



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

STAGE BASED PATHWAY

MUSIC AND MOVEMENT CURRICULUM DESIGN

FOR LEARNERS WITH SPECIAL NEEDS

PREVOCATIONAL LEVEL



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Foundation, Intermediate and Prevocational 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 Prevocational Level curriculum designs have been reviewed to enable implementation of the Competency Based Curriculum for learners with special needs who follow the Stage Based education pathway. The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas 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, suggested learning resources and assessment checklist and rubric for rating the learner's performance.

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. Prevocational is the third level of the Stage Based education pathway for learners with special needs in the reformed education structure. Vocational Level marks the end of basic education as provided for in the Basic Education Act, 2013.

The reviewed Prevocational level curriculum furthers implementation of the CBC from Intermediate Level. The curriculum provides a **variety of** opportunities for identification and nurturing of learner's potentials and talents in preparation for life and the world of work. 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 Prevocational Level curriculum designs are intended to enhance the learner's 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, an assessment checklist and a rating guide for the learner's performance. It is expected that the designs will guide teachers to effectively facilitate the learner to attain the expected learning outcomes for the Prevocational Level and prepare them for smooth transition to the Vocational Level. Furthermore, it is my hope that teachers will use the curriculum designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS

PRINCIPAL SECRETARY

STATE DEPARTMENT FOR BASIC EDUCATION

MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop, adapt and review curricula and curriculum support materials for basic and tertiary education and training for learners with special needs. 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 (KICD, 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 Intermediate Level curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. 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 of the Prevocational Level curriculum designs. 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 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 Prevocational Level and preparation of learners for transition to Vocational Level.

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

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

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

- 4. Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
- 5. Promote social equity and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
- 6. Promote respect for and development of Kenya's rich and varied cultures.**
Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
- 7. Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
- 8. Promote positive attitudes towards good health and environmental protection.**
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

INTRODUCTION

The Stage Based pathway for learners with Special Needs is organised in four levels namely; Foundation, Intermediate, Prevocational and Vocational levels as outlined in the Basic Education Curriculum Framework (KICD, 2017). The Prevocational Level curriculum designs have been developed for the following categories of learners with special needs; learners with Intellectual Disability, Deafblindness, Severe Autism, Severe Cerebral Palsy and Multiple Disabilities.

The Prevocational Level curriculum covers the following learning areas:

1. Prevocational Skills
2. Communication and Functional Literacy Skills
3. Daily Living Skills and Nutrition
4. Physical Education
5. Music and Movement
6. Social Studies
7. Religious Education (CRE, HRE & IRE)

Learners at Prevocational Level will also undertake an integrated Community Service Learning (CSL) activity whose goal is to provide linkage between concepts or skills learnt in the various Learning Areas. CSL is hosted in the Prevocational Skills learning area. The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents or caregivers or guardians, school administration, teachers).

Learners will stay for period of at least 4 years at Prevocational Level to enable them acquire competencies for progression to the Vocational Level. Progression to the Vocational Level will be informed by feedback from classroom assessment, school-based assessment and the summative assessment reports. Assessment at Prevocational level will be differentiated to identify the learner's ability and interest in a specific skill area to facilitate placement at Vocational Level. A learner at Prevocational Level **MUST** have at least **TWO** School Based Assessment (SBA) scores uploaded to the KNEC CBA portal to be registered to undertake Kenya Prevocational Level Education Assessment (KPLEA).

LESSON ALLOCATION AT PREVOCATIONAL LEVEL

Learning is individualised for learners with special needs and therefore, time allocation is dependent on completion and mastery of specific tasks. The suggested time of 35 minutes per lesson is a guide.

	Learning Area	Number of Lessons Per Week
1.	Prevocational Skills	18
2.	Communication and Functional Literacy Skills	4
3.	Daily Living Skills and Nutrition	4
4.	Physical Education	5
5.	Religious Education (CRE/IRE/HRE)	2
6.	Music and Movement	2
7.	Social Studies	4
	Pastoral Programme Instruction	1
	Total	40

LEVEL LEARNING OUTCOMES

By the end of the Prevocational Level, the learner should be able to :

- a) utilize basic creative art skills in production of functional and aesthetic items,
- b) transform raw materials into functional and aesthetic form for income generation,
- c) develop suitable work related skills and values necessary for the job market and service industry,
- d) use varied media of communication to express needs, wants and emotions,
- e) utilize environmental resources efficiently for sustainability and problem solving,
- f) apply health practices for personal wellness and healthy living,
- g) use relevant technology to enhance learning and develop creativity,
- h) perform activities that promote physical fitness and rehabilitation for healthy living,
- i) participate in various socio-economic activities for individual and community development,
- j) utilize safely varied materials, tools and equipment in production of articles of aesthetic and functional value,
- k) appreciate the use of raw materials in production of functional items for economic development.

ESSENCE STATEMENT

Music and movement as a learning area is the use of a range of sensory modalities to support learning in a fun and engaging manner. It entails organized sound, rhythms and movements that give meaning. Music is a practical and creative endeavor offering opportunities to develop new skills while drawing from previous experiences. Music offers learners enjoyable, purposeful, and therapeutic experiences through singing, playing instruments and creating musical movements. These experiences provide opportunities for acquisition of transferable skills useful in other learning areas and contexts in life. Dewey's Social Constructivism Theory supports this learning area asserting that learning should be experiential, participatory and arise from the learner's interest. This learning area is supported by the stage development theory as espoused by Jean Piaget reviewed by Wadsworth.

For learners with disabilities, music is a fulfilling form of expression that is used as a tool to help them develop confidence and improve their learning. It also helps them to overcome behavioural and neurological challenges and cultivate a variety of life skills. At the prevocational level, learning music will promote the transmission of diverse cultural knowledge and expressions in both formal and non-formal settings in education. Music and movement will also provide learners' opportunities to identify and develop their talents and the related career opportunities and thus, resonates with the CBC mission of nurturing every learner's potential. The content in the design is presented in a simple and clear language to enable the teacher to transmit knowledge, attitudes and values to facilitate skill development with ease.

GENERAL LEARNING OUTCOMES

By the end of the prevocational level, the learner should be able to:

1. sing different types of songs to promote diverse cultural knowledge and experiences,
2. perform dances for enjoyment, therapeutic experiences and appreciate different cultural backgrounds,
3. play musical instruments for individual development, self-fulfillment and enjoyment,
4. use locally available materials to make simple musical instruments, costumes, ornaments and props for use in performance,
5. create rhythmic accompaniment for familiar songs using body and percussion instrument,
6. address pertinent and contemporary issues in society through music and movement activities,
7. use relevant technology to enhance learning and develop creativity in music and movement.

SUMMARY OF STRANDS AND SUB STRANDS

S/No.	STRAND	SUB STRAND
1.0	Performing	1.1 Songs
		1.2 Traditional dances.
		1.3 Traditional costumes, ornaments and props
2.0	Musical instruments	2.1 Making musical instruments
		2.2 Play musical instruments
3.0	Rhythm	3.1 Creating rhythm.
		3.2 Accompanying rhythms with songs.

1.0: PERFORMING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Performing	1.1 Songs <ul style="list-style-type: none"> • <i>Folk songs</i> • <i>Topical songs</i> • <i>Patriotic songs</i> • <i>Sacred songs</i> 	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify different types of songs performed in different settings, b) perform different type of songs for therapeutic experiences, c) enjoy singing different types of songs for enjoyment. 	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of video clips of people performing different types of songs such as folk songs, topical songs, patriotic songs and sacred songs and talk about different occasions when these songs are performed, • listen to or observe signed or tactually signed topical songs, patriotic songs and sacred songs and talk about the messages in the songs, • participate in demonstrations on how to perform folk songs, topical songs, patriotic songs and sacred songs. • practise performing different types of songs for different occasions (folk, topical, patriotic and sacred), • perform folk songs, topical songs, patriotic songs and sacred songs during school events or music festivals. 	Why should we participate in performing different types of songs?
Core competencies to be developed: <ul style="list-style-type: none"> • Communication and collaboration: as learners sing or sign sing or tactual sign sing different types of songs in pairs or purposive groups. • Self-efficacy: as learners sing or sign sing or tactually sign sing different types of songs. 				
Values: Patriotism is nurtured through discussing the words and performing the Kenya National Anthem.				
Pertinent and contemporary issues (PCIs): Social cohesion is enhanced as learners sing or sign sing and appreciate different songs drawn from different cultural backgrounds.				

Self-esteem is developed as learners perform various songs with success.
Link to other Learning Areas: The learner is able to relate the skills used in singing sacred songs to singing religious songs in Religious Education.
Suggested Learning Resources: Video clips, pictures, Learner Support Assistants, digital devices with assistive technologies.

Suggested Assessment Guides

1. Assessment checklist

Learner's Name _____

S/No.	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not demonstrated	
1.	Ability to perform different types of songs	i. Performing folk songs			
		ii. Performing topical songs			
		iii. Performing patriotic songs			
		iv. Performing sacred songs			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating Guide for the Learner's Performance.

The learner's competencies will be rated using the scoring guide below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform different types of songs.	The learner performs 4 different types of songs.	The learner performs 3 different types of songs.	The learner performs 2 different types of songs.	The learner performs 1 type of song or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Performing	1.2 Traditional dances	<p>By the end of sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify traditional dances performed by different communities, b) make a simple music costume for a selected traditional dance, c) perform traditional dance for preservation of cultural heritage, d) enjoy performing a dance from different communities for social cohesion. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of pictures or video clips or animations of different traditional dances from different communities and identify and talk about the familiar ones <i>using verbal communication, signs, tactual signs or AAC,</i> • observe or listen to verbal or tactual description of real costumes, or pictures or video clips of musical costumes used by different communities and identify the familiar ones. • participate in a demonstration on how to make a costume for traditional dance. The steps may include; identifying the costume to be made, selecting the materials, measuring appropriate size, choosing the design, making the costume, fitting the costume, • practise making a traditional dance costume in purposive groups (<i>a learner with manipulative difficulties could use alternative functional parts of the body or be assisted by peers or learner support assistant or teacher</i>), • participate in a demonstration on performing a traditional dance involving activities such as; following the beats, keeping to the rhythm, making 	<p>How are different traditional dances performed?</p>

			coordinated body movements, using space appropriately and taking turns, <ul style="list-style-type: none"> • practise performing traditional dances from different communities, • participate in performing traditional dances during cultural festivals in school and at home. 	
Core competencies to be developed:				
Self-efficacy as learners successfully dance different Kenyan traditional dances.				
Values:				
Respect is enhanced as learners participate in different cultural dances.				
Pertinent and contemporary issues (PCIs):				
Living together in harmony as learner appreciate dances from other communities.				
Link to other Learning Areas:				
Dancing different cultural dances is linked to dancing to familiar songs in Creative Activities.				
Suggested Learning Resources:				
Video clips, pictures, Learner Support Assistant, augmentative and alternative communication devices, digital devices with assistive technologies, dance materials and costumes.				

Suggested assessment guides

1. Assessment checklist.

Learner's Name _____

S/No.	Indicator	Skilled Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1.	Ability to make a simple music costume	i. Identifying the costume to be made			
		ii. Selecting appropriate materials			
		iii. Measuring appropriate size			
		iv. Choosing the design			

		v. Making the costume			
		vi. fitting the costume			
2.	Ability to perform a traditional dance.	i. Choosing a familiar traditional dance			
		ii. Following the beats			
		iii. Keeping to the rhythm			
		iv. Making coordinated body movements			
		v. Using space appropriately			
		vi. Taking turns			

Teacher's general comment on the learner's performance:

Teacher's Name

Signature

Date of assessment

2. Rating guide for learner's performance

The learner competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to prepare to perform a traditional dance.	The learner prepares to perform a traditional dance by doing 4 activities.	The learner prepares to perform a traditional dance by doing 3 activities.	The learner prepares to perform a traditional dance by doing 2 activities.	The learner prepares to perform a traditional dance by doing 1 activity or none.
Ability to perform a traditional dance.	The learner does 6 to 7 activities while performing a traditional dance.	The learner prepares to perform 5 to 4 activities while performing a traditional dance.	The learner does 2 to 3 activities while performing a traditional dance.	The learner does 1 activity while performing a traditional dance or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Performing	1.3 Traditional Costumes, Ornaments and Props	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify appropriate costumes, ornaments and props to use in performing traditional dances,</p> <p>b) make costumes, ornaments and props using locally available materials,</p> <p>c) use familiar costumes, ornaments and props in performing traditional dances,</p> <p>d) enjoy using costumes, ornaments and props in performing traditional dances from different communities for cultural diversity.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe or manipulate different costumes, ornaments and props and identify familiar ones such as sisal skirts, cow hides, lesa or kanga, grass skirts, • collect locally available materials for making simple costumes, ornaments and props for performance of songs and dances, • prepare in readiness to make costumes, ornaments and props by dressing appropriately, moving to the working area, preparing the materials to be used, • Make costumes using locally available materials for use in performance of songs and dances, • Make ornaments using locally available materials for use in performance of songs and dances, • Make props using locally available materials for use in performance of songs and dances, • display the costumes, ornaments and props for feedback, • clear the working area and store the resources used appropriately, • choose costumes, ornaments and props for a specific traditional dance. 	<ol style="list-style-type: none"> 1. Why do we use costumes, ornaments and props in songs and dance? 2. How do you put on costumes, ornaments and props?

			<ul style="list-style-type: none"> • practise wearing costumes, ornaments and props by selecting the appropriate ones, putting on the costumes, ornaments and props in an appropriate part of the body, • observe or listen to verbal or tactual description of pictures or video clips of people performing tradition dances using costumes, ornaments and props and imitate the dance movements, • participate in a demonstration on how to perform a traditional dance using costumes, ornaments or prop. This may include, choosing the appropriate costume, ornaments and props to wear, wearing the costume, ornaments or prop in the appropriate part of the body, dancing in a coordinated manner, dancing within the given space, using the costume to enhance the dance (<i>a learner with motor, mobility and manipulative difficulties could use alternative functional parts of the body or assisted by peers or Learner Support Assistant or teacher</i>), • practise performing traditional dance from different communities using costumes, ornaments and props. 	
<p>Core competencies to be developed: Communication and collaboration as learners select materials costumes, ornaments and props to use in a traditional dance.</p>				
<p>Values: Citizenship is nurtured as learners use costumes, ornaments and props in a traditional dance from a different community.</p>				
<p>Pertinent and contemporary issues (PCIs):</p>				

Safety as learner choose ornaments, costumes and props to use in a traditional dance.
Link to other Learning Areas: Dancing using ornaments, costumes and props is linked to gross motor activities in Physical Education.
Suggested Learning Resources: Video clips, digital devices with assistive technology, Learner Support Assistant, ornaments, costumes and props.

Suggested assessment guides

1. Assessment checklist.

Learner's Name _____

S/No.	Indicator	Skills assessed	Tick as appropriate		Teachers' comment
			Demonstrated	Not demonstrated	
1.	Ability to choose appropriate costumes, ornaments and props to use in a traditional dance.	i. Selecting the appropriate costumes.			
		ii. Selecting the appropriate ornaments.			
		iii. Selecting the appropriate props.			
		iv. Selecting the appropriate costumes, ornaments and props for specific traditional dances.			
2	Ability to use costumes, ornament and props in performing traditional dances.	i. Choosing an appropriate dance.			
		ii. Using appropriate costumes, ornaments and props for the dance.			
		iii. Wearing the costume, ornaments or prop in the appropriate part of the body.			
		iv. Dancing in a coordinated manner.			

		v. Using the costume to enhance the dance movement.			
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Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating guide for learner's performance

The learner competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to choose appropriate costumes, ornaments and props.	The learner chooses appropriate costumes, ornaments and props by doing 4 activities.	The learner chooses appropriate costumes, ornaments and props by doing 3 activities.	The learner chooses appropriate costumes, ornaments and props by doing 2 activities.	The learner chooses appropriate costumes, ornaments and props by doing 1 activity or none.
Ability to use costumes, ornaments and props in performing a traditional dance.	The learner uses costumes, ornaments and props in a performing a traditional dance by doing 4 activities.	The learner uses costumes, ornaments and props in a performing a traditional dance by doing 3 activities.	The learner uses costumes, ornaments and props in a performing a traditional dance by doing 2 activities.	The learner uses costumes, ornaments and props in a performing a traditional dance by doing 1 activity or none.

2.0: MUSICAL INSTRUMENTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Musical Instruments	2.1 Making Musical Instruments. <ul style="list-style-type: none"> • <i>Shakers</i> • <i>Flutes</i> 	By the end of sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify materials used in making musical instruments for appropriate use, b) make simple musical instruments for use in performing songs, c) desire to make different types of musical instrument 	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of pictures or real shakers and flutes and talk about the materials used to make them. These may include improvised items such as bottle tops, wire or string, sticks, seeds, used cans, cutting tool for the shakers and soft wood or bamboo, panga, razor blade, string, ruler, drill, sand paper for flute (<i>a learner with severe communication difficulties could use Augmentative and Alternative Communication</i>), • participate in demonstrations on how to make a simple shaker and a flute by: moving to the working are, assembling the materials, measuring and cutting the materials, joining the materials, smoothening the instrument, displaying the finished instruments (<i>a learner with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support</i>) 	<ol style="list-style-type: none"> 1. Which materials do we use in making flutes/shakers? 2. How do you make shakers/flute?

			<p><i>Assistants or teacher to make the musical instruments),</i></p> <ul style="list-style-type: none"> • make simple musical instruments (shakers and flutes) using locally available materials while observing safety of self and others (<i>a learner with severe communication difficulties could use AAC</i>), • clear the working area, store materials and dispose waste appropriately. 	
<p>Core competencies to be develop: Critical thinking and problem solving as learners make decisions on the materials to use when making musical instruments.</p>				
<p>Values: Unity is nurtured as learners work together when making musical instruments.</p>				
<p>Pertinent and contemporary issue (PCIs): Self-esteem is developed as learners make musical instruments during leisure time.</p>				
<p>Link to other Learning Areas: Measuring and cutting materials for making a flute links with measuring and cutting when making a cooking stick in Prevocational Skills learning area.</p>				
<p>Suggested Learning Resources: Video clips, digital devices with assistive technology, Learner Support Assistance, bottle tops, wire or string, sticks, seeds, used cans, cutting tool (for the shakers) and soft wood or bamboo, panga, razor blade, string, ruler, drill, sand paper (for flute)</p>				

Suggested assessment guides

1. Assessment checklist.

Learner's Name _____

S/No.	Indicator	Skills assessed	Tick as appropriate		Teachers' comment
			Demonstrated	Not demonstrated	
1	Identifying materials used in making musical instruments (shakers and flute)	Materials for making a shakers			
		i. Identifying bottle tops.			
		ii. Identifying wire or string.			
		iii. Identifying sticks.			
		iv. Identifying seeds.			
		v. Identifying used cans.			
		vi. Identifying a cutting tool.			
		Materials for making a flute			
		i. Identifying soft wood or bamboo.			
		ii. Identifying a panga.			
		iii. Identifying a razor blade.			
		iv. Identifying strings.			
		v. Identifying a ruler.			
		vi. Identifying sand paper.			
vii. Identifying a drill.					
viii. Identifying a ruler.					
2	Ability to make simple musical instruments for use in performance (shakers and flutes).	i. Assembling appropriate materials to make the music instrument.			
		ii. Measuring the materials.			
		iii. Cutting the materials.			
		iv. Joining the materials.			
		v. Shaping the musical instrument.			

		vi. Smoothing the musical instrument.			
		vii. Displaying the finished instruments.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating guide for learner's performance.

The learner competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify materials used in making simple musical instruments (<i>Shaker</i>)	The learner identifies 6 materials used in making a shaker	The learner identifies 4 to 5 materials used in making a shaker	The learner identifies 2 to 3 materials used in making a shaker	The learner identifies 1 material used in making a shaker or none.
Ability to identify materials used in making simple musical instruments (<i>Flute</i>)	The learner identifies 7 to 8 materials used in making a flute	The learner identifies 4 to 6 materials used in making a flute	The learner identifies 2 to 3 materials used in making a flute	The learner identifies 1 or none of the material used in making a flute
Ability to make simple musical instruments (<i>shakers and flutes</i>).	The learner makes simple musical instruments following 6 to 7 correct steps.	The learner makes simple musical instruments following 4 to 5 correct steps.	The learner makes simple musical instruments following 2 to 3 correct steps.	The learner makes simple musical instruments following 1 correct step or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Musical instruments	2.2 Playing musical instruments <ul style="list-style-type: none"> • <i>Shaking,</i> • <i>Blowing,</i> 	<p>By the end of sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify musical instruments which are played by shaking and blowing, b) play musical instrument by shaking and blowing for entertainment, c) desire to play musical instrument by shaking and blowing. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of pictures or video clips or animations of people playing musical instruments and identify the instruments that are played by: Shaking such as: shakers, rattles, bells, Kigamba, Kayamba, Tambourine. Blowing such as: flute, trumpet, horn, whistle, Muturiru, Nzumari (<i>a learner with severe communication difficulties could use AAC</i>), • participate in a demonstration on how to play a flute and shakers following the correct steps which include: i) selecting an appropriate musical instrument, ii) orienting self in readiness to play the instrument, iii) holding the instrument appropriately, iv) using the appropriate method to play the instrument (shaking or blowing), v) playing the instrument following a tune or rhythm, • practise playing the instruments following the correct steps (<i>a learner with motor and</i> 	<ol style="list-style-type: none"> 1. Why do we play musical instruments? 2. How do we play different musical instruments?

			<i>manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher to accompany rhythms with singing).</i>	
Core competencies to be developed: Imagination and creativity as the learner plays various musical instruments.				
Values: Unity is nurtured as learners work together in harmony.				
Pertinent and contemporary issue (PCIs): Self-esteem is developed as learners play musical instruments with success.				
link to other Learning Areas: Playing musical instruments is linked to non-locomotor activities in Physical Education.				
Suggested Learning Resources: Video clips, learner support assistants, musical instruments, recorded songs, digital devices with assistive technologies.				

Suggested assessment guides

1. Assessment checklist.

Learner's Name _____

S/No.	Indicator	Skills assessed	Tick as appropriate		Teachers' comment
			Demonstrated	Not demonstrated	
	Ability to identify musical instruments played by shaking	i. Identifying shakers,			
		ii. Identifying rattles			
		iii. Identifying a bell			
		iv. Identifying a Kigamba			
		v. Identifying a Kayamba			
		vi. Identifying a Tambourine			
2.		i. Identifying a flute			
		ii. Identifying trumpet			

	Ability to identify musical instruments played by blowing	iii. Identifying a horn,			
		iv. Identifying a whistle			
		v. Identifying a Muturiru			
		vi. Identifying a Nzumari			
2	Ability to play musical instrument by shaking and blowing.	i. Selecting an appropriate musical instrument.			
		ii. Orienting self in readiness to play the instrument.			
		iii. Holding the instrument appropriately.			
		iv. Using the appropriate method to play the instrument (shaking or blowing).			
		v. Playing the instrument following a tune or rhythm.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating guide for learner's performance.

The learner competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify musical instruments played by shaking	The learner identifies 6 musical instruments played by shaking	The learner identifies 4 to 5 musical instruments played by shaking	The learner identifies 2 to 3 musical instruments played by shaking	The learner identifies 1 musical instrument played by shaking or none.
Ability to identify musical instruments played by blowing	The learner identifies 6 musical instruments played by blowing	The learner identifies 4 to 5 musical instruments played by blowing	The learner identifies 2 to 3 musical instruments played by blowing	The learner identifies 1 musical instrument played by blowing or none
Ability to play musical instrument by shaking and blowing.	The learner plays simple musical instruments following 5 steps.	The learner plays simple musical instruments following 3 to 4 steps.	The learner plays simple musical instruments following 2 steps.	The learner plays simple musical instruments following 1 step or none.

3.0 RHYTHM

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Rhythm	3.1 Creating Rhythm	By the end of sub strand, the learner should be able to: a) imitate a simple rhythm for enjoyment, b) create simple rhythm using a musical instrument, c) show interest in creating rhythm for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of video clips or animations of people playing musical instruments to create rhythm and imitate the rhythms by hamming, clapping, stamping, nodding or miming the rhythm (<i>a learner with severe communication difficulties could use Augmentative and Alternative Communication</i>), • imitate given rhythms by playing musical instruments along the rhythms, • participate in a demonstration on how to create a simple rhythm using a musical instrument. The steps may include: i) choosing the musical instrument to be used in creating rhythm, ii) holding the musical instrument appropriately, iii) orienting self in readiness to create a rhythm, iv) playing the musical instrument to create the rhythm, • practise creating simple rhythms using musical instruments, • practice creating and playing rhythmic patterns using musical instruments in different settings. 	<ol style="list-style-type: none"> 1. Why do we create rhythm? 2. How do we create rhythm?
Core competencies to be developed: Creativity and imagination as learners create rhythm using musical instruments.				
Value: Respect is nurtured as learners take turns to imitate rhythm created by the teacher.				
Pertinent and contemporary issue (PCIs):				

Self-esteem is developed as learners create and play a rhythm.
Link to other Learning Areas: Creating and playing a rhythm using a musical instrument is linked to motor activities in Physical Education.
Suggested Learning Resources: Video clips, learner support assistants, musical instruments, recorded songs, digital devices with assistive technologies.

Suggested assessment guides

1. Assessment checklist.

Learner's Name _____

S/No.	Indicator	Skills assessed	Tick as Appropriate		Teachers' comment
			Demonstrated	Not demonstrated	
1.	Ability to create simple rhythm using a musical instrument	i. Choosing the musical instrument to use in creating Rhythm.			
		ii. Holding the musical instrument appropriately.			
		iii. Orienting self in readiness to create a rhythm and play.			
		iv. Creating rhythm using musical instruments			
		v. Playing created rhythm using musical instrument.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating guide for learner’s performance.

The learner competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to create simple rhythm using a musical instrument.	The learner creates simple rhythm using a musical instrument by following 5 correct steps.	The learner creates simple rhythm using a musical instrument by following 4 to 3 correct steps.	The learner creates simple rhythm using a musical instrument by following 2 correct steps.	The learner creates simple rhythm using a musical instrument by following 1 step or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Rhythm	3.2 Accompanying rhythm with songs.	By the end of sub strand, the learner should be able to: a) identify songs with familiar rhythms, b) use rhythms to accompany songs for enjoyment, c) enjoy accompanying rhythms with songs for enjoyment and leisure.	The learner is guided to: <ul style="list-style-type: none"> listen to recorded songs with familiar rhythms and sing along (<i>a learner with deafblindness may listen to verbal or tactual description of the recorded songs. A learner with severe communication difficulties could use AAC to respond to the songs</i>), participate in a demonstration on how to accompany rhythm with songs. This may include: i) choosing a song with a familiar rhythm, ii) choosing the appropriate musical instrument, iii) performing the song, iv) playing the instrument to match the rhythm of the song (<i>a learner</i> 	Why do we accompany rhythm with songs?

			<p><i>with severe communication difficulties could use AAC),</i></p> <ul style="list-style-type: none"> • <i>sing or sign sing or tactual sign sing simple songs accompanied with right rhythm (a learners with motor and manipulation difficulties could use alternative functional parts of the body or be assisted by peers or Learner Support Assistants or teacher to accompany rhythms with singing).</i> 	
<p>Core competencies to be developed: Self-efficacy is developed as learners accompany rhythm with song.</p>				
<p>Values: Respect will be promoted as learners appreciate the songs performed by peers.</p>				
<p>Pertinent and contemporary issues (PCIs): Self-esteem is enhanced as learners successfully accompany rhythms with songs.</p>				
<p>Link to other Learning Areas: Accompanying rhythm in a synchronized manner with singing is coordinated movements in Physical Education.</p>				
<p>Suggested Learning Resources: Video clips, learner support assistants, musical instruments, recorded songs, digital devices with assistive technologies.</p>				

Suggested assessment guides

1. Assessment checklist.

Learner's Name _____

S/No.	Indicator	Skills assessed	Tick as appropriate		Teachers' comment
			Demonstrated	Not demonstrated	
1.	Ability to use rhythm rhythms to accompany songs	i. Choosing a song with familiar rhythm.			
		ii. Choosing an appropriate musical instrument.			
		iii. Performing the song.			
		iv. Playing the instrument to match the rhythm of the song.			

Teacher's general comment on the learner's performance:

Teacher's Name _____

Signature _____

Date of assessment _____

2. Rating guide for learner's performance.

The learner competencies will be rated using the scoring guide as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to use rhythms to accompany songs	The learner uses rhythm to accompany songs by following 4 correct steps.	The learner uses rhythm to accompany songs by following 3 correct steps.	The learner uses rhythm to accompany songs by following 2 correct steps.	The learner uses rhythm to accompany songs by following 1 correct step or none.

APPENDIX I: COMMUNITY SERVICE LEARNING GUIDELINES FOR PREVOCATIONAL LEVEL

The goal of the Community Service Learning (CSL) activity at this level is to provide linkage between concepts or skills learnt in the various Learning Areas. Learners begin to make connections between what they learn and its relevance to their daily life. CSL is hosted in the Prevocational Skills learning area. Implementation of the CSL activity is a collaborative effort where the teacher coordinates and works with other teachers for the other Learning Areas to design and implement the CSL activity. Though they are teacher-guided, the learners should progressively be given more opportunities to participate in doing the project in school. Safety of the learners should also be taken into account during the CSL activity. The following steps for the CSL activity should be spread out across the school terms:

Steps in carrying out the CSL activity: Tree Nursery
<p>1. Preparation</p> <ul style="list-style-type: none">● Map out the skill to be integrated in CSL from the other learning areas and share with the respective teachers.● Map out the targeted core competencies, values and PCIs for the CSL activity.● Identify resources required for the activity (locally available materials).● Spread out the activities across the term (Set dates and time for the activities).● Communicate to learners, parents or caregivers or guardians, school administration, teachers and other relevant stakeholders in the school community.● Identify and develop assessment tools.
<p>2. Implementation of the CSL Activity</p> <ul style="list-style-type: none">● Assign roles to learners.● Ensure every learner actively participates in the activity.● Observe learners as they carry out the CSL activity and record feedback.● Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product).● Assess the targeted core competencies, values, PCIs and skills.
<p>3. Reflection on the CSL Activity</p> <p>Conduct a self-evaluation session with learners on the CSL activity undertaken by focusing on the following:</p> <ul style="list-style-type: none">● What was done well.

- What needs to be improved. (what did not go well and why)
- Intervention measures to be put in place.

There will be one integrated CSL activity that will be conducted annually for the four years at the Prevocational level. The thematic areas for the integrated CSL activity will be derived from concepts from the various Learning Areas and the broader categories of the PCIs. Teachers are expected to vary the themes yearly or seasonally to allow learners to practise different skills and PCIs within their contexts. Different seedlings should be planted at different times. There should be a linkage between the skills from the Learning Areas and the themes.

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

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

Assessment of the CSL Activity

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