performance of the east African community song in unison, write and internalise the text of the three stanzas. ● in purposive groups or in pairs learners are guided to perform the three verses of the east African community in unison observing performance techniques and etiquette. ● in groups, guide learner to watch a variety of live/recorded folk songs from different indigenous Kenyan communities, identify and classify them. 	
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			<ul style="list-style-type: none"> ● in groups, guide a learner to take a role to perform different folk songs. ● in groups, guide learners to practice playing percussion instruments to accompany a folk song using appropriate technique. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Citizenship: The learner performs folk songs drawn from different Kenyan communities developing and appreciating cultural diversity within the Kenyan context. ● Critical thinking and problem solving: The learner listens to and discusses different aspects of folk songs enhancing critical thinking and problem-solving skills. ● Communication and Collaboration: The learner sings or sign sings different types of songs expressively using appropriate gestures, facial expressions and diction to convey the message in the songs. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: is instilled when the learner takes different roles in folk songs. ● Patriotism: acquired through performing folk songs from diverse Kenyan communities and the East African community Anthem. 				
<p>Pertinent and Contemporary Issues to be developed: Social Cohesion: The learner performs with peers different types of folk songs drawn from diverse Kenyan communities</p>				
<p>Link to other learning areas: Indigenous Languages: The Learner uses indigenous language when singing songs drawn from different communities in Kenya.</p>				

Suggested learning resources:

Open safe quiet space, digital devices: laptops, tablets, phones, computers, song books, musical instruments, resource persons, pictures or illustrations of different communities in traditional attires, flash cards with names of communities

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	2.4 Photography (8 lessons) <ul style="list-style-type: none"> ● <i>devices</i> ● <i>elements (light and centre of interest)</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 photography for effective communication, a) identify different digital devices for photography, b) identify elements of photography for familiarisation, c) take photographs using digital devices for expression, d) enjoy taking photographs for expression. 	<ul style="list-style-type: none"> ● in purposive groups and with appropriate seating arrangements guide learners to observe, sign and fingerspell vocabulary related to photography such as devices, elements, light, Centre of interest ● in groups, guide learners to observe virtual and actual pictures to recognise devices for taking photographs. ● in groups, guide learner to observe sample photographs to discuss appropriate lighting and centre of interest. ● in groups, guide learner to source and set the digital devices for taking photographs 	Why is light important in photography?

			<ul style="list-style-type: none"> • in groups, guide learner to take photographs of self and objects within in the surrounding. • in groups, guide learner to store photographs with proper lighting and centre of interest. • in purposive groups guide learners to show and talk about or sign own and others photographs in their portfolio. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: The learner selects to store photographs with proper lighting and centre of interest. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: Is instilled during group discussions as the learner listens to and accommodates peers' views. • Responsibility: Is developed through setting and caring for the digital devices and using digital devices. 				
<p>Pertinent and Contemporary Issues (PCIs)</p> <p>Social Cohesion: The learner works with peers' to take photos of self and objects in the surroundings.</p>				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> • Mathematics: The learner applies mathematical concepts, such as geometry and proportions, in framing and composition. • Integrated Science: The learner delves into the science behind digital imaging technologies, connecting scientific principles to the functioning of devices used in photography. 				

Suggested learning resources:

Open safe quiet space, digital devices: laptops, tablets, phones, computers, cameras pictures

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	2.5 Descant Recorder (15 lessons) <ul style="list-style-type: none"> • <i>Parts: head joint, middle joint, foot joint, finger holes,</i> • <i>Care: hygiene storage, handling,</i> • <i>Techniques: posture, fingering and blowing)</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 Descant Recorder for effective communication, b) identify the parts of a descant recorder, care for a descant recorder for longevity, c) play notes B A G on a descant recorder using correct playing techniques, d) play simple melodies based on notes B A G on the descant recorder, e) enjoy playing melodies on the descant recorder. 	<ul style="list-style-type: none"> • in purposive groups and with appropriate seating arrangements guide learners to observe, sign and fingerspell vocabulary related to descant recorder such as head joint, middle joint, foot joint, finger holes, care, posture, fingering and blowing, • individually or in groups guide a learner to explore the descant recorder and identify the parts. • in purposive groups learners brainstorm ways of caring for a descant recorder and its importance through variety of strategies; aural-oral, auditory - verbal, gestures, signs, 	How can a good tone be produced on the descant recorder?

			<p>fingerspelling and total communication to express themselves.</p> <ul style="list-style-type: none"> • in purposive groups guide learners to practice the techniques of playing a descant recorder. • in purposive groups guide learners to responsibly use digital devices to search and watch recordings on how to play notes <i>b a</i> and <i>g</i> on the descant recorder. • in purposive groups guide learners to play simple melodies based on <i>b a g</i> on the descant recorder with accuracy in pitch and rhythm for learners who are hard of hearing while learners who are deaf observe and imitate how descant recorder is played. 	
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			<ul style="list-style-type: none"> in pairs learners watch peers play melodies on the descant recorder, critique and give feedback to peers for improvement. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Digital literacy: The learner uses digital devices to search and watch how to play notes on the descant recorder Learning to learn: The learner searches for and acquires skills of how to play new notes on the descant recorder. Critical thinking and problem solving: developed as learner searchers for appropriate materials to use for making a descant recorder case. 				
<p>Values:</p> <ul style="list-style-type: none"> Respect: is instilled during group discussions as the listens to and accommodates peers' views. Responsibility: is developed through taking care of the descant recorder and using digital devices. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Communicable diseases: Prevented by observation of hygiene measures in the use of the descant recorder. Social cohesion: enhanced through playing the descant recorder in groups. 				
<p>Link to other learning areas:</p> <p>Agriculture and Nutrition: Concepts and knowledge learnt on prevention of communicable diseases is applied in the use of the descant recorder.</p>				
<p>Suggested learning resources:</p> <p>Open safe quite space, digital devices: laptops, tablets, phones, computers, cameras pictures, Descant recorder, Baroque fingering chart, Recorder melodies based on G, A B yarns, pieces of cloth, crochet, needles, threads,</p>				

OPTIONAL GAMES

Learners **must** cover at least **one** of these areas:

1. Swimming
2. Indigenous Kenyan games

Optional Sub Strand

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	2.6 Swimming (Optional) (15 lessons) <ul style="list-style-type: none"> • <i>water entry</i> • <i>water games</i> • <i>floating</i> • <i>gliding</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 Swimming for effective communication, (b) describe water entry at the swimming pool, (c) identify games that can be played in the swimming pool for fun, (d) float in water for skill acquisition, (e) glide in water for water confidence, appreciate safety in and out of the swimming pool while playing water games. 	<ul style="list-style-type: none"> • in purposive groups and with appropriate seating arrangements guide learners to observe, sign and fingerspell vocabulary related to swimming such as water entry, water, games, floating, gliding, • in groups, guide learners to be accompanied by resource person, visit the swimming pool for familiarisation and water orientation. • in groups, guide learners to demonstrate water entry into the pool using feet first technique. instruct learners with hearing aids to remove them before entering the swimming pool. 	Why is Swimming an essential life skill?

			<ul style="list-style-type: none"> ● in groups, guide learners to play water games for confidence. ● in groups, guide learners to use total communication with gestures to demonstrate floating techniques. ● in purposive groups, guide learners to practice floatation (mushroom supine and prone). ● in purposive groups, guide learners to observe and demonstrate gliding. ● in purposive groups, guide learners to practise gliding ● in purposive groups guide learners to be keen on safety while observing each other performing the glide, floating and provide feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: The learner builds confidence by floating in water. ● Learning to learn: The learner acquires skills in swimming by practising water entry and floating in water. 				

Values:

- Respect: The learner respect others' performance in floating and gliding in water.
- Responsibility: The learner observes own and others safety while performing and practising the water entry, floatation and gliding.

Pertinent and Contemporary Issues (PCIs):

- Safety and security: The learner adheres to water safety precautions while practising water entry, floatation and gliding.
- Environmental awareness: The learner familiarises on the pool environment and safe use of water and pool hygiene.

Link to other learning areas:

Integrated science: The learner develops a practical understanding of correct body posture when floating and gliding.

Suggested learning resources:

Digital devices: laptops, tablets, phones, computers, cameras pictures Swimming facility such as standard pool, inflatable pools; clothing and gear- such as swimsuits, goggles; safety equipment- such as life jackets, rescue tubes, first aid kit, spine board; swimming aids- such as kick boards, pull buoys, fins, swim noodles, floatation devices; other materials such as markers and lanes, ropes, buoys, digital devices

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Performing and Displaying</p>	<p>2.6 Indigenous Kenyan Games (Optional) (15 lessons) <i>Animal games</i></p>	<p>By the end of the Sub Strand, the learner should be able to;</p> <p>(a) sign vocabulary related to indigenous Kenyan games for effective communication,</p> <p>(b) identify types of indigenous Kenyan games,</p> <p>(c) perform different indigenous Kenyan games for skill acquisition</p> <p>(d) Perform indigenous Kenyan games to a musical rhythm for enjoyment,</p> <p>(e) appreciate the role played by animal</p>	<ul style="list-style-type: none"> • in purposive groups and with appropriate seating arrangements guide learners to observe, sign and finger spell vocabulary related to indigenous kenyan games; such as animal games, • in purposive groups guide learners to watch a virtual or live demonstration of indigenous animal game and identify the skills observed • in groups, guide learners to demonstrate animal games while observing safety. 	<ol style="list-style-type: none"> 1. How do indigenous animal games enhance physical fitness? 2. Why are indigenous animal games considered an indigenous?

		games for fitness and health	<ul style="list-style-type: none"> • in purposive groups, guide learners to practice animal games while observing safety. • in groups, guide learners to practice different types of animal games while combining it to a musical rhythm. 	
<p>Core competency to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: The learner works with others in playing animal games. • Learning to learn: The learner acquires and masters physical fitness skills while participating in animal games. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner takes on different roles while playing animal games. • Unity: The learner works with others while playing animal games. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Safety: The learner observes safety rules when playing animal games. • Health and Fitness: The learner improves fitness when playing animal games for a healthy lifestyle. 				

Link to other learning areas:

- Mathematics: The learner keeps counting during animal games.
- Agriculture and Nutrition: The learner's knowledge of different animals is enhanced.

Suggested learning resources:

Open safe quite space, digital devices: laptops, tablets, phones, computers, Cut and stick pictures of animals, video clips on animal games, Percussion musical instruments.

ASSESSMENT RUBRIC

<div style="text-align: center;">Level</div> <div style="text-align: left;">Indicator</div>	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
<p>Ability to perform and/or display</p> <p>-signing vocabulary</p> <ul style="list-style-type: none"> - Starts sprint - Crab balance - Side roll - Notes B, A and G - Simple melodies based on B A G - Photographs - Different types of songs - Kenyan folk songs - Water confidence 	<p>Performs and/or displays the 10 items in Creative activities skilfully</p>	<p>Performs and/or displays the 10 items in Creative activities correctly</p>	<p>Performs and/or displays 6-9 items in Creative activities with minor flaws and/ or omissions</p>	<p>Performs and/or displays 2-5 items in Creative activities with flaws and/ or omissions</p>

- Animal games				
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STRAND 3.0 APPRECIATION IN CREATIVE ARTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Appreciation in Creative Arts	3.1 Analysis of Creative Arts works (15 lessons) <ul style="list-style-type: none"> ● <i>Concept of appreciation: appropriate behaviour, aesthetic, skills, message communicated, how to give feedback, care of displayed works,</i> ● <i>Kenya National Anthem; Role, values, occasions</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 Analysis of Creative Arts works for effective communication, b) explain the concept of appreciation in Creative Arts, c) make a portfolio for presenting creative art works, d) showcase own and peers' artworks in a gallery for critique, 	<ul style="list-style-type: none"> ● in purposive groups and with appropriate seating arrangements guide to observe, sign and fingerspell vocabulary related to analysis of creative arts such as concept of appreciation, appropriate behaviour, aesthetic, skills, message communicated, how to give feedback, care of displayed works. ● in purposive groups, guide learners to research and brainstorm the concept of appreciation in creative arts focusing on concept of appreciation, appropriate behaviour, aesthetic, skills, message communicated, how to 	Why do we analyse Creative Arts works?

	<p><i>when all the verses are performed</i></p> <ul style="list-style-type: none"> • <i>Components of a folk song: - community of origin type/occasion, message, -participants and their roles (soloist, instrumentalist, singers), instruments.</i> 	<ul style="list-style-type: none"> e) showcase own and peers' artworks in a gallery, f) analyse the Kenya National Anthem to foster patriotism, g) describe a Kenyan folk song performance using appropriate terminologies, h) participate in games and sports within the school, i) value appreciation of Creative Arts works drawn from various cultural backgrounds. 	<p>give feedback, care of displayed works.</p> <ul style="list-style-type: none"> • in groups, learners collaboratively select and prepare previously created artworks for display, (drawings, painting, photographs, musical instruments, balls, clay slabs, recorder cases). • in purposive groups guide learners to prepare a working portfolio from locally available resources and decorate by either pasting coloured paper/fabric. • in purposive groups guide learners to present the drawings in the working portfolio folder. • in groups learners prepare to display areas, boards and props. • in groups, guide learners to display works of creative arts in appropriate areas within the school. • in purposive groups, learners accompanied by resource persons and interpreters take a gallery walk to observe artworks. 	
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			<ul style="list-style-type: none"> ● learner talk sign about or sign own and peers' work for appreciation focussing on; type of artwork, materials used, media used and craftsmanship. ● in purposive groups, guide learners to watch a performance of the three verses of the kenya national anthem and talk about or sign its aspects. ● in purposive groups, guide learners to watch a live or recorded performance of a kenyan folk song and analyse the components. ● in purposive groups guide learners to participate in netball, athletics and gymnastics events for fun and for inter class/inter school championships. ● in purposive groups guide learners to appreciate the performances with focus on; teamwork, safety for self and others. 	
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Core Competencies to be developed:

- Self-efficacy: The learner exhibits their music, art works and sports work responsibly for appreciation.
- Citizenship: The learner gets to appreciate Kenyan music as they listen, or observe and analyse Kenyan folk songs.
- Learning to learn: Developed as the learner takes initiative to understand how art, music and sports work and to understand how art, music and sports work
- Digital Literacy: The learner appreciates different works of art displayed through multimedia

Values:

- Unity: Instilled when the learner collaborates with others when analysing in groups the execution of sports skills.
- Peace: The learner respects others while analysing the execution of sports skills in groups.
- Integrity: The learner observes sportsmanship during mini games.

Pertinent and Contemporary Issues (PCIs):

- Analytical and creative thinking – The learner analyses the execution of sports skills critically.
- Social cohesion: The learner analyses in groups the execution of sports skills.
- Analytical and creative thinking – The learner analyses music and sports events, critique art works.
- Cultural awareness – The learner analyses folk songs and indigenous art from different parts of the world.

Link to other learning areas:

- Social studies: The learner integrates with others while undertaking various tasks in groups
- English: Use of English in discussing the music listened, observed and signed to enhance the language skills.

Suggested learning resources:

Open safe clean space, digital devices: laptops, tablets, phones, computers, interpreters, resource person, hearing aids, charts of songs, audio visual equipment, display boards, display props, mounting papers, manila papers, masking tapes/glue
Audio recordings of the Kenya National Anthem and Kenyan folk songs

ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
<p>Ability to display /critique/participate in or analyse/</p> <ul style="list-style-type: none"> – Signing vocabulary – Artworks – Kenya national Anthem – Kenyan folk songs – Games 	<p>Displays/ critiques/participate in or analyses the 4 items in Creative Arts in detail and/ or skilfully</p>	<p>Displays/ critiques/participate in or analyses the 4 items in Creative Arts correctly</p>	<p>Displays/ critiques/participate in or analyses the 2-3 items in Creative Arts</p>	<p>Displays/ critiques/participate in or analyses at least 1 item in Creative Arts</p>

APPENDIX I: COMMUNITY SERVICE LEARNING AT UPPER PRIMARY

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

Steps in carrying out the integrated CSL activity

1) Preparation

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

2) Implementation CSL Activity

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

3) Reflection on the CSL Activity

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

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

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

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

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

Assessment of the CSL Activity

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

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

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested non-formal activities to support learning
1.0 Creating and Executing	1.1 Percussion Instruments- Drawing	Melodic and non-melodic indigenous Percussion instruments, charcoal sticks, bottle tops, pebbles, tins, wires, threads, Y-sticks, gourds, wood, rubber, manilla papers, hides/membranes, cutting tools.	Portfolio, observation schedule, aural/oral questions, checklist, rating scale, project, display and critique.	Performance in the school choir/festivals, Creative Arts club activities.
	1.2 Netball	Digital devices, Netball balls, open places or marked fields, goal posts, markers, whistle, storage,	Portfolio, project, observation schedule, written tests, checklist, exit tickets, skill progression charts, self-assessment worksheet	Research, watch Netball matches, participate in ball games championships in and out of school

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested non-formal activities to support learning
	1.3 Painting and Montage	Drawing papers/ book, water-based paints, brushes, palettes, rags, picture (newspapers, drawings, magazine, glue.	Assessment rubric, observation schedule, portfolio, checklist,	Creative Arts club activities, gallery visits
	1.4 Rhythm	Percussion instruments, Coloured pens, papers, pencils	Portfolio, project, observation schedule, written tests, checklist, exit tickets, skill progression charts, self-assessment worksheet	Music festivals, School music and cultural festivals and events, Music club.
	1.5 Melody	Melodic instrument, Clay, rolling pins, water-based paint, brushes, clay cutting tools.	Aural/oral tests Portfolio, project, observation schedule, written tests, checklist, exit tickets, skill progression charts, self-assessment worksheet	Music festivals, School music and cultural festivals and events, Music club.
2.0 Performing and Displaying	2.1 Athletics	Athletics track, open places or marked fields	Portfolio, observation schedule, checklist,	Watch various Athletics

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested non-formal activities to support learning
		with marked lines and lanes, digital devices, whistle, clapper,	project, exit tickets, skill progression charts	championships on digital media, join school athletics team, participate in community and inter-school championships and other levels, participate in Athletics events and activities
	2.2 Gymnastics	Repertoire of patriotic songs,	Observation schedule, written tests, checklist, exit tickets, skill progression charts, self-assessment worksheet	Inter school gymnastic championship, gymnastic club
	2.3 Songs	Recordings of <i>sacred, patriotic and topical</i> , East African Community Anthem and Kenyan folk songs, resource person, pitching instrument	Observation schedule, aural and oral tests.	Music festivals, School events, Music club,

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested non-formal activities to support learning
	2.4 Photography	School tablets, or camera, phone and computer,	Exhibition, observation schedule, portfolio, checklist,	Creative Arts club activities, gallery visits
	2.5 Descant Recorder	Descant recorder, Baroque fingering chart, Recorder melodies based on G, A B. yarns, pieces of cloth, crochet, needles, threads,	Aural tests, observation schedule, checklist, portfolio, project, written tests, checklist, self-assessment worksheet	Music club, Art club activities
	2.6 Swimming (Optional)	Swimming facility such as standard pool, inflatable pools; clothing and gear- such as swimsuits, goggles; safety equipment- such as life jackets, rescue tubes, first aid kit, spine board; swimming aids- such as kick boards, pull buoys, fins, swim noodles, floatation devices; other materials	Portfolio, observation schedule, exit tickets, skill progression charts, swimming performance analysis	Participate in swimming galas and competitions, join swimming clubs and fun days

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested non-formal activities to support learning
		such as markers and lanes, ropes, buoys, digital devices		
	2.6 Indigenous Kenyan Games (Optional)	Cut and stick pictures of animals, video clips on animal games, Percussion musical instruments.	Observation schedule, checklist, rating scale.	Visit to a national park, museums and animal orphanage.
3.0 Appreciation in Creative Arts	3.1 Analysis of Creative Art works	Audio visual equipment, display boards, display props, mounting papers, manila papers, masking tapes/glue Audio recordings of the Kenya National Anthem and Kenyan folk songs.	Portfolio, observation schedule, exit tickets, analysis, display and critique	Participating in community festivals and sporting events, exhibitions, Participating in music festivals, school games, sports club, Art club, visiting community galleries, music club/choir, Singing the Kenya National Anthem during school assemblies, sports events and school

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested non-formal activities to support learning functions.

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

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

		<ul style="list-style-type: none">● Adjustment of time according to individual needs● Environmental adaptation● Provision of interpretation services
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