



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

PRIMARY SCHOOL CURRICULUM DESIGN

GRADE 6

CREATIVE ARTS

FOR LEARNERS WITH HEARING IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published 2017

Revised 2024

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

ISBN: 978-9914-43-954-8

Published and printed by Kenya Institute of Curriculum Development

FOREWORD

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

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, 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 Six curriculum designs for learners with hearing impairment build on competencies attained by learners at Grade Five. 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 6 curriculum furthers implementation of the CBC from Grade 5 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 6 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 6 and prepare them for smooth transition to Grade 7. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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

ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review (*SNE adapt*) curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international 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 panelists; 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 6 and preparation of learners for transition to Grade 7.

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

TABLE OF CONTENTS

FOREWORD	i
PREFACE	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	vi
NATIONAL GOALS OF EDUCATION	vii
GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION	xi
ESSENCE STATEMENT	xii
SUBJECT GENERAL LEARNING OUTCOMES.....	xiii
SUMMARY OF STRANDS AND SUB STRANDS	xiv
STRAND 1.0 CREATING AND EXECUTING.....	1
STRAND 2.0: PERFORMING AND DISPLAYING	27
OPTIONAL GAMES.....	40
STRAND 3.0 APPRECIATION IN CREATIVE ARTS	46
APPENDIX: SUGGESTED LEARNING RESOURCES, ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES...	51

NATIONAL GOALS OF EDUCATION

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

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

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

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

a) **Social Needs**

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

b) **Economic Needs**

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

c) **Technological and Industrial Needs**

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

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

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

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

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

5. **Promote social equity and responsibility**

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

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

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

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

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

8. **Good health and environmental protection**

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

LESSON ALLOCATION 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	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

Note: Sign Language skills or Kenyan Sign Language for learners with Hearing Impairment to be implemented as Non formal (Co-Curricular) Programmes.

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

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

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

ESSENCE STATEMENT

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

The learning area is organised in three strands namely; Creating and Executing, Performing and Displaying and Appreciation in Creative Arts. The learning experiences are structured to develop learners with hearing impairment 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. This is applicable to learners with hearing impairment as well, who are visual learners and use sign language as a means of communication. The design incorporates a learning outcome that will guide learners who are Deaf to sign terms, concepts and vocabulary in all the sub strands to build their knowledge and for effective communication. To support both categories of learners with hearing impairment, alternative learning outcomes have been included for the Deaf in areas that pose greatest challenge, especially where use of sound, voice and oral speech are involved. Learning experiences have been suggested that will support learners who are Deaf and those who are hard of hearing. Use of hearing aids, amplification of sound and appropriate seating arrangements are some suggested ways of supporting the hard of hearing to achieve learning outcomes.

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

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) perform and display alone and with others different creative arts works to promote diverse cultural knowledge and expression,
- b) create and improvise 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 purposes,
- e) evaluate creative arts works to make meaningful connections to creating/executing, performing/display and appreciation of art works.

SUMMARY OF STRANDS AND SUB STRANDS

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

		15
3.0 Appreciation in Creative Arts	3.1 Analysis of Creative Arts works	15
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	Key Inquiry Question(s)
<p>1.0 Creating and Executing</p>	<p>1.1 String Musical Instruments and Drawing (15 lessons) – <i>Name, community, method of playing</i> – <i>Parts and functions</i> – <i>drawing (overlapping)</i> – <i>texture and tone (stippling technique)</i></p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) sign terms and concepts related to string musical instruments and drawing for effective communication,</p> <p>b) identify string instruments from different indigenous communities in Kenya,</p> <p>c) describe the functions of the parts of a string instrument,</p> <p>d) make a fiddle using recyclable materials,</p> <p>e) identify pictures drawn using stippling technique,</p>	<ul style="list-style-type: none"> • learners are guided to sign or fingerspell terms and concepts related to string musical instruments and drawing such as; <i>string, resonators, membrane overlapping, stippling among others</i> supported with picture or illustrations, while seated in an appropriate seating arrangement that supports signing, • in groups, learners watch videos/observe pictures or real indigenous kenyan string instruments from kenya and name instrument, identify the community of origin and method of playing the string instrument, 	<p>1. Why are string musical instruments important in music?</p> <p>2. Why is overlapping important in still-life drawing?</p>

		<p>f) draw a still-life picture using stippling technique,</p> <p>g) value indigenous string instruments drawn from communities in Kenya.</p>	<ul style="list-style-type: none"> • learners are guided to name parts of a string instrument from different indigenous communities in Kenya and explain the function(s), • learners visit an institution or a cultural /resource centre in the community/virtual site to familiarise themselves with Kenyan indigenous string instruments. • learners are guided to search and assemble tools and material from the locality and make a fiddle observing safety while handling tools, • in groups, learners discuss the care for and maintenance of a string instrument and discuss the importance of doing so. • in purposive groups, learners research and 	
--	--	---	--	--

			<p>identify a drawing done using stippling technique.</p> <ul style="list-style-type: none"> • individually, learners draw a still-life composition of any two percussion instruments using stippling technique with emphasis on: overlapping, balance of forms, tone/ texture. • learners value others' ideas as they talk about their own and others' displayed work. 	
--	--	--	---	--

Core Competencies to be developed:

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

Values:

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

Pertinent and Contemporary Issues (PCIs):

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

Link to other learning areas:

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

Suggested learning resources

String instruments, audio recordings of string instruments, locally available materials for making a fiddle such as tins, wood, strings among others, drawing papers, pencils eraser and cutting tools

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Creating and Executing	1.2 Painting and Collage (15 lessons) <ul style="list-style-type: none"> • <i>colour classification</i> • <i>Painting</i> • <i>(brushstroke)</i> • <i>Football</i> • <i>(kick)</i> • <i>Collage</i> • <i>(positioning, number of forms, perspective),</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 painting and collage for effective communication, b) identify characteristics of collage, c) classify colour categories on the colour wheel for familiarity, d) paint a still life composition using brush stroke technique, e) create a collage composition for skill acquisition, f) appreciate painting and collage techniques, 	<ul style="list-style-type: none"> • learners are guided to sign vocabulary related to painting and collage such as: <i>colour classification, painting, (brushstroke), collage, positioning, number of forms, perspective</i> supported by relevant illustrations, pictures or real objects, while seated in an appropriate seating arrangement to support signing, • in purposive groups, learners are guided to mix and paint a colour wheel to represent primary, secondary and tertiary colours. • individually or in pairs, learners mix and paint a 	<ol style="list-style-type: none"> 1. Why is tonal variation important in painting? 2. How is texture achieved in a painting and collage picture?

			<p>surface to create tonal gradation by; thinning same tone/adding dark tone.</p> <ul style="list-style-type: none"> ● individually or in purposive groups, learners illustrate painting to create varied texture focusing on; brush position/angle, brush load and brush strokes, ● individually or in groups, learners paint any two objects overlapping inspired by football game, (tone and texture) ● in groups, learners are guided to explore actual or virtual samples of collage pictures with emphasis; meaning and characteristics. ● in purposive groups, learners collect and prepare the papers for making collage with focus on: texture and colour of the materials, adhesives, and support, 	
--	--	--	--	--

			<ul style="list-style-type: none"> • learners collaboratively, make a collage inspired by the environment with focus on; media, texture variation. • learners are guided to display and talk about own and others work. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: will be developed as the learner explores multiple perspectives of painting using varied tools and materials for creativity. • Digital literacy: The learner uses digital technology to source virtual or actual pictures of players executing skills in football and painting artwork. • Creativity and imagination: The learner will apply creative skills in selecting media for painting, and painting the still life composition. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: The learner works on art work and clears up after the activities • Unity: The learner practise tuning the fiddle in turns 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Waste management: developed while disposing of the waste after the classroom activity. • Social cohesion: The learner work in groups to watch actual or virtual painting and discuss 				
<p>Suggested learning resources Water based colours, drawing papers, black sugar papers, found materials for collage, support (carton box/cardboard/ any other), adhesive, football.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Creating and Executing	1.3 Volleyball (15 lessons) <ul style="list-style-type: none"> ● <i>Underarm service</i> ● <i>Dig pass</i> ● <i>Shading</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 volleyball skills and drawing for knowledge acquisition, b) identify the serving and the passing skills in Volleyball, c) execute the under-arm service and dig pass in volleyball for skill acquisition, d) identify varied papers and dry media for drawing, e) create a picture of a players executing volleyball skills using block shading technique, f) value the skills of underarm pass and dig passes in a Volleyball game. 	<ul style="list-style-type: none"> ● learners are guided to sign vocabulary related to skills in volleyball and drawing such as: <i>underarm service, dig pass, shading</i>, while seated in an appropriate seating arrangement to support signing, ● learners watch real or virtual volleyball game to identify serving and passing skills. ● in purposive groups, learners are guided to demonstrate the under-arm service and dig pass. ● learners practise the skills of underarm service in volleyball game in groups. ● in groups, learners are guided to practise dig pass in volleyball game. 	How can service skills in Volleyball be used to win a game?

			<ul style="list-style-type: none"> • learners play a volleyball game while applying the skills learnt and observing safety. • learners collect from the environment recyclable paper/drawing surfaces (<i>newsprint, packaging papers, sugar paper, brown papers, tracing papers</i>), • learners are guided to source for virtual or actual pictures of players executing <i>dig pass and underarm service in volleyball</i>. • individually, learners trace the pictures and cut-out templates, • in purposive groups, learners use the template to draw an outline of players executing a skill in volleyball. • in purposive groups, learners block-shade the pictures using appropriate media contrasting with the background (<i>pencils, charcoal, chalk, crayons</i>), 	
--	--	--	--	--

			<ul style="list-style-type: none"> learners clear working area by disposing and putting the materials in appropriate places. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Critical thinking and problem solving: as the learner explores multiple perspectives of shading the pictures using appropriate media. Digital literacy: The learner uses digital technology to source virtual or actual pictures of players executing skills in volleyball. 				
<p>Values:</p> <ul style="list-style-type: none"> Responsibility: The learner works on art work and clears working area by putting the materials in appropriate places. Unity: The learner shares the volleyball equipment as they demonstrate the skills of dig pass and underarm service. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Environmental education - enhanced through sustainable use of locally available materials for making art materials Waste management: developed while disposing of the waste after the classroom activity. 				
<p>Link to other learning areas: Science and Technology: The learners use skills of measuring and marking</p>				
<p>Suggested learning resources newsprint/packaging papers/sugar paper/brown papers/tracing papers, PE kits, volleyball, volleyball nets, cutting tools, stitching/pasting resources,pencils/charcoal/chalk/crayon</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Creating and Executing	1.4 Rhythm and Pattern Making (18 lessons) <ul style="list-style-type: none"> ● <i>Note values: crotchet, quaver, minim, dotted minim, semibreve and rests.</i> ● <i>French rhythm names:taa, ta-te, taa-aa, taa-aa-aa,</i> ● <i>Note symbols and their rests on monotone</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) sign words, terms and concepts related to rhythm and pattern making for effective communication, b) interpret rhythmic patterns in music, c) compose rhythms using a combination of musical notes, d) improvise rhythms in three patterns on a percussion instrument, e) prepare a block with organic motif for printing, f) create a full repeat pattern using block printing, g) appreciate rhythmic patterns created by self and others. 	<ul style="list-style-type: none"> ● the learner is guided to sign words, terms and concepts related to rhythm and pattern making such as: <i>note values: crotchet, quaver, minim, dotted minim, semibreve and rests. french rhythm names:taa, ta-te, taa-aa, taa-aa-aa,note symbols and their rests on monotone,</i> ● the learner who is hard of hearing, supported by a hearing aid listen to /sing familiar songs and are guided in identifying words with the french rhythm names <i>taa, ta-te, taa-aa, taa-aa-aa, taa-aa-aa-aa,</i> while the deaf is guided to observe a familiar song and tap or clap the long and short sounds in the song. ● the learner who is hard of hearing is guided to tap/ 	Why is it important to create rhythm in different beat patterns?

			<p>clap/stamp and recite rhythmic patterns using french rhythm names,while the deaf is guided to tap/ clap or stamp rhythmic patterns using french rhythm names.</p> <ul style="list-style-type: none"> • in purposive groups, learners relate the french rhythm names to the <i>music</i> note symbols for the crotchet, pair of quavers, minim, dotted minim, semibreve and their rests. • in purposive groups, learners apply various composition techniques to compose original rhythmic patterns using french rhythm names note symbols, and their rests. • learners are guided, in groups, to use digital resources to further their skills of creating rhythms. • learners who are hard of hearing,supported by hearing aids, listen to songs and identify songs in three -beat 	
--	--	--	--	--

			<p>patterns, while the deaf are guided to watch songs in three beat pattern and imitate the main beat.</p> <ul style="list-style-type: none"> • in purposive groups, learners who are hard of hearing, aided by their hearing aids sing and conduct/beat time of songs in three and four-beat patterns, while the deaf sign-sing familiar songs written in three beat pattern and identify the beat patterns used. • in purposive groups, learners are guided to improvise short rhythms in three beat patterns using percussion instruments with high sound intensity for the deaf. • learners are guided to observe virtual and actual samples of simple geometrical shaped motif and draw. • in pairs, learners prepare a block to transfer the motif from 	
--	--	--	---	--

			<p>available resources (rubber/old slippers, wood, any other),</p> <ul style="list-style-type: none"> ● improvise natural dye paste or artificial printing paste <i>n/b observe safety in improvising the paste</i> ● in purposive groups, learners print using the block to make a full repeat pattern on a small fabric using contrasting colour. ● learners neaten by trimming/stitching and ironing to make a small decorated table mat ● learners are guided to display and share the work with peers for critique and feedback for improvement. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and Imagination: The learner combines various techniques to creatively come up with rhythmic patterns and repeat patterns using block printing ● Self-efficacy – The learner will develop the ability to create and improvise rhythmic patterns 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: is instilled through use of respectful words as they appreciate and appraise each other’s and performances. ● Integrity - displays honesty by creating own original rhythms and repeat patterns using block printing 				

Pertinent and Contemporary Issues (PCIs):

- Social cohesion - The learner will appreciate working together with others when clapping/tapping rhythms, improvising and sharing rhythmic patterns.
- Decision making skills - The learner will learn to choose correct note values and newspapers for use in creating a rhythmic pattern and collages respectively.

Link to other learning areas:

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

Suggested learning resources

Percussion instruments, recording devices, hearing aids, audio recordings with assistive technologies for the hearing impaired, flash cards, newspapers, adhesives, stiff papers.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Creating and Executing	1.5 Weaving (12 lessons) <ul style="list-style-type: none"> • 2/2 plain weave • card loom 	By the end of the Sub Strand, the learner should be able to; <ol style="list-style-type: none"> a) sign vocabulary related to weaving for effective communication, b) identify 2/2 plain weave, c) prepare materials and tools for weaving, d) weave a mat using 2/2 plain weaving technique, e) appreciate our own and peers' woven mats used for gymnastics performance. 	<ul style="list-style-type: none"> • learners are guide to sign vocabulary related to weaving, such as: <i>weave, plain weave, fibres, card loom, shuttle, wefts, warps among others</i>, while seated in an appropriate seating arrangement to support signing, • in purposive groups, learners research in virtual and actual sources to identify a serrated card loom, shuttle and weaving on a card loom, • in groups, learners collect and prepare recyclable materials for weaving such as yarns, fibres among others) • in purposive groups, learners make a serrated card loom on a stiff 	Why is recycling beneficial to the environment?

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

- **Climate change:** The learner uses materials that are friendly to the environment when improvising the yarns and loom for weaving

Link to other learning areas:

Mathematics: The learner creates a loom frame using a mitre joint while applying mathematical knowledge on angles.

Suggested learning resources

Recyclable yarns, fibres, cardboard, pieces of paper, cutting tools, video clips showing the weaving process with assistive technologies for the hearing impaired

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Creating and Executing	1.6 Gymnastics (12 lessons) <ul style="list-style-type: none"> ● <i>Cartwheel</i> ● <i>3- action sequence</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 knowledge acquisition, b) describe the cartwheel skill in gymnastics, c) perform the cartwheel skill in gymnastics, d) perform 3-action sequence of cartwheel -forward roll - swan balance, e) accompany a gymnastic 3 sequence performance using an indigenous instrumental ensemble, f) appreciate the action sequence of gymnastic activities for enjoyment. 	<ul style="list-style-type: none"> ● learners are guided to sign words related to gymnastics such as: <i>cartwheel, action sequence, cartwheel, forward roll, a swan balance</i> while seated in an appropriate seating arrangement to support signing, ● learners are guided to watch a video or live performance of a cartwheel in gymnastics. ● learners are guided to observe a demonstration of cartwheel skill in gymnastics. ● in groups, learners demonstrate the cartwheel skill in gymnastics. ● in groups, learners practise cartwheel skill. ● in purposive groups, learners demonstrate sequencing of cartwheel, forward roll, and swan balance. 	Why are sequences performed in Gymnastics?

			<ul style="list-style-type: none"> ● learners are guided to practise a 3-action sequence of cartwheel, forward roll, a swan balance while observing safety, ● in groups, learners use rhythmic pattern to practise synchronised sequence of the gymnastic activity, ● learners perform in an ensemble during the execution of 3 sequence performances in a gymnastic activity. ● learners observe each other's gymnastic performance and give feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: learner acquires the skills of cartwheel, roll and balance to be able to perform a 3-action sequence in gymnastics. ● Critical thinking and problem solving: the learner practises and creates different 3-action sequences of a gymnastics performance. ● Self - efficacy: the learner's self-esteem is enhanced by being able to perform a 3-action sequence in gymnastics. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: as learners put into practise the aspects of safety, while performing 3-action sequence in gymnastics. ● Love: The learner respects others as they practise the combination of gymnastics progressions to form a 3- action sequence in gymnastics. 				

Pertinent and Contemporary Issues (PCIs):

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

Link to other learning areas:

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

Suggested learning resources

Floor mats, whistle, spotting blocks, props and balances, balance beams, pods, bars and rings, grips, straps, fitness balls, cones, markers, yarns, polythene materials, fibres, wood/timber, nails, hammer, needles, threads, video clips on cartwheel

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Creating and Executing	1.7 Melody (10 lessons) <ul style="list-style-type: none"> • <i>Solfa syllables</i> • <i>doh to doh¹</i> • <i>Composition techniques: narrow leaps (thirds), stepwise motion, repetition, variation and appropriate ending,</i> 	By the end of the substrand, the learner should be able to: <ol style="list-style-type: none"> a) sign terms and concepts related to melody for knowledge acquisition, b) i) sing the solfa syllables doh to doh¹ ascending and descending, (HoH) ii) perform hand signs for the solfa syllables doh to doh¹ ascending and descending, (Deaf) c) perform the sol-fa ladder using Kodaly hand signs, d) aurally recognise sol-fa sounds doh to doh¹ in familiar melodies, e) compose short melodies within the range of doh to doh¹ 	<ul style="list-style-type: none"> • learners sign words and terms related to melody such as: <i>solfa syllables, composition techniques, narrow leaps (thirds), stepwise motion, repetition, variation and appropriate ending</i>, while seated in an appropriate seating arrangement that supports signing, • learners who are hard of hearing sing the solfa syllable doh to doh¹ ascending and descending with accuracy in pitch, while the deaf are guided to perform hand signs of the solfa syllables doh-doh • learners who are hard of hearing, fitted with hearing aids, imitate solfa pitches sung or played on a 	How can one create interesting melodies?

		<p>f) write the sol-fa syllables using calligraphy lettering,</p> <p>g) appreciate melodies created by self and others.</p>	<p>melodic instrument for pitch discrimination, while the deaf</p> <ul style="list-style-type: none"> • learners who are hard of hearing, fitted with hearing aids, listen to and sing familiar songs within the d-d¹ range using solfa syllables, while the deaf perform hand signs of solfa syllables of familiar songs within d-d¹. • in purposive groups, learners practice singing and performing the sol-fa ladder using kodaly hand signs. • in groups, learners who are hard of hearing are guided to apply composition techniques to compose original melodies based on solfa syllables <i>d r m f s l t d¹</i> , while the deaf are guided to perform simple melodies created from sol- 	
--	--	---	---	--

			<p>fa syllables using hand signs.</p> <ul style="list-style-type: none"> • learners are guided to use calligraphy lettering to add sol-fa syllables to created rhythms to form a melody, • learners who are hard of hearing, fitted with hearing aids, sing own and others' created melodies, while the deaf perform created melodies using hand signs. • learners record or present the created melodies to peers for appraisal and improvement. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: the learner will make thoughtful choices in selecting solfa syllables and note values to combine using various techniques to compose melodies. • Critical thinking and Problem solving: developed when the learner listens and recognises sol-fa sounds in melodies as well as in interpretation of hand signs. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: is developed when the learner appreciates and appraises others' compositions. • Unity: is achieved through working in groups to produce a melody. • Integrity: is developed when creating own compositions without copying what other peers have already created. 				

Pertinent and Contemporary Issues (PCIs):

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

Link to other learning areas:

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

Suggested learning resources

Melodic instruments, sheet music recording devices, audio/visual devices, pictures of Kodaly hand signs, improvised calligraphy pens, ink,

ASSESSMENT RUBRIC

<div style="text-align: center;">Level</div> <div style="text-align: left;">Indicator</div>	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to create and/or execute: – a fiddle – a still life composition – collage – passing in volleyball – dig in volleyball – a rhythm using notes – a rhythm using a percussion instrument – a woven mat – a 3 action sequence – melody within doh to doh’	Creates and/or executes the 10 items in Creative Arts correctly and/or skilfully	Creates and/or executes the 8 items in Creative Arts correctly	Creates and/or executes the 4-7 items in Creative Arts with minor errors and/or inconsistencies	Creates and/or executes the 1-3 items in Creative Arts with errors and/or inconsistencies

STRAND 2.0: PERFORMING AND DISPLAYING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>2.0 Performing and Displaying</p>	<p>2.1 Athletics (15 lessons)</p> <ul style="list-style-type: none"> • <i>Long jump-sail technique</i> • <i>High jump-scissor style</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 athletics for familiarisation, b) describe long jump and high jump techniques in athletics, c) perform the sail technique in long jump for skills acquisition, d) perform the scissors technique in high jump for skills acquisition, e) appreciate high jump and long jump techniques in athletics for enjoyment. 	<ul style="list-style-type: none"> • learners are guided to sign words related to athletics such as: long jump, high jump, <i>long jump-sail technique, high jump-scissor style among others</i> while seated in an appropriate seating arrangement for signing, • learners are guided to watch a virtual or live performance of a long jump and high jump, and keenly observe sail technique in long jump and scissors technique in high jump, • learners observe a demonstration of the sail technique in long jump while observing safety. 	<ol style="list-style-type: none"> 1. How is the jumping skill useful in athletics 2. Why is it important to maintain a tempo in athletics?

			<ul style="list-style-type: none"> ● guide learners to observe a demonstration of the scissors technique in high jump, while observing safety and rules of the game.. ● in purposive groups, learners practise the sail technique in long jump accompanied by a music <i>tempo</i>, while observing safety. ● in purposive groups, learners practise the scissors technique in high jump to a specified tempo observing safety, ● learners observe each other's performance and give feedback, ● learners display and talk about own and others' performance in long jump and high jump. <p>note:ensure there u</p>	
--	--	--	--	--

Core Competencies to be developed:

- Digital literacy: The learner operates digital devices while watching performances in sail technique in the long jump and scissors technique in the high jump.
- Creativity and Imagination: The learner practises the scissors technique and sail to a given tempo.

Values:

- Integrity: The learner displays honesty while appraising each other's performance.
- Responsibility: The learner watches videos on the performance of the long and high jumps, and practises the latter.

Pertinent and Contemporary Issues (PCIs):

Safety: The learner observes safety while performing the sail technique in long jump and scissors in high jump.

Link to other learning areas:

Mathematics: is applied when the learner takes the measures of their performance and appraises accordingly.

Suggested learning resources

Found objects, fabric, coloured papers, adhesives, scissors, watercolor/ poster colours, brushes, calligraphy pens, ink, high jump landing gear, tape measure, open places or marked fields, digital devices, whistle, long jump runway and landing area, tape measure.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Performing and Displaying	2.2 Descant Recorder (14 lessons)	<p>By the end of the Sub Strand, the learner should be able to;</p> <p>a) sign vocabulary related to descant recorder for knowledge acquisition,</p> <p>b) play notes C to D¹ on the descant recorder with appropriate playing techniques,</p> <p>c) i) play a melody within the range of C to D¹ on the descant recorder, ii) imitate simple notes from the baroque fingering chart for skill acquisition,(HoH)</p> <p>d) i) play the main melody of the Kenya National Anthem on the descant recorder,(HoH) ii) sign-sing the Kenya National Anthem along</p>	<ul style="list-style-type: none"> ● learners are guided to sign words related to the descant recorder such as: <i>descant recorder, fingering, note, tonguing, posture among others</i> while seated in an appropriate seating arrangement suitable for signing, ● learners are guided to observe and interpret the baroque fingering chart of the notes c d e f g a b c' c to d¹. ● individually and in groups learners who are hard of hearing, fitted with hearing aids, practise playing the notes c d e f g a b c¹ d¹ ascending and descending on the descant recorder with appropriate 	How can a good tone be produced on a descant recorder?

		<p>with the accompanied by the descant recorder, (Deaf)</p> <p>e) show interest in playing the descant recorder.</p>	<p>playing techniques; fingering, tonguing and posture, while the deaf observe the fingering chart and imitate how to play simple notes.</p> <ul style="list-style-type: none"> • in purposive groups, learners who are hard of hearing, practise playing melodies based on notes c d e f g a b c¹ c to d¹ on the descant recorder observing hygiene measures, while the deaf, in pairs or small groups, imitate how to play simple notes on the descant recorder while receiving feedback from their partners. • in purposive groups or individually, learners who are hard of hearing present melodies before peers for critique and continuous improvement, while the 	
--	--	--	--	--

			<p>deaf practise by imitating the notes of a given simple melodies.</p> <ul style="list-style-type: none"> • learners are guided to search, watch videos and practise playing melodies on the descant recorder. • individually and in groups, learners who are hard of hearing, fitted with hearing aids, practice playing the main melody of the kenya national anthem, while the deaf sign sing the kenya national anthem accompanied by the descant recorder. • individually or in groups, learners who are hard of hearing play melodies during gymnastic activities to accompany 	
--	--	--	--	--

			the exercises, while the deaf play percussion instruments to accompany the exercise.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to learn: The learner will take the initiative to learn how to play notes and melodies on the descant recorder. ● Citizenship: developed through playing the main melody of the Kenya National Anthem on the descant recorder. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility - will be nurtured as they observe safety and hygiene measures in the use of the descant recorders. ● Respect: is instilled through use of respectful words as they appreciate and appraise each other's performances using polite language. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Peer education and mentorship: The learner contributes to others' work through appraising it and providing feedback for improvement. ● Health issues in Education: communicable diseases- observance of hygiene measures in the use of the descant recorder in order to prevent transmission of communicable diseases. 				
<p>Link to other learning areas: Home Science: The concept of hygiene learnt in Home Science is applied through observance of hygiene measures when playing the descant recorder.</p>				
<p>Suggested learning resources Descant recorder, baroque fingering charts/ pictures/photos of fingering, hearing hearing aids, pictures/photos of fingering notes D E F and posture, Resource persons, found objects, coloured papers, adhesives, scissors, water colours/ poster colours, brush calligraphy pens, ink.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Performing and Displaying	2.3 Indigenous Kenyan Instrumental Ensembles (12 lessons) <ul style="list-style-type: none"> • <i>Instrumental Ensembles: percussion, wind string ensemble</i> • <i>Factors in selecting an appropriate instrument, tuning</i> • <i>playing technique</i> • <i>tempo</i> • <i>Synchrony with other instrumentalists</i> • <i>Accuracy in rhythm/ melody</i> • <i>Improvisation of rhythms and melodies</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 indigenous Kenyan instrumental ensembles, b) identify the categories of indigenous Kenyan instrumental ensembles, \ c) describe factors to consider when playing in an instrumental ensemble, d) play a selected instrument in an ensemble using appropriate techniques, 	<ul style="list-style-type: none"> • while seated in an appropriate arrangement for signing, learners are guided to sign or fingerspell vocabulary related to indigenous kenyan instrumental ensemble such as: <i>percussion, wind string ensemble, tempo, playing technique, synchrony, among others,</i> • learners are guided to watch a video recording/observe pictures of/real performance of kenyan indigenous instrumental ensemble and classify them • in purposive groups, learners brainstorm on the various instruments that form part of the categories of the instrumental ensemble, 	How can one play an instrument in an instrumental ensemble?

		<p>e) appreciate the role of Kenyan indigenous musical instruments in performance.</p>	<ul style="list-style-type: none"> ● in groups, learners create a mind map of factors to consider for successful playing in an indigenous kenyan instrumental ensemble. ● in purposive groups, learners select an instrument to perform in a kenyan indigenous instrumental ensemble with proper coordination with the group. ● learners are guided to tune the selected instrument using appropriate technique. ● in groups, learners take turns to practise playing various instruments in the ensemble instruments using appropriate technique, ● in purposive groups, learners take part to play a selected instrument in a kenyan indigenous instrumental ensemble using appropriate 	
--	--	--	--	--

			techniques and with proper blending.	
Core Competencies to be developed:				
<ul style="list-style-type: none"> ● Citizenship: developed as the learner interacts with and plays Kenyan indigenous musical instruments in an ensemble. ● Communication and collaboration: enhanced through performance as group in an ensemble. 				
Values:				
<ul style="list-style-type: none"> ● Peace: interaction with musical instruments from diverse Kenyan communities enhances appreciation of different cultures hence peaceful coexistence. ● Unity: achieved through playing of musical instruments in groups. ● Responsibility: is nurtured as the learner handles different musical instruments in the ensemble. 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> ● Social cohesion: playing musical instruments from diverse cultures in Kenya enhances peaceful co-existence. ● Cultural awareness: the learner learns about aero phones from various Kenyan cultures. ● Ethnic and racial relations: the learner interacts with reference material and handling/playing of musical instruments drawn from different Kenyan communities. 				
Link to other learning areas:				
<ul style="list-style-type: none"> ● Indigenous Languages: learner interacts with different musical instruments from Indigenous Kenyan communities ● Social studies: the concept of Kenyan indigenous communities is applied when handling musical instruments from Kenyan indigenous communities 				
Suggested learning resources				
Indigenous percussion, wind and string instruments, video clips on instrumental ensembles				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>2.0 Performing and Displaying</p>	<p>2.4 Indigenous Kenyan Craft- Pottery (12 lessons)</p> <ul style="list-style-type: none"> • <i>slab technique</i> • <i>burnishing/stamping</i> • <i>firing</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 pottery as an indigenous Kenyan craft b) describe slab technique in pottery, c) model a vase using slab technique for expression, d) decorate a modelled item for aesthetic enhancement, e) appreciate pottery as Kenya indigenous craft. 	<ul style="list-style-type: none"> • learners sign terms related to pottery such as: slab technique, burnish, stamping, firing,, among others, while seated in an appropriate seating arrangement to support signing, • learners are guided to observe actual/ virtual samples of pottery items to describe; clay as a material in slab technique. • in groups, learners source for clay from the environment (anthills, riverbanks among others) <i>n/b take care of the environment</i> • learners collaboratively prepare the clay by kneading and wedging. 	<p>Why is firing pottery items important?</p>

			<ul style="list-style-type: none"> ● in groups, learners roll clay into slabs of equal uniform thickness. ● in groups, learners cut slabs of clay (rectangular and circular) and join to form a vase. ● learners, collaboratively finish the vase by burnishing and stamping and dry under shade. ● learners paint the vase using natural pigments, ● learners display and talk about own and others modelled vase in a just manner. 	
<p>Core Competencies to be developed: Communication and collaboration: learner works in groups to prepare the clay by kneading and wedging.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: The learner talks about own and others modelled vase in a just manner ● Unity: achieved through firing the vase in an open pit kiln as a whole class. 				

Pertinent and Contemporary Issues (PCIs):

- Cultural awareness: the learner learns about indigenous crafts in Kenya.
- Ethnic and racial relations: the learner interacts with reference material and research indigenous craft drawn from different Kenyan communities

Link to other learning areas:

Social studies – as they exploit natural resources to source clay from the environment such as anthills riverbanks

Suggested learning resources

Clay, water, digital devices with assistive technologies for the hearing impaired, rolling pin, smoothening tools, bucket,

OPTIONAL GAMES

Learners must cover at least one of these areas:

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

Optional Sub Strands

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Performing and Displaying	2.5 Swimming (Optional) (15 lessons)	By the end of the substrand, the learner should be able to: <ol style="list-style-type: none"> sign vocabulary related to swimming for knowledge acquisition, describe the body position in breaststroke, perform breaststroke in swimming for skill acquisition, acknowledge own and others' efforts while performing breast stroke skills in swimming. 	<ul style="list-style-type: none"> learners are guided to sign words related to swimming such as; breaststroke, safety, while seated in an appropriate seating arrangement for signing, learners are guided to watch a virtual or actual performance to observe breaststroke in swimming, learners observe a demonstration of breaststroke skill in swimming. learners are guide to practise breaststroke skills while observing safety. in groups, learners apply the skills of breaststroke in swimming game. 	Why are swimming skills considered as survival skills?

			<ul style="list-style-type: none"> learners observe each other swim using breaststroke and give feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Self-efficacy: developed when the learner expresses water confidence as they practise the skill of breaststroke and provide feedback to each other about the performance. Learning to learn: the learner acquires new skill of breaststroke while practising in the swimming pool. 				
<p>Values:</p> <ul style="list-style-type: none"> Unity: The learner displays team spirit while applying the skills of breaststroke. Responsibility: The learner carries out the practice of breaststroke while observing own and others safety. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Safety: The learner observes safety measures as they practise breaststroke during swimming. Life skills: The learner acquires swimming skills as survival skills in case of emergencies such as floods. 				
<p>Link to other learning areas: Integrated Science: The learner uses the knowledge of floatation to perform breaststroke in swimming..</p>				
<p>Suggested learning resources Swimming facility (pool), clothing and gear-swimsuits, goggles, safety equipment-life jackets, rescue tubes, first aid kit, spine, video clips on breaststroke, board, swimming aids-kick boards, pull buoys, fins, swim noodles, floatation devices, other materials-markers and cones</p>				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.5 Indigenous Kenyan games (optional) <i>Indigenous Floor games</i> (15 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> sign vocabulary related to indigenous Kenyan games for effective communication, identify types of indigenous floor games played in Kenya, perform different indigenous floor games for skill acquisition, execute indigenous floor games to a musical rhythm for enjoyment, appreciate the role played by indigenous floor games for fitness and health. 	<ul style="list-style-type: none"> • learners are guided to sign words related to indigenous kenyan games such as floor games, safety, while seated in an appropriate seating arrangement that supports signing, • learners watch a virtual or live demonstration of indigenous floor game and identify the skills observed. • in groups, learners demonstrate indigenous floor games while observing safety. • learners are guided to practise indigenous floor games while observing safety, 	<ol style="list-style-type: none"> How do floor games enhance physical fitness? Why are floor games considered an indigenous?

			<ul style="list-style-type: none"> • in groups, learners practise different types of indigenous floor 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 performing indigenous floor games. • Learning to learn: the learner acquires and masters skills in floor games. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: the learner takes on different roles in indigenous floor games. • Unity: the learner works with others in indigenous floor games. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Safety: the learner observes safety rules when playing indigenous floor games. • Health and Fitness: the learner improves fitness through practicing indigenous floor games for a healthy lifestyle. 				
<p>Link to other learning areas: Mathematics: the learner keeps counting during practise of indigenous floor games.</p>				
<p>Suggested learning resources Video clips on floor games, small stones or marble, bean bags, percussion musical instruments, mats, puppets, carton boxes papers</p>				

ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform and/or display: <ul style="list-style-type: none"> – long jump – high jump – C to D’ notes on a descant recorder – a melody using the descant recorder – own part in an instrumental Ensemble – modelled a vase – breaststroke /a floor game 	Performs and/or displays the 7 items in Creative activities skilfully	Performs and/or displays the 7 items in Creative activities correctly	Performs and/or displays the 4-6 items in Creative activities with minor flaws and/ or omissions	Performs and/or displays the 1-3 items in Creative activities with flaws and/ or omissions

STRAND 3.0 APPRECIATION IN CREATIVE ARTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
<p>3.0 Appreciation in Creative Arts</p>	<p>3.1 Analysis of Creative Arts works (15 lessons) <i>Elements of music: pitch, melody, rhythm, dynamics, tempo texture (monophonic and homophonic texture) and structure (AB, ABA)</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) sign vocabulary related to analysis of creative art works for effective communication,</p> <p>b) interpret works of art displayed,</p> <p>c) create a catalogue of the exhibited artworks,</p> <p>d) analyse the elements of music in a song,</p> <p>e) analyse messages in songs,</p> <p>f) participate in sporting events for</p>	<ul style="list-style-type: none"> ● learners are guided to sign words related to <i>elements of music, pitch, melody, rhythm, dynamics, tempo texture monophonic texture, homophonic texture and structure</i>, while seated in an appropriate seating arrangement to support signing, ● learners are guided visit virtual or actual art establishments to study artworks, ● learners create a catalogue of the exhibited artworks indicating artist’s name, type of artwork, medium and size, ● learners interpret works of art displayed by taking into account; type of art, material, media, meaning, techniques, aesthetic), 	<p>How are Creative Arts analysed?</p>

		<p>enjoyment, g) value analysing Creative Arts works drawn from various cultural backgrounds.</p>	<ul style="list-style-type: none"> ● in groups, learners reflect on the analysed work of art for inspiration and mentorship, ● learners who are hard of hearing, fitted with hearing listen to a variety of vocal music addressing pertinent and contemporary issues such as climate and identify the song, discuss how different elements of music are used using appropriate terminology, ● in purposive groups, learners who are hard of hearing listen to music and identify the changes in the use of elements of music, and the message/values in the song, while the deaf observe the performance movements. ● in groups, learners discuss the texture and structure of the songs, ● individually listen to/refer to 	
--	--	---	--	--

			<p>specific music and relate it to experiences or events in life,</p> <ul style="list-style-type: none"> • participate in football, athletics, volleyball, rounders, gymnastics and swimming events for fun and inter- class/inter school championships, • appreciate the sports performances with focus on; fair play and observance of code of conduct to enhance sportsmanship. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving - The learner thinks critically as they analyse the aspects of the songs and describe them using appropriate terminologies and critique artworks. • Learning to learn: developed as the learner takes initiative to understand how art, music and sports work. • Digital Literacy: the learner uses digital technology to watch a video of songs and the execution of skills in volleyball, athletics, gymnastics and swimming. • Citizenship: The learner visits community galleries or cultural centres to see artworks done by other local artists to appreciate their works. 				

Values:

- Respect: The Learner appreciates diverse opinions while observing and interpreting and talking about artworks and sports.
- Love: The learner respect others' opinions as they critique works of art displayed in the galleries
- Social justice: The learner fairly critiques the works of Art displayed in the galleries.
- Love: The learner critiques the work of creative arts and sports.
- Integrity: Instilled as the learner observes sportsmanship during a mini game.

Pertinent and Contemporary Issues (PCIs):

- Analytical and creative thinking: - developed as the learner's analyses music and sports, and critiques art works.
- Self-esteem and self-confidence: is enhanced as the learners discuss and relate the music to personal experiences.

Link to other learning areas:

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

Suggested learning resources

Artworks, portfolio folders, display boards, community galleries, visual excerpts of relevant music Audio-visual equipment resource persons, games events and equipment.

ASSESSMENT RUBRIC

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

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

Strand	Sub strand	Suggested resources	Suggested assessment	Suggested non-formal activities to support learning
1.0 Creating and Executing	1.1 String Instruments and Drawing	String instruments, audio recordings of string instruments, locally available materials for making a fiddle, Drawing papers, pencils eraser and cutting tools	Portfolio, exhibition project, aural/oral tests	Field visits to cultural centres, club activities.
	Painting and Collage	Water based colours, drawing papers, black sugar papers, found materials for collage, support (carton box/cardboard/ any other), adhesive, football.	Portfolio, exhibition, project, checklist, Skill progression charts	Club activities, gallery visits, inter school/class championships

	<p>1.3 Volleyball Underarm Dig pass</p>	<ul style="list-style-type: none"> – newsprint/packaging papers/sugar paper/brown papers/tracing papers – PE kits – Volleyball – Volleyball nets – Cutting tools – stitching/pasting resources – pencils/charcoal/chalk/crayon 	<p>Portfolio observation schedule Checklist Exit tickets Skill progression charts Self-assessment worksheet Volleyball performance analysis</p>	<p>Research events/ club, E galleries Participate in Volleyball, Inter school/class championships</p>
	<p>1.4 Rhythm and pattern making</p>	<p>Percussion instruments, recording devices, audio recordings, charts, cards, newspapers, adhesives, papers.</p>	<p>Written tests, aural tests, project, portfolio, display</p>	<p>Art club, gallery visit</p>
	<p>1.5 Weaving</p>	<p>Recyclable yarns, fibres, cardboard</p>	<p>Portfolio, observation schedule, Checklist, project,</p>	<p>Art club, gallery visit, community activities,</p>

	1.6 Gymnastics	Floor mats, whistle, spotting blocks, Props and balances, balance beams, pods, bars and rings, grips, straps, fitness balls, cones, markers yarns, polythene materials, fibres, wood/timber, nails, hammer, needles, threads	Project, portfolio schedule, display and critical portfolio, observation schedule, checklist, tickets, skill progress charts, self-assessment worksheet,	
	1.7 Melody	Melodic instruments, Sheet music Recording devices, Audio/visual devices, pictures of Kodaly hand signs, improvised calligraphy pens, ink,	oral/aural tests, written tests, checklist, observation schedule.	Performing created melodies during school functions, Presenting the created melodies in the Music club

<p>2.0 Performance and Display</p>	<p>2.1 Athletics Long jump High jump</p>	<p>Found objects, fabric, coloured papers, adhesives, scissors, watercolours/ poster colours, brushes, calligraphy pens, ink, high jump landing gear, tape measure open places or marked fields, digital devices, whistle, long jump runway and Landing area, tape measure.</p>	<p>Project, portfolio schedule, checklist, portfolio observation schedule, written tests, checklist, exit tickets skill progression charts</p>	<p>Practise the skills of gymnastics at games time Join gymnastics clubs Participate in gymnastics competitions at inter-class, interschool level</p>
---	---	---	--	---

	2.2 Descant Recorder	Descant recorder, baroque fingering Chart pictures/photos of fingering Pictures/photos of fingering notes C D E F and posture Resource persons Found objects, coloured papers, adhesives, scissors, watercolours/poster colours, brushes, calligraphy pens, ink.	Observation checklist, assessment rubrics, project, portfolio schedule, display and critique.	Playing the Kenya National Anthem, during school assemblies, playing melodies in the school band and music club, participating in Kenya Music festivals
	2.3 Indigenous Kenyan Instrumental ensembles	Indigenous Percussion, wind and string instruments.	Observation checklist/schedule, Project	Playing the ensemble, during school assemblies, playing in the school band and music club, participating in Kenya Music festivals
	2.4 Indigenous Kenyan Craft-Pottery	Clay, water, digital device rolling pin, smoothening tools, bucket,	Project, portfolio, display and critique	Art club activities, gallery visit

	2.5SwimmingBreasts troke (Optional)	Swimming facility (pool clothing and gear swimsuits, goggles, Safety equipment-life jacket rescue tubes, first aid kit spine board, Swimming Aids-kickboards, buoys, fins, swim noodle floatation devices, other materials-markers and cones		, participate in swimming galas and competitions, join swimming clubs and fun days
	2.5 Kenyan Indigenous Games-Floor games (Optional)	Video clips on floor games, small stones or marble, bean bags, percussion musical instruments, mats, puppets, carton boxes papers	Observation checklist, assessment rubrics, project, portfolio schedule, display and critique	Participate in indigenous games sports and competitions.
3.0 Appreciation in Creative Arts	3.1 Analysis of Sports	Artworks, portfolio folders, display boards, community galleries	Oral/aural questions written tests, observation schedules, checklist.	Participating in community festivals and sporting events, Exhibitions,

		visual excerpts of relevant music Audio-visual equipment Resource persons, games events and equipment.		Participating in music festivals, school games, sports club, music club/choir, Singing the East African Anthems during school assemblies, sports events and school 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

		<ul style="list-style-type: none"> ● Provision of sign language interpreter ● Use of Total Communication ● Use of captions and animations ● Provision of conducive environment (noise control) ● Writing ● Appropriate seating arrangements
3.	Portfolio	<ul style="list-style-type: none"> ● Use of E-Portfolio ● Provision of support ● Use of assistive technology ● Adjustment of time according to individual needs ● Description of how to carry out a practical activity while being audio/video recorded ● Appropriate seating arrangements
4.	Practical assessment/ Experiments	<ul style="list-style-type: none"> ● Provision of communication support ● Provision of Adapted resources (learner specific) ● Description of how to carry out a practical activity while being audio/video recorded ● Adjustment of time according to individual needs ● Appropriate seating arrangements ● Environmental adaptation ● Use of demonstrations ● Short and clear instructions ● Provision of interpretation services
5.	Project	<ul style="list-style-type: none"> ● Provision of communication support ● Provision of Adapted resources (learner specific)

		<ul style="list-style-type: none"> ● 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 Upper Primary (grade 4-6)

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

Steps in carrying out the integrated CSL activity

1) Preparation

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

2) Implementation CSL Activity

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

3) Reflection on the CSL Activity

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

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

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

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

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

Assessment of the CSL Activity

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