



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

JUNIOR SCHOOL CURRICULUM DESIGN

CREATIVE ARTS AND SPORTS

FOR LEARNERS WITH HEARING IMPAIRMENT

GRADE 9



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First published 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 rationalisation and review of the basic education curriculum.

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

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

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

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

PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade seven is the first grade of Junior school while Grade 9 is the final grade of the level in the reformed education structure.

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

Therefore, the Grade seven 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 seven and prepare them for smooth transition to Grade eight. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS
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ACKNOWLEDGEMENT

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

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

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development and adaptation of the Grade seven curriculum designs for learners with hearing impairment. In relation to this, I acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing and adapting these designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade seven and preparation of learners with hearing impairment for transition to Grade eight.

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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 co- existence.

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

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

a) Social Needs

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

b) Economic Needs

Education should prepare a learner with requisite 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.

NUMBER OF LESSON FOR JUNIOR SCHOOL

| S/ No. | Learning Area | No. of Lesson |
|--------|--|---------------|
| 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 | 4 |
| 5 | Integrated Science for Learners with Hearing Impairment | 5 |
| 6 | Agriculture for Learners with Hearing Impairment | 4 |
| 7 | Social Studies for Learners with Hearing Impairment | 4 |
| 8 | Creative Arts and Sports for Learners with Hearing Impairment | 5 |
| 9 | Pre- technical Studies for Learners with Hearing Impairment | 4 |
| 10. | Pastoral/ Religious Instruction Programme | 1 |
| | Total | 41 |

LEVEL LEARNING OUTCOMES

By the end of Junior School, the learner should be able to:

1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious coexistence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

The Creative Arts and Sports Curriculum is a multidisciplinary learning area encompassing Physical Education and Sports, Visual Arts, and Performing Arts. This curriculum is anchored in Howard Gardner's Multiple Intelligence theory (1983), that recognizes the diverse intelligences of learners by accommodating varied ways of learning through, creating, performing, and analysing. Furthermore, this curriculum is informed by John Dewey's Social Constructivism Theory, which emphasises an immersive and participatory approach to learning that gives learners the freedom to express their ideas, feelings, and skills. The curriculum is organised into three Strand: Foundations of Creative Arts and Sports, Creating and Performing in Creative Arts and Sports, and Appreciation in Creative Arts and Sports. The curriculum emphasises the development of practical, fine, and gross motor abilities. This concept stimulates critical thinking, lateral thinking, advanced analysis, and problem-solving skills—all of which are beneficial to the learner's overall growth.

A pivotal aspect of this curriculum is the integration of Information and Communication Technology (ICT) into the learning process. Proficiency in digital skills has been aligned with contemporary educational needs. Moreover, elements of entrepreneurship have been embedded in the curriculum to acquaint the learner with potential careers in the creative and sports industry. This learning area aims at giving learners with Hearing Impairment an opportunity to actualize talent in Sports, Visual Arts, and Performing Arts. Since these learners have challenges with presentations using voice or oral communication, there is a need to adapt the curriculum to address those challenges. Adaptations, suggestions and recommendations made include; guiding the hard of hearing to use voice as learners who are Deaf use signs and fingerspelling. Whereas learners who are hard of hearing may listen to amplified sounds, the Deaf will observe and respond to visual cues. Therefore, sound or voices ought to be amplified. Audio-visual learning resources, such as video clips, should be accompanied with signing or captions. In Sports, adaptations have been made to allow the learner to interpret the rules, concepts and to support each other while performing the skills. The rules should be interpreted in every sporting activity. During officiating, the instructor is advised to use a whistle, start or stop lights and flags (red, green, yellow and white) to indicate a fault or a score or procession. This will enable the learner to observe the rules and regulations of the game for safety and acquisition of the desired skills.

In performing arts, adaptation of content such as pitch, melody, rhythm and any other item that requires the use of voice will vary depending on the nature and the degree of hearing loss. For example, a learner who is classified as having profound pre-lingual hearing loss may require the use of body percussion, instrumentation, observation and imitation only while interacting with learning experiences. It is thus advisable that learners who are Deaf work together with learners who are hard of hearing when carrying out learning experiences. Selection of music instruments must consider those that produce high sound vibrations that can be felt or heard by learners with hearing impairment. For the learner with hearing impairment to benefit fully in this learning area, Use of Total Communication is highly recommended. This will expose learners to multiple ways of presentation of learning experiences and aid in achieving learning outcomes.

The adaptations, suggestions and recommendations given are meant to build confidence that competences in Creative Arts and Sports can be achieved even by learners with hearing impairment. Nonetheless, they are not comprehensive and final. The teacher, as a facilitator of learning, is advised to make any other adaptations to suit learners without departing from the target learning outcomes. The suggested learning experiences are designed to be learner-centred, employing experiential and inquiry-based learning methodologies. This approach aims to actively engage the learner in a learning process that fosters deeper understanding and application of knowledge. This curriculum is aligned to the National Goals of Education in Kenya, providing a comprehensive and structured framework for the progressive development of the learner in the realms of Creative Arts and Sports. The curriculum further lays a foundation for the acquisition of essential skills, preparing learners for a seamless transition to the Arts and Sports Science pathway at the Senior School level.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Junior School, the learner should be able to:

1. Explore individual abilities in Creative Arts and Sports to nurture talent for self-expression and personal development.
2. Exhibit positive intrapersonal and interpersonal skills of communication during activities in Creative Arts and Sports.
3. Cultivate social values, moral principles in Creative Arts and Sports for peaceful coexistence.
4. Manage resources in the physical environment for sustainable development.
5. Promote health and wellness through participation in Creative Arts and Sports activities.
6. Embrace ethics and etiquette in producing Creative Arts and Sports items to enhance good citizenship
7. Participate in Creative Arts and Sports activities to appreciate Kenya's diverse cultures for harmonious coexistence.
8. Address Pertinent and Contemporary Issues through Creative Arts and Sports.
9. Apply digital skills in learning and production in Creative Arts and Sports.

SUMMARY OF STRAND AND SUB STRAND

| Strands | Sub Strands | Suggested Number of Lessons |
|--|---|------------------------------------|
| 1.0 Foundations of Creative Arts and Sports | 1.1. Careers in Creative Arts and Sports | 8 lessons |
| | 1.2. Components of Creative Arts and Sports | 8 lessons |
| 2.0 Creating and Performing in Creative Arts and Sports | 2.1 Picture Making | 10 lessons |
| | 2.2. Rhythm | 10 lessons |
| | 2.3 Athletics and Mosaic | 12 lessons |
| | 2.4. Melody | 10 lessons |
| | 2.5 Rugby | 10 lessons |
| | 2.6 Multimedia | 10 lessons |
| | 2.7 Descant Recorder | 10 lessons |
| | 2.8 Play | 12 lessons |
| | 2.9. Basketball and Graphic Design | 12 lessons |
| | 2.10 Contemporary Dance | 10 lessons |

| Strands | Sub Strands | Suggested Number of Lessons |
|--|--|------------------------------------|
| | 2.11 Indigenous Kenyan craft | 10 lessons |
| OPTIONAL (Do One) Either Swimming Or Kenyan Indigenous Game | 2.12.1 Swimming (Optional) | 10 lessons |
| | 2.12.2 Kenyan Indigenous Games (Optional) | 10 lessons |
| 3.0 Appreciation in Creative Arts and Sports | 3.1 Analysis of Creative Arts and Sports | 8 lessons |
| Total Number of Lessons | | 150 Lessons |

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

STRAND 1.0: FOUNDATIONS OF CREATIVE ARTS

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s): |
|---|--|---|--|--|
| <p>1.0 Foundations of Creative Arts and Sports</p> | <p>1.1. Careers in Creative Arts and Sports</p> <p>(8 lessons)</p> <ul style="list-style-type: none"> ● <i>photo slide</i> | <p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) sign terms and concepts related to careers in creative arts and sports for effective communication, b) identify careers in Creative Arts and Sports, c) create a photo slide showing careers in Creative Arts and Sports, d) outline entrepreneurial opportunities in Creative Arts and Sports, e) appreciate careers in Creative Arts and Sports. | <ul style="list-style-type: none"> ● In purposive groups and while seated in appropriate seating arrangements, guide learners to observe, sign or fingerspell terms and concepts related to careers in creative arts and sports and photo slide, such as artists, musicians, referees, sports coaches, sports doctors, choreographers, trainers. ● In purposive groups, guide learners to research, using digital devices or print material, to identify and discuss careers in Creative Arts and Sports. ● In groups, guide learners to interact with actual or virtual Creative Arts spaces (theatre, recording studio, festivals, galleries, fine arts studios, workshops, exhibitions, cultural and sports centres) to observe roles performed by the personnel. ● In purposive groups, guide learners to collect virtual photos of professions in Creative Arts and Sports activities. ● In purposive groups, guide learners to use available digital software to make a | <p>How are career opportunities related to Creative Arts and Sports important?</p> |

| | | | | |
|---|--|--|--|--|
| | | | <p>photo slide of Creative Arts and Sports activities with emphasis on harmony and unity, by;</p> <ul style="list-style-type: none"> -image quality -pasting, -resizing and -captioning, <ul style="list-style-type: none"> ● In purposive groups, guide learners to animate the photo slide while focussing on slide transition effects. ● Individually, save the photo slide in an e-folder and present it on a digital platform. ● In groups, guide learners to critique own and others' digital photo slide, ● In groups, watch videos/recording of entrepreneurial opportunities in Creative Arts and Sports. ● In purposive groups, guide learners to discuss and identify different entrepreneurial opportunities in Creative Arts and Sports, ● In groups, acknowledge own, others talents and areas of career interest in Creative Arts and Sports. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: The learner enhances communication during research and collaborates while discussing careers in Creative Arts and Sports. | | | | |

- Learning to learn: The learner develops research skills as they search and organise information on careers in Creative Arts and Sports.
- Creativity and Imagination: The learner creates an artistic photo slide showing careers in Creative Arts and Sports.
- Digital literacy: The learner develops digital literacy as they create the digital brochure, the e-folder on careers in Creative arts and Sports and presenting on a digital platform.
- Self-efficacy: The learner identifies and utilises own talents in digital literacy while researching and organizing information on careers in Creative Arts and Sports.

Values

- Respect: The learner accommodates others opinions as they discuss the different personnel in Creative Arts and Sports..
- Unity: The learner works with others in groups as they search for information on careers and personnel in Creative Arts and Sports.
- Responsibility: The learner uses digital devices appropriately while observing netiquette.

Pertinent and Contemporary Issues (PCIs)

- Life Skills education: The learner gains decision making skills as they explore different careers in Creative Arts and Sports, with a view of identifying a career of interest.
- Social cohesion: The learner visits various Creative Arts and Sports spaces to interact with different personnel involved in Performing Arts activities.
- Poverty eradication: The learner gains knowledge on use of money earned by engaging in paid performances, tournaments or Art exhibitions.

Link to other Learning areas

Pre-Technical Studies: The learner enhances digital skills as they research careers and develops entrepreneurial skills learnt in business studies and they engage in income earning performances..

Suggested learning resources.

- Manilla paper
- Colours
- ICT devices
- cutting tools
- found/recycled materials

- Textbooks on the history and significance of creative arts and sports
- Videos showcasing the evolution and cultural importance of creative arts and sports in Kenya
- Guest speakers, such as local artists and athletes, for interactive sessions
- Field trips to museums, art galleries, and

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s): |
|--|--|---|--|--|
| 1.0 Foundations of Creative Arts and Sports | 1.2 Components of Creative Arts and Sports (8 lessons) <i>Rhythm: dotted minim, the dotted crotchet and quaver and their corresponding rests,</i> <ul style="list-style-type: none"> ● Note extension: dots and ties ● Pitch: Grand stave ● features of a contemporary dance: - <i>storytelling, -use of body in space, -improvisation-use of styles from other -genres, -music, -costumes</i> | By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) sign terms and concepts related to components of creative arts and sports and Rhythm, b) describe the elements of a play, c) perform activities demonstrating the components of fitness, d) name pitches on the grand stave, e) group music notes in 4 4 time incorporating note extension, f) construct the scale of F major on a staff, g) describe features of contemporary dance, h) appreciate the basic elements of Creative Arts and sports. | <ul style="list-style-type: none"> ● In purposive groups and while seated in appropriate seating arrangements, guide learners to observe, sign or fingerspell terms and concepts related to components of creative arts and sports , Rhythm, Note extension and pitch ● In groups, guide learners to watch actual or virtual play performance to identify the elements of a play ● In purposive groups, guide learners to discuss the basic elements of a play (theme, characters, plot, conflict, resolution, setting, language), ● In purposive groups, guide learners to observe actual or virtual activities of fitness that show power and reaction time in physical fitness. ● In groups and in appropriate seating arrangements, guide learners to observe demonstrations on fitness | <ol style="list-style-type: none"> 1. How does one create harmony in pictorial composition? 2. Why should athletes avoid performance enhancers to develop physical fitness? 3. Why is note extension important in music notation? |

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|--|--|--|--|--|
| | | | <p>exercises that enhance power and reaction time.</p> <ul style="list-style-type: none"> ● In purposive groups, guide learners to practise activities that enhance power and reaction time using music. ● Individually guide the learner to draw the grand stave and name lines and spaces. ● Individually guide the learner to draw the piano keyboard and relate to the grand stave. ● In purposive groups, guide learners to construct the scale of F major on both treble and bass staff. ● Individually, guide the learner to write signs for tied and dotted notes on a staff. ● In groups, repeatedly play or sing scales F major ascending and descending and their tonic arpeggios. Learners who are hard of hearing fitted with hearing aids play and sing scale F major while learners who are Deaf observe and imitate playing scale of F major on the keyboard | |
|--|--|--|--|--|

| | | | | |
|--|--|--|---|--|
| | | | <p>ascending and descending.</p> <ul style="list-style-type: none"> ● In groups, repeatedly play or sing scales <i>F major ascending and descending</i> and their tonic arpeggios. Learners who are hard of hearing fitted with hearing aids play and sing scale F major while learners who are Deaf observe and imitate playing scale of F major on the keyboard ascending and descending and their tonic arpeggios. ● In groups, guide learners to sight read simple melodies in C, G and F major for aural and hand sign recognition of basic elements of pitch. ● In groups, guide learners to watch actual or virtual performances of contemporary dance to describe its features. ● In pairs, guide learners to share findings on the features of contemporary dance. | |
|--|--|--|---|--|

Core competencies to be developed:

- Communication and Collaboration: The learner articulates and shares their understanding of various creative arts genres with peers and educators.
- Learning to Learn: The learner engages in independent research to understand the unique aspects of Creative Arts and Sports genres.

- **Critical Thinking and Problem Solving:** The learner engages in analysis of components and their roles in Creative Arts and Sports.

Values

- **Unity:** The learner strengthens teamwork as they collaboratively research and do presentations on the components of Creative Arts and Sports.
- **Citizenship:** The learner shares knowledge on contemporary music from different parts of the world.

Pertinent and Contemporary Issues (PCIs):

- **Mental Health:** Learners participate in Creative Arts and Sports performances for fun and enjoyment to promote mental health and wellbeing.
- **Identifying and nurturing of gifts and talents:** The learner identifies different components of Creative Arts and Sports.

Link to other learning areas:

Mathematics: The learner interacts with mathematical patterns to create rhythm in music.

Suggested learning resources.

- Found materials
- Sample pictures
- Videos
- Keyboard
- Open field
- Charts and diagrams illustrating the various components
- Online articles explaining the role of each component in creative arts and sports
- Hands-on activities to engage students in experiencing different component

Assessment Rubric for Foundations of Creative Arts and Sports

| Level Indicator | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|--|---|--|---|
| Ability to identify careers in Creative Arts and Sports (Visual Arts, Physical Education and Sports, Music and Theatre) | Identifies careers in Creative Arts and Sports with details in all the 5 areas | Identifies careers in Creative Arts and Sports in all of the 5 areas. | Identifies careers in Creative Arts and Sports in 2-3 areas. | Identifies very few careers in Creative Arts and Sports in less than 2 areas. |
| Ability to describe components of Creative Arts and Sports basic elements of play;(<i>theme, characters, plot, conflict, resolution, setting, language</i>), features of contemporary dance (story, use of body in space, technique, music, costumes, choreography) | Describes 9 components of Creative Arts and Sports clearly and with examples . | Describes 9 components of Creative Arts and Sports clearly. | Describes 5-8 components of Creative Arts and Sports clearly. | Describes 4 or less components of Creative Arts and Sports. |
| Ability to execute components of Creative Arts and Sports <i>Components of fitness (power and reaction time), elements of music (pitch, rhythm, dynamics, form and texture)</i> | Ability to execute 10 components of Creative Arts and Sports in detail. | Ability to execute 10 components of Creative Arts and Sports. | Ability to execute 5-9 components of Creative Arts and Sports. | Ability to execute less than 5 components of Creative Arts and Sports. |

STRAND 2.0: CREATING AND PERFORMING

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s): |
|---|--|---|--|---|
| <p>2.0 Creating and Performing</p> | <p>2.1 Picture Making (10 lesson)</p> <ul style="list-style-type: none"> ● Drawing ● Painting focusing on; <i>colour harmony, colour mood(cool/warm), texture of forms(dabbing)</i> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) sign terms and concepts related to picture making drawing and painting in picture making for knowledge acquisition, b) discuss texture, colour and unity as elements and principle of Visual Art, c) classify analogous colours on a colour wheel for painting, d) draw a scenery composition for expression of elements and principles of Visual Arts e) paint the scenery composition for expression of elements and principles of Visual Arts | <ul style="list-style-type: none"> ● The learner is guided to sign or fingerspell terms and concepts related to picture making drawing and painting in picture making such as: <i>colour harmony, colour mood, cool colours, warm colours, texture of forms, dabbing, sea-scape, landscape.while</i> seated in an appropriate seating arrangement for signing. ● In purposive groups, learners explore virtual and actual sample pictures to analyse elements and principle of Visual Art focusing on; texture, colour and unity/ harmony. ● Learners research on properties of colour focusing on hue, colour value and intensity. ● In pairs, learners are guided to paint a colour wheel to classify analogous colours. | <ol style="list-style-type: none"> 1. Why is colour classification important in painting? 2. How does the colour affect the mood? |

| | | | | |
|--|--|---|--|--|
| | | <p>f) appreciate the use of elements and principles of Visual Arts in Picture Making,</p> | <ul style="list-style-type: none"> ● Individually, learners paint line strip using a pair of analogous colours to study colour harmony, ● In purposive groups, learners research to sketch a composition inspired by the surrounding; <i>a sea scape or landscape.</i> ● In pairs, learners create compositions focusing on harmony. ● Individually, learners paint a thin wash using brush stroke technique to create background. ● Learners paint the composition using analogous colours. ● Learners display in a portfolio for critique. | |
|--|--|---|--|--|

Core Competencies to be developed:

- **Communication and Collaboration:** the learner engages in effective communication by describing and discussing the elements and principles of Visual Art present in sample pictures, fostering collaboration in the interpretation and understanding of artistic concepts.
- **Critical Thinking and Problem Solving:** the learner applies critical thinking to analyse and describe the elements and principles of Visual Art in sample pictures, as well as solve problems related to the use of colour properties in painting.
- **Creativity and Imagination:** the learner exercises creativity and imagination in drawing and painting a scenery composition, expressing the elements and principles of Visual Arts in a unique and personal manner.
- **Learning to Learn:** the learner actively seeks and absorbs knowledge about the elements and principles of Visual Art and colour properties, demonstrating a commitment to continuous learning and skill development in picture making.

Values:

- Integrity: the learner upholds integrity by honestly representing and describing the elements and principles of Visual Art in sample pictures and their own creations.
- Responsibility: the learner takes responsibility for their artistic choices and expressions, demonstrating accountability in the process of drawing, painting, and understanding colour properties.
- Respect: the learner respects the significance of Visual Arts by valuing the elements and principles as essential components of artistic expression and recognizing the diverse interpretations of art.
- Unity: the learner contributes to a sense of unity by appreciating the universal language of Visual Arts, connecting with others through shared understanding and appreciation of artistic concepts.

Pertinent and Contemporary Issues (PCIs):

- Cultural Diversity: the learner engages with the pertinent issue of cultural diversity by appreciating how Visual Arts can express and celebrate the richness of different cultural traditions in the drawn and painted compositions.
- Representation and Inclusion: the learner may explore how Visual Arts can address contemporary issues related to representation and inclusion, using their creations to convey diverse perspectives.

Link to other Learning areas:

- English: the learner enhances their English language skills by articulating and describing elements and principles of Visual Arts, developing the ability to convey artistic concepts effectively.
- Social Studies: the learner connects with social studies by exploring the cultural and historical significance of Visual Arts in different societies, understanding the role of art in shaping human experiences.
- Integrated Science: the learner may explore the scientific principles behind colour properties, linking Visual Arts to integrated science and understanding the physics of colour.
- Pre-Technical Studies: the learner gains practical skills in pre-technical studies by preparing materials and tools for drawing and painting, laying the foundation for hands-on technical proficiency in Visual Arts.

Suggested learning resources

- Art supplies: drawing paper, pencils, colour pencils, paints, etc.
- Art tutorials and demonstrations

- Examples of famous paintings and artists
- Classroom exhibitions of students' artwork

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s): |
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| 2.0 Creating and Performing | 2.2 Rhythm (10 lessons) <i>Note values: dotted minim, the dotted crotchet and quaver and their</i> | By the end of the Sub Strand, the learner should be able to: a) sign terms and concepts related to rhythm for effective execution of skill, b) describe the effect of note extension on rhythmic patterns, | <ul style="list-style-type: none"> ● Learner is guided to sign or fingerspell vocabulary related to rhythm such as: <i>note value, dotted minim, the dotted crotchet and quaver, rest</i> ● Learners who are hard of hearing are guided to listen to, sing or play tunes involving dotted notes to outline effects of note extension in rhythmic | <ol style="list-style-type: none"> 1. How are various note combinations used to form rhythms in simple time? 2. How does one improvise accompaniment |

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| | <p>corresponding rests,</p> | <p>c) compose a four--bar rhythmic patterns in 4 4 time, d) notate four-bar rhythms in 4 4 time, e) create rhythmic patterns in 4 4 time for synchronised movements in basketball routines, f) appreciate rhythmic patterns as a means of creating interest in Creative Arts and Sports.</p> | <p>patterns, while the Deaf are guided to tap or clap to the rhythm of dotted notes.</p> <ul style="list-style-type: none"> ● In purposive groups, learners beat time to familiar tunes in 4 4 time considering the crochet as principle beat, accented and weak beats, ● learners group notes of given two-bar rhythmic patterns involving dotted notes in 4 4 time. ● Learners who are hard of hearing orally compose 4-bar rhythmic patterns involving dotted notes and their corresponding rests, in 4 4 time and write on monotone, while the Deaf compose 4-bar rhythmic patterns involving dotted notes and their corresponding rests, in 4 4 time by writing on monotone. ● Learners who are hard of hearing are guided to write rhythmic patterns from dictation, while the Deaf write from displayed French rhythm names or note symbols. ● Learners who are hard of hearing sight read two-bar rhythms involving dotted notes in 4 4 time using French rhythm names, while the Deaf | <p>patterns for Sports?</p> |
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| | | | <p>perform the displayed rhythm by clapping or tapping.</p> <ul style="list-style-type: none"> ● In purposive groups, learners play two-part and imitative rhythmic patterns in 4 4 time, using body percussion and percussion instruments, ● In purposive groups, learners improvise rhythmic patterns to given tunes with rhythms involving dotted notes in 4 4 time. ● In purposive groups, learners perform rhythmic patterns in 4 4 time for synchronised movements in basketball routines, ● Learners make a portfolio of all rhythmic patterns explored. | |
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Core Competencies to be developed:

- **Communication and Collaboration:** The learner, through effective communication, articulates and discusses the effect of note extension in rhythmic patterns, with peers.
- **Learning to Learn:** The learner actively seeks to understand and apply notation conventions to represent rhythm in music.
- **Critical Thinking and Problem Solving:** The learner creatively solves problems related to achieving the desired solutions on rhythmic structure in creating rhythmic patterns,
- **Creativity and Imagination:** The learner embraces creativity by exploring innovative factors such as unconventional instruments, unique combinations of beats, or experimental rhythmic elements as they create rhythmic patterns.

Values:

- Peace: the learner while engaging in the creative process of composing a rhythm fosters a peaceful state of mind, allowing free and peaceful expression through music.
- Unity: the learner in collaborating with others on rhythm composition projects creates a harmonious atmosphere.
- Responsibility: the learner takes responsibility for their part in the ensemble while playing in unison or in two-part music, ensuring a coordinated and responsible musical performance.
- **Social Justice:** the learner in creating, improvising and notating rhythms with diverse influences - notation and interaction with games- contributes to social justice by acknowledging and celebrating cultural diversity in music.

Pertinent and Contemporary Issues PCIs:

- Ethnic and racial relations: the learner is acquainted with world music by learning notation and music interpretation.
- Health education: the learner gets insight into personal hygiene by cleaning and maintaining the instruments for use in playing rhythmic patterns.

Link to other Learning areas

- Mathematics: is involved in understanding the mathematical aspects of rhythm, such as beats per minute, time signatures, and mathematical relationships between dotted rhythmic elements.
- Integrated Science: Understanding the science of sound helps learners accurately notate rhythms, considering the physical properties of sound.

Suggested learning resources

- Instructional Videos
- Interactive Worksheets
- Notation Software Tutorials
- Interactive Notation Apps
- Printable Rhythm Worksheets
- Improvisation Guides
- Improvisation Exercises
- Music Games

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s): |
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| 2.0 Creating and Performing | 2.3 Athletics and Mosaic (12 lessons) <ul style="list-style-type: none"> ● <i>Triple Jump</i> ● <i>Long distance running</i> ● <i>Mosaic</i> | By the end of the Sub Strand, the learner should be able to; <ol style="list-style-type: none"> a) sign terms and concepts related to athletics and mosaic for effective communication, b) describe the phases in Triple jump, c) perform Triple jump for skill acquisition, d) perform skills for long distance running, e) explore characteristics of mosaic, f) create a mosaic pictorial composition inspired by an athletic event, g) acknowledge own and others' efforts in performing Triple jump, | <ul style="list-style-type: none"> ● In purposive groups and while seated in appropriate seating arrangements, guide learners to observe, sign or fingerspell terms and concepts related to athletics and mosaic such as <i>triple jump, long jump, mosaic, take off, flight, landing</i>. ● In groups, guide learners to observe a live or virtual performance of Triple jump to identify the phases. ● In purposive groups and in appropriate seating arrangements, guide learners to observe demonstration on the approach, take off, flight and landing phases in Triple jump. ● In purposive groups, guide learners to practice triple jump skills in athletics. ● In purposive groups, guide learners to practice techniques used in long | <ol style="list-style-type: none"> 1. How has long distance running benefitted Kenya? 2. Why is it important to follow the phases of jumping in triple jump? 3. How can mosaic pictorial composition be used to improve the environment? |

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| | | <p>skills in long distance races and pictorial composition.</p> | <p>distance running while observing safety.</p> <ul style="list-style-type: none"> ● In purposive groups, guide learners to observe each other's performance in Triple jump and long distance running skills and give feedback. ● In groups, source for actual and virtual samples of mosaic work to analyse characteristics with focus on; mono media, spacing of materials. ● In purposive groups, guide learners to collect and prepare materials and tools for creating a mosaic focusing on material, support, and adhesive. sketched based on the theme “athletics” ● In purposive groups, guide learners to make the mosaic composition with emphasis on; spacing of materials, colour contrast (material vs support), ● In groups, guide learners to display and talk about or sign own and others mosaic composition and athletic skills, | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Learning to Learn: The learner gains knowledge performing triple jump and long distance running skills and gives feedback to enhance confidence. ● Self-efficacy: The learner shows confidence in taking up new challenges and belief in performing new skills in athletics. | | | | |

- Critical thinking and problem solving: Learners make decisions and decide on the skill to apply at a particular phase while running long distance.
- Creativity and imagination: The learner creates an artistic themed mosaic composition for describing the long distance races.
- Citizenship: The learner searches and makes a mosaic of Kenyan long distance athletes.

Values:

- Love: The learner shows love for the country as they identify and appreciate a Kenyan athlete and make a mosaic composition.
- Responsibility: The learner cares for self and others, as they participate in skills for long distance running and triple jump while observing safety.

Pertinent and Contemporary Issues (PCIs):

- Social Cohesion- The learner engages in various creative arts and sports activities, appreciating the diverse cultures and values from different communities to enhance social cohesion.
- Citizenship: Learner appreciates Kenyan athletes as they create mosaic compositions of their favourite Kenyan athletes.

Link to other learning areas

- English language: English language skills are applied when learners discuss different techniques in long-distance races, enhancing their ability to express ideas clearly.
- Mathematics: Analysing the pacing, speed, and strategies involved in long-distance races incorporates mathematical concepts into the learning process.
- Pre-Technical Studies: Learner interacts with digital devices when searching Kenyan athletes.

Suggested learning resources.

- Athletic equipment: cones, hurdles, shot puts, etc.
- Space for running and field activities
- Mosaic creation materials: tiles, glue, backing material
- Videos demonstrating athletic techniques and mosaic creation
- Outdoor activities promoting physical fitness and mosaic creation

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s): |
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| 2.0 Creating and Performing | 2.4 Melody (10 lessons) <ul style="list-style-type: none"> ● <i>Variations: - rhythmic, melodic, and dynamic variations</i> ● <i>Note value involving the dotted minim, the dotted crotchet and quaver, the dotted quaver and semiquaver</i> | By the end of the sub strand, the learner should be able to: a) sign terms and concepts related to melody variations and note value for effective communication, b) describe the use of variation in composing melody, c) compose four-bar melodies in F Major and 4 4 time, d) notate four-bar, melodies in 4 4 time, e) i) perform melodies in F major and 4 4 time, ii) perform selected simple melodies in F major scale using Kodaly hand signs, f) value the use of melody in Creative Arts and Sports. | <ul style="list-style-type: none"> ● The learner signs or fingerspell terms and concepts related to melody variations and note value such as: <i>rhythmic variations, melodic variations, dynamic variations dotted minim, the dotted crotchet and quaver, the dotted quaver, semiquaver</i>, while seated in an appropriate seating arrangement to support signing. ● Learners who are hard of hearing, fitted with hearing aids, sing familiar tunes and discuss how variation has been achieved in the different phrases of the melody, while the Deaf observe written melody and identify variations observed. ● Learners who are hard of hearing perform the scale of F major and its tonic arpeggio, while the Deaf perform simple select melodies written in F major scale using hand signs. ● In purposive groups, learners are guided to write a 2-bar answering phrase F major which is a variation of the given opening phrase in 4 4 time. ● In purposive groups, learners who are hard of hearing improvise 2-bar opening phrases | How can a melody be made interesting? |

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| | | | <p>with variation in pitches to given answering phrases in 4 4 time and F major, while the Deaf write the opening phrases in given answering phrases without performing the pitch.</p> <ul style="list-style-type: none"> ● In purposive groups, learners create a four-bar melody in F major and in 4 4 with varied phrases. ● Learners who are hard of hearing add phrase marks to the four-bar composed melodies indicating dynamics as loud for one phrase and soft for the other, while the Deaf are guided to identify dynamics from a composed melody for knowledge. ● Learners who are hard of hearing, fitted with hearing aids, sight read the melodies composed by self and others, while the Deaf sight read by hand signs of solfa syllables of melodies composed by others. | |
| <p>Core Competencies to be developed</p> <ul style="list-style-type: none"> ● Creativity and Imagination: The learner explores innovative techniques to create variation in melodies. . ● Learning to Learn: The learner applies knowledge gained from earlier grades on the process of melody composition. ● Communication and Collaboration: The learner communicates with peers as they discuss how variation has been achieved in the different phrases of the melody, | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Unity: The learner collaborates with others in discussions about variation techniques in melody writing. | | | | |

- **Responsibility:** The learner ensures accuracy and clarity in representing melodies, taking responsibility for conveying musical ideas effectively.
- **Integrity:** The learner strives to be true to their artistic vision, avoiding plagiarism and embracing originality in the creation of melodies.

Pertinent and Contemporary Issues (PCIs):

Moral Education: The learner sings familiar songs with messages on values as they discuss how variation has been achieved in the different phrases of the melody,

Link to other learning areas:

- **Mathematics:** The learner is involved in understanding the mathematical aspects of rhythm, such as beats per bar, time signatures, and mathematical relationships between different melodic elements.
- **Integrated Science:** The learner accurately notates melodies, considering the physical properties of sound.

Suggested learning resources

- Musical instruments: keyboards, guitars, etc.
- Sheet music and musical notation resources
- Listening sessions featuring different melodies and genres
- Group singing and composition exercises

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s): |
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| 2.0 Creating and Performing | 2.5 Rugby (10 lessons) <ul style="list-style-type: none"> ● <i>Passes</i> ● <i>Kicks</i> | By the end of the Sub Strand, the learners should be able to: a) sign terms and concepts related to rugby passes and kicks for effective communication, b) distinguish passes in Rugby, c) perform passing skills in Rugby for skill acquisition, d) perform kick techniques in Rugby for skill acquisition, e) value own and others efforts in applying passing and kicking skills for enjoyment | <ul style="list-style-type: none"> ● In purposive groups and while seated in appropriate seating arrangements, guide learners to observe, sign or fingerspell terms and concepts related to rugby passes and kicks such as passes– <i>spin, pop and basic</i>, kicks– <i>place and drop</i>. ● In groups, watch a live, or virtual Rugby game to identify passes (spin, pop and basic), and kicks (place and drop). ● In purposive groups and in appropriate seating arrangements, guide learners to observe demonstration on passing skills in Rugby. ● In purposive groups, guide learners to practice the passes in Rugby. ● In purposive groups and in appropriate seating arrangements, guide learners to observe demonstration on kicking skills in Rugby. ● In purposive groups, guide learners to practice the drop and place kick techniques in rugby ● In small teams, guide learners to use the skills of passing and kicking to play a | How do you advance a ball in a game of Rugby? |

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| | | | <p>modified game in Rugby while observing rugby rules and safety.. Use whistles for learners who are hard of hearing and the flags for learners who are Deaf to indicate faults or a score.</p> | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: The learner communicates effectively by understanding and articulating the various types of passes in Rugby. ● Digital Literacy: The learner interacts with digital devices to observe virtual performances in Rugby, to enhance digital citizenship and appropriate use of technology. ● Creativity and Imagination: The learner devises creative ways of advancing the ball with passes to outsmart the opponents during play and creatively model a dummy clay trophy. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Integrity: The learner upholds a high standard of integrity by respecting the rules of the game and engaging in skill acquisition with honesty and transparency. ● Unity: The learner actively collaborates with teammates, emphasizing unity in executing passing drills to achieve collective skill acquisition. ● Responsibility: The learner adheres to safety guidelines and actively seeks opportunities to improve kicking skills. | | | | |
| <p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Health promotion issues: The learner enhances health and wellbeing while engaging in Rugby games to reduce the chances of lifestyle diseases. ● Life skills - The learner develops the skill of coping with emotion when they play a modified Rugby game safely. | | | | |
| <p>Link to other learning areas:</p> <ul style="list-style-type: none"> ● Integrated Science: Exploring the science behind different kicking techniques incorporates principles of force, motion, and anatomy. ● English: language skills are utilised when learners communicate and distinguish types of passes in Rugby, enhancing their ability to express ideas clearly. | | | | |

Suggested learning resources

- Rugby equipment: balls, goalposts, cones, etc.
- Rugby rules and strategies
- Videos of rugby matches and professional players
- Practical sessions for rugby skills and gameplay

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s): |
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| 2.0 Creating and Performing | 2.6 Multi Media Art (10 lessons) ● <i>Photography</i> | By the end of the Sub Strand, the learners should be able to: a) signs terms and concepts related to Multimedia Art photography b) identify different viewpoint in photography, c) take photographs of scenery in normal eye view, and bird's eye view, d) edit the photographs for presentation e) present photographs in slide show for appreciation, | <ul style="list-style-type: none"> ● Learner is guided to signs or fingerspell terms and concepts related to Multimedia Art photography such as <i>photograph, photography, viewpoint, scenery, birds eye view, worms eye view, normal eye view, edit, slide show, e- folder</i> ● In purposive groups with well-arranged seating arrangement in a semi- circle formation in a room with good lighting learners observe virtual and actual samples of photographs to analyse the bird's, normal and worm's viewpoints, ● In purposive groups learners are guided to explore and identify scenic point in the surrounding, ● Individually or in purposive pairing learners are guided to take photographs inspired by the environment focusing on; <i>varied scene and view points</i> | Which are the ethical issues to consider when photography? |

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| | | | <ul style="list-style-type: none"> ● Learner select and store the photographs in an e folder, ● Learner is guided to edit the photographs focusing on; <i>cropping, contrast/tone, captions,</i> ● Learners are guided to prepare a 3 -4 minutes' slide show focusing on; <i>arrangement of photographs, caption, transition, and sound.</i> ● In purposive groups learners who are hard of hearing fitted with hearing aids talk about their own and others in a just manner, while learners who are Deaf sign and fingerspell about their own and others in a just manner | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Effectively conveying ideas and narratives through visual storytelling in the form of a slide show presentation, ● Critical Thinking: learner evaluating and selecting the most compelling images, considering different viewpoints and perspectives, and making informed decisions during the editing process. | | | | |
| <p>Values: Respect: learner Respecting the skills and perspectives of others in the field of photography.</p> | | | | |

Pertinent and Contemporary Issues (PCIs):

- Ethical Considerations: Addressing contemporary issues related to ethical photography practices, including issues of consent, privacy, and cultural sensitivity, especially when capturing different viewpoints.
- Environmental Awareness: Considering and reflecting on the impact of photography on the environment, especially when photographing landscapes and natural scenes.

Link to other learning areas:

Social Studies: Understanding the geographical and environmental aspects of different viewpoints in landscape photography.

Suggested learning resources: Digital devices illustrations or charts with illustrations of view points

- Cameras or smartphones with photography capabilities
- Photography tutorials and techniques
- Examples of impactful photographic works
- Student projects capturing various aspects of creative arts and sports

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s): |
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| 2.0 Creating and Performing | 2.7 Descant Recorder (10 lessons) <ul style="list-style-type: none"> ● <i>Technique of pinching</i> ● Dynamics <i>crescendo and diminuendo,</i> | By the end of the Sub Strand, the learner should be able to: a) sign terms and concepts related to Descant Recorder playing Techniques and Dynamics b) identify the fingering of notes in the scale of F major, c) i) play the scale of F major from staff notation on a descant recorder, ii) play the scale of F major while observing the fingering chart, d) i) perform a solo piece in F major on a descant recorder, applying correct playing techniques,(HoH) | <ul style="list-style-type: none"> ● The learner is guided to sign words related to descant recorder playing techniques and dynamics such as <i>pinching technique, crescendo, diminuendo</i> among others while seated in an appropriate seating arrangement to support signing. ● In groups, learners read, and interpret fingering charts to play the notes of F major scale. ● In purposive groups, learners who are hard of hearing play the scale of F Major ascending and descending on staff notation, while the Deaf practise playing the scale of F major while observing the Baroque fingering chart. ● Learners who are hard of hearing, while fitted with hearing aids, play simple melodies in the scale of F major on staff notation, while the Deaf, in pairs, practise playing simple familiar melodies in the scale of F major while observing the Baroque fingering chart. ● Learners are guided to watch actual or virtual instrumental tutorials to demonstrate and explain techniques of pinching on a descant recorder. | How do we play a Descant Recorder using pinching technique? |

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| | | <p>ii) perform simple melodies in F major for familiarity, (Deaf)</p> <p>e) value playing music on the descant recorder.</p> | <ul style="list-style-type: none"> ● In purposive groups, learners explore actual or virtual demonstrations of playing techniques of descant recorder to explain performance directions for dynamics crescendo and diminuendo. ● Learners who are hard of hearing, fitted with hearing aids, play simple melodies in 4 4 time, and in F major observing performance directions for dynamics., while the Deaf_ ● In groups, learners use digital devices to record performances for future reference. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-Efficacy The learner confidently reads and interprets fingering charts as they play the notes of F major scale. ● Creativity and Imagination: The learner plays simple melodies in 4 4 time, and in F major observing performance directions for dynamics, | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: The learner acquires self-discipline as they use digital devices to record performances for future reference ● Social justice: The learner and peers share roles fairly in executing musical duties towards playing the descant recorder. | | | | |
| <p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Safety and security; learners observe safety as they clean and play instruments, ● Poverty eradication; learners learn different ways in which creative arts and sports can help with income generation. ● Self-awareness: learners are able to identify skills they are good at and connect them with their talents in instrumental playing. | | | | |
| <p>Link to other Learning areas:</p> <ul style="list-style-type: none"> ● Integrated Science: Understanding the science of sound production enhances the learner's comprehension of playing techniques, especially regarding the impact on the quality of sound. | | | | |

- Pre-technical and Business Studies: the learner acquires concepts and procedures for understanding technical aspects in assembling, playing, caring for and maintaining the Descant Recorder they play. .

Suggested learning resources

- Descant recorders for students
- Sheet music and recorder tutorials
- Videos featuring descant recorder performances with assistive technologies for the hearing impaired
- Group sessions for practising and performing descant recorder music
- Descant recorder fingering chart.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s): |
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| 2.0 Creating and Performing | 2.8 Play (12 lessons) <ul style="list-style-type: none"> ● <i>Writing a play</i> ● <i>Performing a play</i> | By the end of the Sub Strand, the learner should be able to; <ol style="list-style-type: none"> a) sign terms and concepts related to play writing and performing for effective communication, b) describe the format of a play script, c) create a one act play addressing a societal issue, d) act a role in a play performance, e) recognise play performance as a channel of addressing societal issues. | <ul style="list-style-type: none"> ● In purposive groups and while seated in appropriate seating arrangements, guide learners to observe, sign or fingerspell terms and concepts related to play writing and performance such as <i>title, playwright, characters, acts, scenes, plot, theme, setting, conflict, dialogue, stage, script, synopsis.</i> ● In groups, guide learners to read a sample play to identify the format of a script (<i>title, playwright, characters, acts, scenes, setting, stage directions and dialogue</i>), ● In purposive groups, guide learners to brainstorm an idea for a short play. ● In purposive groups, guide learners to create a short play script using the play elements (theme, characters, plot, setting, conflict, language). ● In purposive groups, guide learners to select relevant prop(s), costumes and music for the play performance. ● In purposive groups, guide learners to perform vocal and physical warm up | <ol style="list-style-type: none"> 1. How can a play performance be made believable to an audience? 2. Why is it important to decorate props to be used for performance? |

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| | | | <p>activities in preparation for play performance.</p> <ul style="list-style-type: none"> ● In purposive groups, guide learners to rehearse a role in the play (paying attention to use of voice, body, movement, space, use of props, music, and costume). ● In purposive groups, guide learners to perform a role in a play performance before an audience. ● In groups, guide learners to record experiences onto a journal. <p>Use voice projection for the learners who are hard of hearing , signs and fingerspelling for learners who are Deaf.</p> | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: The learner speaks or signs clearly during class discussions and when acting in a play. ● Creativity and Imagination: The learner applies inventive and artistic skills when decorating fabric using collage technique. ● Critical thinking and problem solving: The learner develops problem identification skills and conflict resolution mechanisms when creating and performing a play. ● Self-efficacy: The learner develops task management and execution skills in the course of rehearsing and performing a play and when decorating fabric using collage technique. ● Citizenship: The learner develops a sense of civic mindedness and social awareness in creating and performing plays which address societal concerns. ● Digital literacy: The learner interacts with digital devices when selecting and using music for the play performance. | | | | |
| <p>Values:</p> | | | | |

- Responsibility: The learner develops skills of self-drive, accountability and determination while decorating fabric, creating and performing a play.
- Social Justice: The learner fosters fairness and justice while working in groups and through creation of fictional works.
- Peace: The learner works in harmony with others during fabric decoration, rehearsal and performance sessions.
- Integrity: The learner is equipped with the value of honesty through the creation of own original works devoid of plagiarism.
- Unity: The learner develops works in pairs and groups when decorating fabric and producing a play.

Pertinent and Contemporary Issues (PCIs):

- Learner support programmes: The learner identifies and natures talent in acting or any other role in play performance.
- Life skills education: The learner gains self-esteem and assertiveness while decorating fabric and while performing on stage.
- Citizenship Education: The learner uses the play performance space to create awareness about societal issues.

Link to other Learning areas:

- English and Kiswahili: The learner takes part in class discussions using these languages as media for communication.
- Pre-technical Studies: The learner uses computer literacy skills to manipulate digital gadgets in play creation and performance.
- Religious Studies: The learner performs plays which advocates for social and moral values in society.

Suggested learning resources.

- Play books and collections
- Play-related resources and games
- Role-playing scenarios and activities
- Discussions on the importance of play in creative arts and sports
- Creative playwriting and performance exercises.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
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| <p>2.0 Creating and Performing</p> | <p>2.9 Basketball and Graphic Design (12 lessons)</p> <ul style="list-style-type: none"> ● <i>Logo and poster design</i> ● <i>Passing</i> ● <i>Dribbling</i> | <p>By the end of the Sub Strand, the learner should be able to;</p> <ol style="list-style-type: none"> a) sign terms and concepts related to basketball and graphic designs for effective communication, b) perform passes in basketball for skill acquisition, c) execute dribbling in basketball for skill acquisition, d) design logo for a basketball team, e) make a poster for a basketball event, f) appreciate each other's skills in Basketball games, logos and posters design. | <ul style="list-style-type: none"> ● In purposive groups and while seated in appropriate seating arrangements, guide learners to observe, sign or fingerspell terms and concepts related to basketball and graphic designs such as <i>basketball, passes, dribbling, logo, poster, layout, message.</i> ● In groups, guide learners to watch a live or virtual Basketball game and identify the <i>passing</i> and <i>dribbling</i> skills. ● In groups and in appropriate seating arrangements, guide learners to observe demonstrations on overhead, bounce and chest passes in Basketball. ● In purposive groups, guide learners to practise passing and dribbling skills while observing safety. ● In groups and in appropriate seating arrangements, guide learners to observe demonstrations on high and low dribbling in Basketball | <ol style="list-style-type: none"> 1. How can a poster be made an effective means of communicating? 2. Why is it important to combine passing and dribbling in Basketball? |

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| | | | <ul style="list-style-type: none"> ● In purposive groups, guide learners to practise high and low dribbling in Basketball while observing safety. ● In purposive groups, guide learners to research and examine actual or virtual samples of logo and a poster. ● In purposive groups, guide learners to design a logo for a basketball team, name/letter combination. ● In purposive groups, guide learners to apply the skills learnt in basketball in a mini basketball game observing rules of the game and teams displaying the team logos. ● In purposive groups, guide learners to design a poster announcing a basketball event (layout, colour, message and image) ● In groups, display the logo and posters around the basketball pitch for appreciation. ● Use voice projection for the learners who are hard of hearing , signs and fingerspelling for learners who are Deaf. ● Use whistles for learners who are hard of hearing and the flags for | |
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| | | | learners who are Deaf to indicate faults or a score. | |
| Core Competencies | | | | |
| <ul style="list-style-type: none"> ● Critical Thinking and Problem Solving: The learner assesses defensive strategies, anticipates opponents' moves, and adapts their dribbling techniques accordingly, showcasing critical thinking skills. ● Creativity and Imagination: The learner creates a team identification logo and design a poster announcing a basketball event ● Communication and collaboration: The learner communicates and shares ideas when practising different basketball passes. | | | | |
| Values | | | | |
| <ul style="list-style-type: none"> ● Unity: The learner values the contributions of each team member, recognizing that unity enhances overall team performance. ● Integrity: The learner exhibits integrity by following the rules and ethical guidelines of the game. They prioritise fair play and honesty during skill acquisition, ensuring that their progress aligns with principles of integrity. ● Responsibility: The learner ensures all tools and equipment used are stored well, and organises the class, room or field after making the dummy trophy.. | | | | |
| Pertinent and Contemporary Issues PCIS: | | | | |
| <ul style="list-style-type: none"> ● Health promotion issues: Learner gains physical fitness through games for prevention of lifestyle diseases. ● Safety and Security: Learners observe safety measures during mini games and handle sharp tools while trimming and fixing the placards. | | | | |
| Link to other learning areas | | | | |
| <ul style="list-style-type: none"> ● Agriculture and nutrition: Exploring colour combinations, natural dyes and their sources and understanding the properties of different fabrics during tie-dye connects to Home Science and Agriculture principles. ● Mathematics: Dribbling involves quick calculations of distances and angles. The learner applies mathematical concepts to determine the most efficient paths and angles during dribbling, reinforcing practical mathematical application. | | | | |
| Suggested learning resources. | | | | |
| <ul style="list-style-type: none"> ● Basketball equipment: balls, hoops, bibs, etc. ● Basketball rules and strategies ● Graphic design software and tutorials ● Student projects combining basketball themes with graphic design elements | | | | |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s): |
|------------------------------------|---|---|---|---|
| 2.0 Creating and Performing | 2.10 Contemporary Dance (10 lessons) <ul style="list-style-type: none"> ● <i>Performance technique: - controlled leg work, -floor work, -improvisation, -fall and recovery -movement and release,</i> | By the end of the sub strand, the learner should be able to: a) sign terms and concepts related to contemporary dance for inspiration, b) describe performing techniques used in contemporary dance, c) create a 3-5-minute contemporary dance routine, d) perform a 3-5-minute contemporary dance routine to an audience, e) appreciate the use of contemporary dance as a means for self-expression. | <ul style="list-style-type: none"> ● The learner is guided to sign or fingerspell terms and concepts related to contemporary dance such as: <i>performance technique, controlled leg work, floor work, improvisation, fall and recovery, movement and release,</i> while in an appropriate seating arrangement to support signing. ● Learners are guided to watch real or virtual contemporary dance performances to discuss performance techniques. ● In purposive groups, learners brainstorm an idea on a Pertinent and Contemporary issue in the local community for a dance story. ● In purposive groups, learners are guided to create milestones for the contemporary dance story. ● In groups, learners execute warm up exercises for body balance, stability and flexibility. | How can contemporary dance be made interesting? |

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| | | | <ul style="list-style-type: none"> • Learners are guided to select suitable contemporary dance techniques and styles (even from other genres such as African styles, jazz, modern, ballet) for the routine. • In groups, learners block dance movements and patterns for effective use of time, space, action and energy. • Learners who are hard of hearing select and use appropriate music (for example recorded music, songs, beatboxing, body percussion) for the dance routine, while the Deaf are guided to select percussion instruments with high sound intensity. • Learners are guided to select and use appropriate costumes, props and make-up for the routine. • In purposive groups use the decorated costume in a performance, where applicable, • In groups, learners rehearse the dance routine. • Learners perform a contemporary dance, in a troupe, to tell a story to an audience. | |
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Core Competencies to be developed:

- Self-efficacy: the learner boosts self-esteem, self-expression and mastery of concepts in dance creation.
- Digital literacy: the learner gains skills on the use of technological devices to create different visual and audio materials using appropriate ICT tools for dance creation.
- Communication and collaboration: the learner fluently communicates research findings and listens to narratives on pertinent issues in the society that can be addressed using contemporary dance. rehearses and performs the dance routine as a troupe.
- Creativity and imagination: the learner applies artistic and innovative abilities to decorate a costume using batik technique.

Values:

- Respect: the learner gains respect for others' opinions while creating and sharing on dance creation.
- Responsibility: the learner acquires self-discipline as when creating contemporary dance within the timeline given.
- Social justice: the learner gains appreciation for modern and contemporary dance styles from diverse cultures and historical periods.

Pertinent and Contemporary Issues (PCIs):

- Social Cohesion: the learner appreciates diversity by creating dances on national themes.
- Ethnic and racial relations: the learner is acquainted with diverse dance techniques in various ethnic and racial cultures that enables them nurture respect for varied cultures of the world.
- Health education: the learner gets insight into various thematic health concerns like, HIV/AIDS, alcohol and substance abuse, lifestyle diseases, personal hygiene, among others as they sketch storylines for contemporary dance performance.

Link to other Learning areas

- Social Studies: the learner gains interest and develops interest in issues in the society like good governance, child rights, human rights and responsibilities that relate to the subject.
- Pre-technical Studies: the learner uses ICT devices to research from the internet and watch contemporary dance performances.
- English or Kiswahili: the learner applies writing skills in scripting the dance story.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s): |
|------------------------------------|--|--|---|---|
| 2.0 Creating and Performing | 2.11 Indigenous Kenyan Crafts (10 lessons) <ul style="list-style-type: none"> ● <i>pottery</i> ● <i>weaving</i> | By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) sign terms and concepts related to Indigenous Kenyan Crafts pottery and weaving b) describe coil techniques in pottery, c) model a vessel using coil method, d) make a frame loom for weaving, e) make a fabric using 2/1 twill weaving technique, | <ul style="list-style-type: none"> ● In purposive groups and while seated in appropriate seating arrangements, guide learners to observe, sign or fingerspell terms and concepts related to sign terms and concepts related to Indigenous Kenyan Crafts, Pottery and weaving such as <i>coil techniques</i>, <i>2/1 twill weaving technique</i> ● In purposive groupings for instructional purposes in appropriate seating arrangements learners are guided to study display or pictures of pottery items from actual and virtual sources and analyse coil technique, | <ol style="list-style-type: none"> 1. Why is clay the preferred material for pottery? 2. How is a fabric woven? |

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| | | <p>f) display and critique own and others' woven articles.</p> | <ul style="list-style-type: none"> ● Learners are guided to source clay and prepare clay by removing impurities, drying, kneading and wedging, ● Learner is guided to make coils of uniform thickness, ● Learner is guided to join clay coils to form a vessel, ● learner is guided to smoothen the inside and outside of the vessel, ● Learners are guided to observe demonstrations and to decorate the slightly dry vessel by incising, dry under shade and advised to take note of safety measures. ● In purposive groups with clear instructions to consider safety learners collaboratively fire the completely dry vessel using an open pit kiln, ● In purposive groups with good seating position arrangement learners are guided to explore actual and virtual resources to study making a frame loom and 2/1 twill weaves, ● Learners are guided to observe demonstrations and collaboratively, make a wooden mitre joint frame loom, (equal spacing of nails). | |
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| | | | <ul style="list-style-type: none"> ● Learners are guided to secure the warps on the loom and interlace the wefts using 2/1 twill techniques to weave a fabric ● Learners display and talk or sign about own and peers' articles. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Creativity and Imagination: learner makes a fabric using 2/1 twill weaving technique, ● communication and collaboration: learner collaboratively fires the bone dry vessel using an open pit kiln. ● Self-efficacy: learner displays and talk about own and peers' articles. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Respect: the learner gains respect for others' opinions while creating and sharing on own and peers' articles. ● Responsibility: the learner acquires self-discipline as when making a wooden mitre joint frame loom. ● patriotism : the learner gains appreciation for Indigenous Kenyan Crafts through pottery items from actual and virtual sources and coil technique periods. | | | | |
| <p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Hygiene and safety: the learner fire the bone dry vessel using an open pit kiln. ● Environmental conservation: the learner sources clay and prepares clay. | | | | |
| <p>Link to other Learning areas</p> <p>Agriculture and nutrition : learner sources clay thus understanding types of soils .</p> | | | | |
| <p>Suggested learning resources: Pottery materials: clay, wheel, glazes, etc.</p> <ul style="list-style-type: none"> ● Tutorials on traditional Kenyan pottery techniques ● Examples of Kenyan pottery designs ● Student projects creating their pottery pieces ● Frame loom, fire, siever, kneading board. weaving materials and laces | | | | |

OPTIONAL SUB STRANDS

The learner **MUST** cover at least **ONE** of these areas:

1. Swimming
2. Kenyan Indigenous Games

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s): |
|------------------------------------|--|---|---|---|
| 2.0 Creating and Performing | 2.12.1 Swimming (10 lessons) (Optional) <ul style="list-style-type: none"> ● <i>Standing dive</i> ● <i>Butterfly stroke</i> | By the end of the Sub Strand, the learner should be able to; a) sign terms and concepts related to Swimming Dives and Strokes for effective communication, b) describe the body position in standing dive | <ul style="list-style-type: none"> ● In purposive groups and while seated in appropriate seating arrangements, guide learners to observe, sign or fingerspell terms and concepts related to swimming Dives and strokes such as <i>standing dive, butterfly stroke, floaters</i>. ● In groups, guide learners to watch a live or virtual demonstration to identify standing dive and butterfly stroke. ● In groups and in appropriate seating arrangements, guide learners to observe | <ol style="list-style-type: none"> 1. How can swimming skills be performed safely? 2. Why is synchrony important in butterfly stroke? |

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| | | <p>and butterfly stroke in swimming,</p> <p>c) perform a standing dive in swimming</p> <p>d) perform butterfly stroke in swimming for skill acquisition,</p> <p>e) appreciate swimming as a life skill.</p> | <p>demonstrations on the phases of standing dive.</p> <ul style="list-style-type: none"> ● In purposive groups, guide learners to practise standing dive while observing the rules, safety and coordination.. ● In groups and in appropriate seating arrangements, guide learners to observe demonstrations on the phases of butterfly stroke. ● In purposive groups, guide learners to practise the butterfly stroke while observing rules, safety and coordination ● In purposive groups, guide learners to practice, a combination of standing dive and butterfly stroke.. ● In groups, guide learners to display swimming skills as they critique and give feedback. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy- Learners develop confidence through mastery and performing skills in swimming. ● Learn to learn- Expose learners to research and inquiry in swimming skills. ● Communication and collaboration: Learners work in groups to practise different skills in swimming. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Unity-Working in teams as they play during swimming. ● Responsibility-Handling the swimming equipment with care and keeping them well after use. | | | | |

- Respect: Taking turns to demonstrate skills in swimming.

Pertinent and Contemporary Issues (PCIs):

- Lifestyle diseases: Physical fitness is attained during swimming for health wellness.
- Safety and security: Learners wear suitable swimming clothes and ensure that the pool area is safe.
- Self-awareness: Learners are able to identify suitable skills and apply them in swimming.

Link to other learning areas:

- Agriculture and Nutrition: Use of water for swimming and learning survival skills during swimming activities raises awareness of water conservation, connecting the learning outcomes to agricultural concepts related to resource management.
- English and Kiswahili: The learner enhances language skills as they describe body positions in swimming in both English and Kiswahili.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|------------------------------------|--|--|---|--|
| 2.0 Creating and Performing | 2.12.2 Kenyan indigenous games Board games (Optional) (10 lessons) | By the end of the Sub Strand, the learner should be able to: a) sign terms and concepts related to Kenyan indigenous games, Board games b) identify types of indigenous board games played in Kenya, | <ul style="list-style-type: none"> ● Learner is guided to sign or fingerspell terms and concepts related to to Kenyan indigenous games, Board games ● in purposive groups in a quiet space well arranged seating learners are guided to watch a virtual or live demonstration of indigenous board games to identify the skills observed in the games, | <ol style="list-style-type: none"> 1. How does indigenous board games enhance mental relaxation? 2. Why are board games considered an indigenous game? |

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| | | <p>c) perform different indigenous board games for skill acquisition</p> <p>d) perform indigenous board games to background music for enjoyment</p> <p>e) appreciate the role played by indigenous board games for mental health</p> | <ul style="list-style-type: none"> ● In purposive pairing or groupings learners are guided to observe and demonstrate indigenous board game skills while observing safety, ● Learners practice skills in different indigenous board games while observing safety ● In purposive groups learners who are hard of hearing fitted with hearing aids play games in a quiet open space using different indigenous board games accompanied with background musical rhythm, while learners who are Deaf arranged in a semi- circle formation in a well lit, quiet open space using different indigenous board games accompanied with visual cues of musical instruments for Rhythm on the foreground, | |
| <p>Core competency to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: the learner works with others in indigenous board games. ● Learning to learn: the learner acquires and masters skills in indigenous board games. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: the learner takes on different roles during indigenous board games. ● Unity: the learner works with others in indigenous board games | | | | |

Pertinent and Contemporary Issues (PCIs):

- Safety: the learner observes safety rules when playing indigenous board games.
- Health and Fitness: the learner improves fitness through indigenous board games for a healthy lifestyle.

Link to other learning areas:

- Mathematics: the learner keeps counting during indigenous board games.

Suggested learning resources: Traditional Kenyan game materials for tagging

- Rules and instructions for the game
- Examples of traditional Kenyan tagging games
- Group sessions for playing and learning the game
- Hearing aids, Musical instrument, Flags, whiskers, drums,

Assessment Rubric for Creating and Performing in Creative Arts and Sport

| Level Indicator | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|--|---|---|---|---|
| Ability to describe creating and performing features in Creative Arts and Sports. contemporary dance techniques (<i>leg work, versatility, fall, recovery, and release</i>), <i>elements of a play character, plot, theme, conflict, resolution, language</i> | Describes all 10 aspects of creating and performing in Creative Arts and Sports accurately citing relevant illustrations. | Describes all 10 aspects of creating and performing in Creative Arts and Sports accurately. | Describes 5-9 aspects of creating and performing in Creative Arts and Sports leaving out minor details. | Describes 4 or less aspects of creating and performing in Creative Arts and Sports leaving out major details. |
| Ability to create items in Creative | Creates the 10 items in | Creates the 10 items in | Creates 5-9 items in | Creates 4 or less |

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| <p>Arts and Sports: <i>(rhythm, melody, mosaic, modelling a dummy trophy, book jacket, logo on a placard, play, traditional flipbook animation, contemporary dance routine, batik, drawing a scenery composition, model a vessel, make a frame loome, make a fabric using twill weaving technique.</i></p> | <p>Creative Arts and Sports creatively.</p> | <p>Creative Arts and Sports.</p> | <p>Creative Arts and Sports.</p> | <p>items in Creative Arts and Sports.</p> |
| <p>Ability to perform skills in Creative Arts and Sports: <i>rhythm creation and notation, triple jump (hop, step and jump), long distance running (start, arm action, pacing, stride and breathing), melody writing, passes in rugby (spin , pop and basic), kicks in rugby (place and drop), descant recorder playing, passes in basketball (overhead, bounce and chest), dribbling in basketball, (high and low), performing a play, skills in contemporary dance, take photographs of scenery, edit photographs, swimming/board</i></p> | <p>Performs the 24 skills in Creative Arts and Sports skilfully and/or creatively.</p> | <p>Performs the 24 items in Creative Arts and Sports Correctly and/or accurately</p> | <p>Performs 12-24 items in Creative Arts and Sports with minor flaws and/or inconsistencies.</p> | <p>Performs 11 or less items in Creative Arts and Sports with flaws and/or inconsistencies.</p> |

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| <i>games</i> | | | | |
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STRAND 3.0: APPRECIATION IN CREATIVE ARTS AND SPORTS

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s): |
|--|--|--|--|---|
| <p>3.0 Appreciation in Creative Arts and Sports</p> | <p>3.1 Analysis of Creative Arts and Sports (8 lessons)</p> <ul style="list-style-type: none"> ● <i>Analyse Key: C major/ G major/ F major</i> ● <i>Media</i> ● <i>Time signature, 2, 4 3, 4 4 4</i> ● <i>Performance directions- repeat and dynamics</i> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) sign terms and concepts related to analysis of creative arts and sports for appreciation, b) examine the criteria for analysing Creative Arts and Sports, c) analyse a play performance, d) analyse skills in rugby, e) analyse a solo vocal piece of music, f) analyse a contemporary dance performance, g) evaluate an exhibition with both 2D and 3D artworks, h) appreciate the role of analysis in adding | <ul style="list-style-type: none"> ● The learner is guided to sign terms and concepts or fingerspell in analysis of creative arts and sports such as: <i>criteria, time signature, 2D artwork, 3D artwork, media, dynamics in music performance</i> directions, while seated in a seating arrangement that is appropriate for signing. ● In purposive groups, learners brainstorm to interpret criteria for evaluating different categories of Creative Arts and Sports (rugby, contemporary dance and 2D and 3D art exhibition). ● Learners watch, listen to, read or observe selected Creative Arts and Sports performances for analysis. ● In groups, learners analyse a given play performance to evaluate theme, setting, conflict, resolution, use of voice, use of body movement, internalisation, audience involvement, props, costume, overall impression | <ol style="list-style-type: none"> 1. Why is analysis an important skill in Creative Arts and Sports? 2. How can analysis of creative arts and sports enhance creativity? |

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| | | <p>value to Creative Arts and Sports,</p> <p>i) embrace ethical issues in Creative Arts and Sports.</p> | <ul style="list-style-type: none"> ● Learners who are hard of hearing listen to and analyse a solo vocal piece of music, while the Deaf are paired with the hard of hearing to analyse vocal pieces. ● Learners analyse a given game of rugby paying attention to: <i>passes (pop, spin and basic) and kicking (drop and place kick),</i> ● Learners analyse a given contemporary dance routine to evaluate the following: story, technique, movement, music, costume and props. ● Learners analyse an exhibition with both 2D and 3D artworks for self-reflection while paying attention to: (organisation of the work <i>balance, proportion, dominance</i>), -subject matter (what is happening - <i>topic</i>), theme - what is the artist saying), Judgement: Evaluating the exhibited artworks. ● In purposive groups, learners discuss ethical issues in Creative Arts, ● Learners discuss ethical issues in Sports (Anti-doping overview). | |
| <p>Core competencies to be developed:</p> | | | | |

- **Self-Efficacy:** the learner gains confidence in their ability to evaluate and appreciate diverse forms of artistic expression as they apply their knowledge and skills to assess the artistic merits of visual representations in these arts.
- **Citizenship:** the learner exhibits cultural citizenship by exploring and understanding the cultural context and significance of the folk song.
- **Learning to Learn:** demonstrated as the learner adapts to new information, seeks further knowledge, and refines their evaluation skills throughout the process of evaluating Creative Arts and Sports.

Values

- **Unity:** Through collaborative efforts in understanding diverse perspectives, the learner contributes to a sense of unity within the learning community.
- **Patriotism:** The learner showcases patriotism by exploring and celebrating the cultural richness embedded in a Kenyan folk song, contributing to the preservation and appreciation of local heritage.
- **Integrity:** The learner approaches the evaluation task with integrity, ensuring honest and principled assessments that contribute to the ethical critique of artistic expression.

Pertinent and Contemporary Issues (PCIs):

- **Life Skills:** the learner develops analytical and creative thinking as they discuss and critique the Creative Arts and Sports areas.
- **Learner Support Programmes:** the learner exercises fair play as they critique and give honest opinions respectfully of their own and other's displayed disciplines.

Link to other learning areas:

- **English and Kiswahili:** language skills are essential in articulating and expressing thoughts when examining and discussing criteria for creative arts and sports evaluation.
- **Social Studies:** perspectives can be applied to understand the historical, cultural, and societal context of the folk song and its significance within the community.

Suggested learning resources

- Critical analysis tools and frameworks
- Worksheets for analysing artistic and sports performances
- Class discussions and debates on the cultural and social aspects

- Research projects exploring the impact of creative arts and sports in Kenya

Assessment Rubric for Appreciation in Creative Arts and Sports

| Level Indicator | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|--|---|---|--|
| Ability to examine the criteria for evaluating Creative Arts and Sports. <i>(Rugby, mosaic artwork, solo vocal music, contemporary dance)</i> | Examines the criteria for evaluating the 5 areas in Creative Arts and Sports in areas depth. | Examines the criteria for evaluating the 5 areas in Creative Arts and Sports correctly. | Examines the criteria for evaluating 3-4 areas in Creative Arts and Sports. | Examines the criteria for evaluating 2 or less areas in Creative Arts and Sports |
| Ability to analyse performances or pieces in Creative Arts and Sports, <i>(solo vocal music, game of rugby, mosaic artwork (organisation of the work, subject matter, theme), modelling of dummy trophy (organisation of the work, subject matter, theme), contemporary dance)</i> | Analyses all the 6 performances or pieces in Creative Arts and Sports critically. | Analyses all the 6 performances or pieces in Creative Arts and Sports. | Analyses 3 to 5 performances or pieces in Creative Arts and Sports. | Analyses less than 2 or less performances or pieces in Creative Arts and Sports. |

APPENDIX I: GUIDELINES FOR INTEGRATING COMMUNITY SERVICE-LEARNING (CSL) PROJECT

Introduction

In Grade 9, learners will undertake an integrated Community Service Learning (CSL) project of choice from a single or combined subject. The CSL project will enable the learner to apply knowledge and skills from other subjects to address a problem in the community. The implementation of the integrated CSL project will take a Whole School Approach, where all members of the school community including teachers, school administration, parents/guardians/ local community and support staff. It will be a collaborative effort where the teacher of Social Studies coordinates and works with other subject teachers to design and implement the integrated CSL project. The teachers will select a theme drawn from different Learning Areas and the broader categories of Pertinent and Contemporary Issues (PCIs) for the CSL project. It should also provide an opportunity for development of core competencies and nurturing of values. Learners will undertake a **variety of** integrated CSL group projects in teams of following a 6-step milestone approach as follows:

| Milestone | Description |
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| Milestone 1 | Problem Identification Learners study their community to understand the challenges faced and their effects on community members. Some of the challenges in the community can be: <ul style="list-style-type: none">• Environmental degradation• Lifestyle diseases, Communicable and non-communicable diseases• Poverty• Violence and conflicts in the community• Food security issues |
| Milestone 2 | Designing a solution |

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| | Learners create an intervention to address the challenge identified. |
| Milestone 3 | Planning for the Project Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution |
| Milestone 4 | Implementation The learners execute the project and keep evidence of work done. |
| Milestone 5 | Showcasing /Exhibition and Report Writing Exhibitions involve showcasing learners’ project items to the community and reflecting on the feedback Learners write a report detailing their project activities and learnings from feedback |
| Milestone 6 | Reflection Learners review all project work to learn from the challenges faced. They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts. |

NOTE: The milestones will be staggered across the 3 terms of the academic calendar.

ASSESSMENT OF CSL INTEGRATED PROJECT

Assessment for the integrated CSL group projects will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL group projects. They will focus on 3 components namely: skills from various learning areas applied in carrying out the projects, core competencies developed and values nurtured.

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

| STRAND | SUB STRAND | SUGGESTED ASSESSMENT RESOURCES | SUGGESTED ASSESSMENT METHODS | NON-FORMAL ACTIVITIES |
|---|--|---|--|--|
| <p>1.0 Foundations of Creative Arts and Sports</p> | <p>1.1. Careers In Creative Arts And Sports</p> | <ul style="list-style-type: none"> ● Manilla paper ● Colours ● ICT devices ● cutting tools ● found/recycled materials ● Textbooks on the history and significance of creative arts and sports ● Videos showcasing the evolution and cultural importance of creative arts and sports in Kenya ● Guest speakers, such as local artists and athletes, for interactive sessions ● Field trips to museums, art galleries, and sports facilities | <ul style="list-style-type: none"> ● Portfolio Assessment: Compilation of individual and group work. ● Individual Reflections and Self-Assessment: Personal understanding and growth. ● Group Presentation and Panel Discussion: Comprehensive understanding and ability to articulate concepts. | <ul style="list-style-type: none"> ● Field visits - visiting Cultural, Art, Music centres and performing theatres, to learn folk songs, folk dances, musical instruments, verses, skits and narrative, Art work. Attend live performances for basic analysis. ● Apprenticeship - |

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| | <p>1.2. Components Of Creative Arts And Sports</p> | <ul style="list-style-type: none"> ● Found materials ● Sample pictures ● Videos ● Keyboard ● Open field ● Charts and diagrams illustrating the various components ● Online articles explaining the role of each component in creative arts and sports ● Hands-on activities to engage students in experiencing different components ● Collaborative projects where students can explore and showcase their talents in creative arts and sports | <ul style="list-style-type: none"> ● Interactive Classroom Display Walkthrough: Application of knowledge in a real-world context. ● Individual Written test: Mastery of theoretical concepts. ● Peer Review and Feedback: Collaboration, communication, and constructive feedback. ● Practical Demonstrations: Application of skills in physical activities. ● Observation Checklist: Coordination, teamwork, and engagement. ● Creative Expression Assessment: Expression of creativity in arts and performance. | <p>connections with artists, athletes and sportsmen in the community, learning from the example of older people or instrumentalists in all disciplines of Performing Arts, Visual Arts and Sports.</p> <ul style="list-style-type: none"> ● Concerts – Participating in and attending music or drama concerts within the school and its environs. ● Project work – The learners will be guided to consider the various PCIs provided in the subjects in Grade 7 and choose one suitable to their |
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| | | | <ul style="list-style-type: none"> ● Final Project Evaluation Rubric: Holistic assessment. | <p>context and reality.</p> <ul style="list-style-type: none"> ● Music, Art, Sports and Drama clubs - participating in Music, Art, Sports and Drama club activities within the school ● Sports Mini Tournaments: Hosting a mini tournament where learners form teams and compete in friendly matches. learners can learn and practise the basics, engage in skill-building drills, developing sportsmanship, teamwork, and fair play. ● Creative Arts |
| 2.0 Creating and Performing in Creative Arts and Sports | 2.1 Picture Making | <ul style="list-style-type: none"> ● Art supplies: drawing paper, pencils, colored pencils, paints, etc. ● Art tutorials and demonstrations ● Examples of famous paintings and artists ● Classroom exhibitions of students' artwork | | |
| | 2.2. Rhythm | <ul style="list-style-type: none"> ● Instructional Videos ● Interactive Worksheets ● Notation Software Tutorials ● Interactive Notation Apps ● Printable Rhythm Worksheets ● Improvisation Guides ● Improvisation Exercises <p>Music Games</p> | | |
| | 2.3 Athletics And Mosaic | <ul style="list-style-type: none"> ● Athletic equipment: cones, hurdles, shot puts, etc. ● Space for running and field activities ● Mosaic creation materials: tiles, glue, backing material ● Videos demonstrating athletic techniques and mosaic creation | | |

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| | | <ul style="list-style-type: none"> ● Outdoor activities promoting physical fitness and mosaic creation | | <p>Exhibition: Plan a creative arts exhibition where learners showcase their artistic talents. This can include displaying paintings, drawings, sculptures, and other visual arts creations. Incorporate a small stage for musical performances and dance displays.</p> <ul style="list-style-type: none"> ● School assembly |
| | 2.4. Melody | <ul style="list-style-type: none"> ● Musical instruments: keyboards, guitars, etc. ● Sheet music and musical notation resources ● Listening sessions featuring different melodies and genres ● Group singing and composition exercises | | |
| | 2.5 Rugby | <ul style="list-style-type: none"> ● Rugby equipment: balls, goalposts, cones, etc. ● Rugby rules and strategies ● Videos of rugby matches and professional players ● Practical sessions for rugby skills and gameplay | | |

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| | 2.6 Multimedia | <ul style="list-style-type: none"> ● Cameras or smartphones with photography capabilities ● Photography tutorials and techniques ● Examples of impactful photographic works ● Student projects capturing various aspects of creative arts and sports | | <p>activities – performing, watching or listening to performances during school assemblies.</p> <ul style="list-style-type: none"> ● School events: performing during events such as parents, prize giving, career and sports day among others. ● Scout/Girl guide activities - participating in the school band by playing musical instruments. ● Performing troupes or ensembles- Learner form small groups for performance. ● Festivals/Inter - |
| | 2.7 Descant Recorder | <ul style="list-style-type: none"> ● Descant recorders for students ● Sheet music and recorder tutorials ● Videos featuring descant recorder performances ● Group sessions for practicing and performing descant recorder music | | |
| | 2.8 Play | <ul style="list-style-type: none"> ● Play books and collections ● Play-related resources and games ● Role-playing scenarios and activities ● Discussions on the importance of play in creative arts and sports ● Creative playwriting and performance exercises | | |
| | 2.9. Basketball And Graphic Design | <ul style="list-style-type: none"> ● Basketball equipment: balls, hoops, bibs, etc. ● Basketball rules and strategies ● Graphic design software and tutorials | | |

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| | | <ul style="list-style-type: none"> ● Student projects combining basketball themes with graphic design elements | | <p>house/class competitions- performing and learning from art, music, dance, theatre and sports competitions held in and out of school.</p> <ul style="list-style-type: none"> ● Participating during Cultural day/week- learners acquire skills, knowledge and attitude that enhances awareness on how Creative Arts and Sports address social issues. ● |
| | 2.10 Contemporary Dance | <ul style="list-style-type: none"> ● Dance studio or open space for dance activities ● Dance tutorials and choreography sessions ● Videos showcasing contemporary dance performances ● Student-led dance performances and projects | | |
| | 2.11 Indigenous Kenyan Craft | <ul style="list-style-type: none"> ● Pottery materials: clay, wheel, glazes, etc. ● Tutorials on traditional Kenyan pottery techniques ● Examples of Kenyan pottery designs ● Student projects creating their pottery pieces | | |
| OPTIONAL (Do One) Either Swimming Or Kenyan Indigenous | 2.12.1 Swimming (Optional) | <ul style="list-style-type: none"> ● Swimming pool access and safety measures ● Swimming instructors or lifeguards ● Swim gear: swimsuits, goggles, etc. ● Swimming lessons and practice sessions | | |

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| Game | 2.12.2 Kenyan Indigenous Games (Optional) | <ul style="list-style-type: none"> ● Traditional Kenyan game materials for tagging ● Rules and instructions for the game ● Examples of traditional Kenyan tagging games ● Group sessions for playing and learning the game | | |
| 3.0 Appreciation in Creative Arts and Sports | 3.1 Analysis Of Creative Arts And Sports | <ul style="list-style-type: none"> ● Critical analysis tools and frameworks ● Worksheets for analyzing artistic and sports performances ● Class discussions and debates on the cultural and social aspects ● Research projects exploring the impact of creative arts and sports in Kenya | 3.0 Appreciation in Creative Arts and Sports <ul style="list-style-type: none"> ● Criteria Interpretation ● Brainstorming Session: Ability to interpret and discuss criteria for evaluating different categories. Assess their understanding and ability to articulate evaluation criteria. ● Performance Analysis: Reflective analysis of selected Creative Arts and Sports performances. (Folksong, Football game, Storytelling performances) ● Painting Evaluation: Evaluation of visual | |

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| | | | <p>artworks. Assess their ability to evaluate the organisation of the work (balance, proportion, dominance), subject matter, theme, and overall judgement of the artwork.</p> <ul style="list-style-type: none"> ● Group Analysis and Presentation: Collaborative analysis and presentation skills. Assess their collaborative skills and the depth of their understanding. ● Critical Judgement Essays: Critical analysis and judgement in written form providing critical judgement on specific Creative Arts and Sports categories. <p>Peer Review and Feedback:</p> | |
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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 | |
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| | Methods | Suggested Adaptations |
| • | • Written assessment | <ul style="list-style-type: none"> • Accompany written tasks with illustrations. • Use short and clear instructions with bolded key concepts. • Adjustment of time according to individual needs • Ensure there is good lighting • Appropriate seating arrangements |
| • 2. | • Oral or Aural assessment | <ul style="list-style-type: none"> • Use of hearing aids for amplification • Use of sign language • Provision of sign language interpreter • Use of Total Communication • Use of captions and animations • Provision of conducive environment (noise control) • Writing • Appropriate seating arrangements |
| • 3. | • Portfolio | <ul style="list-style-type: none"> • Use of E-Portfolio • Provision of support • Use of assistive technology • Adjustment of time according to individual needs • Description of how to carry out a practical activity while being audio/video recorded • Appropriate seating arrangements |
| • 4. | • Practical assessment/ Experiments | <ul style="list-style-type: none"> • Provision of communication support • Provision of Adapted resources (learner specific) |

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| | | <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 • Appropriate seating arrangements • Environmental adaptation • Use of demonstrations • Short and clear instructions • Provision of interpretation services |
| <ul style="list-style-type: none"> • 5. | <ul style="list-style-type: none"> • Project | <ul style="list-style-type: none"> • Provision of communication support • Provision of Adapted resources (learner specific) • Description of how to carry out a practical activity while being audio/video recorded • Adjustment of time according to individual needs • Environmental adaptation • Provision of interpretation services |