



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

STAGE BASED PATHWAY
SENSORY MOTOR AND CREATIVE ACTIVITIES CURRICULUM DESIGN
FOR LEARNERS WITH SPECIAL NEEDS

FOUNDATION LEVEL



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published 2017

Revised 2024

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FOREWARD

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 Foundation 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, suggested key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, suggested learning resources, 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. Foundation is the first 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 Foundation Level 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 Foundation 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 Foundation Level and prepare them for smooth transition to the Intermediate 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

A 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 Foundation 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 Foundation 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 Foundation Level and preparation of learners for transition to Intermediate Level.

PROF. CHARLES O. ONG'ONDO, PhD, MBS
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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 modernisation. 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 recognises 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 Foundation 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 Foundation Level curriculum covers the following learning areas:

1. Communication and Social Skills
2. Activities of Daily Living Skills and Religious Education
3. Sensory Motor and Creative Activities
4. Orientation and Mobility
5. Pre- Numeracy Activities

Learners will stay for a period of 6 years at Foundation Level to enable them acquire competencies for progression to the Intermediate Level. Progression to the Intermediate Level will be informed by feedback from classroom assessment, school based assessment and the summative assessment reports. A learner at Foundation Level **MUST** have at least **TWO** School Based Assessment (SBA) scores uploaded to the KNEC CBA portal to undertake Kenya Foundation Level Educational Assessment (KFLEA) and progress to Intermediate Level.

LESSON ALLOCATION AT FOUNDATION LEVEL

Learning is individualized for learners with special needs and therefore, time allocation is dependent on completion and mastery of specific tasks. The suggested time of 30 minutes per lesson is a guide.

	Learning Area	Lessons Per Week (30 minutes per lesson)	
1	Communication and Social Skills	4	
2	Activities of Daily Living Skills and Religious Education	Activities of Daily Living Skills	4
		Religious education	2
3	Sensory Motor and Creative Activities	Sensory perception	1
		Psychomotor Activities	2
		Creative Activities	1
		Music and Movement	1
4	Orientation and Mobility	2	
5	Pre-numeracy Activities	2	
	Pastoral Programme Instruction	1	
	Total Lessons Per Week	20	

LEVEL LEARNING OUTCOMES

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

- a) demonstrate basic literacy and numeracy skills for learning,
- b) communicate appropriately using verbal and or non-verbal modes in varied contexts,
- c) demonstrate appropriate etiquette in social relations,
- d) apply basic creativity and critical thinking skills in problem solving,
- e) explore the immediate environment for learning and enjoyment,
- f) practice hygiene, nutrition and sanitation to promote health and wellbeing,
- g) demonstrate the acquisition of emotional, physical, spiritual aesthetic and moral development for balanced living,
- h) demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence,
- i) use digital literacy skills for learning and enjoyment.

ESSENCE STATEMENT

Sensory Motor and Creative activities learning area integrates Sensory Integration skills, Psychomotor Activities, Creative Activities, Music and Movement. Sensory integration equips the learner with skills of identification, organisation and interpretation of sensory information. It involves the integration of sensory information and the subsequent motor responses or actions based on that sensory input. According to the ecological theory by James J. Gibson (1979) and Michael Turvey (1985), organisms directly perceive information that is relevant to their actions in the environment without requiring complex internal representations.

Psychomotor Activities encompass a wide range of movements, exercises, and tasks designed to enhance physical abilities, motor skills, and overall body physical fitness. Albert Bandura's social learning theory suggests that individuals can learn and acquire motor skills by observing others and modelling their behaviour. Psychomotor activities help the learner to develop gross and fine motor abilities. This is reiterated in the Basic Education Curriculum Framework (2019) which underscores the importance of developing motor skills for mobility and manipulation of the environment.

Creative Activities comprise a broad range of processes and actions that involve originality, imagination, innovation, and expression. These activities develop the learner's skills of self-expression, imagination and creativity.

Music and movement activities involve the combination of music with physical movement to encourage expression, coordination, creativity, and overall well-being of the learner.

GENERAL LEARNING OUTCOMES

By the end of Foundation Level, the learner should be able to;

1. explore the immediate environment using various sensory modalities,
2. perform body movement activities for physical fitness, self-fulfilment and habilitation.
3. perform creative activities for learning, self-expression, enjoyment and relaxation,
4. express feelings through music and movement for relaxation and enjoyment.

SUMMARY OF STRANDS AND SUB STRANDS

S/N	STRAND	SUBSTRAND
1.0	Sensory Perception	1.1 Auditory Perception
		1.2 Visual Perception
		1.3 Tactile
		1.4 Gustatory
		1.5 Olfactory
		1.6 Eye hand Coordination
2.0	Psychomotor Activities	2.1 Non-locomotor Activities
		2.2 Locomotor Activities
		2.3 Manipulative Activities
3.0	Creative Activities	3.1 Modeling
		3.2 Painting
		3.3 Printing
4.0	4.0 Music and Movement	4.1 Singing
		4.2 Dance
		4.3 Playing Musical Instruments

STRAND 1.0: SENSORY PERCEPTION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Sensory Perception</p>	<p>1.1 Auditory Perception</p> <ul style="list-style-type: none"> • <i>Use of the hearing sense</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify sounds in the immediate environment, b) identify sources of sounds in the immediate environment, c) differentiate sounds in the environment, d) imitate sounds in the environment to enhance auditory memory, e) develop interest in differentiating sounds in the immediate environment. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to different sounds in the immediate environment (<i>sounds of birds, moving vehicles, ringing bells, people talking, motorcycle hooting</i>) or tactual description of sounds to identify them using the most appropriate mode of communication, • listen to recorded sounds from animals, vehicles, people, sirens, to identify sources of the sounds, • take a guided tour to identify sources of sound in the immediate environment such as animals, moving vehicles, people, musical instruments (drum), • listen to recorded pairings of sounds (<i>a dog barking and a cat meowing, a bell ringing and a car hooting, birds singing and dog barking, children singing and drum beats</i>) to tell their difference using the most appropriate mode of 	<p>What sounds can you hear?</p>

			<p>communication (<i>sounds could be tactually described for learners with deafblindness</i>),</p> <ul style="list-style-type: none"> ● mimic sounds from the immediate environment or recorded or tactual descriptions of sounds (<i>a dog barking, cat meowing, birds singing, hands clapping, drum beating</i>), ● role play imitating sounds in the environment by taking turns with peers, ● differentiate sounds appropriately in various settings. 	
<p>Core Competencies to be developed: Learning to learn:learner differentiates sounds in different settings.</p>				
<p>Values: Unity is nurtured as the learner role plays imitating sounds in the environment by taking turns with peers.</p>				
<p>Pertinent and Contemporary Issues: Safety as the learner takes a guided tour to identify sounds in the immediate environment.</p>				
<p>Link to other learning areas: Listening to sounds from the immediate environment or recorded sounds is linked to listening to simple instructions in Communication and Social Skills.</p>				
<p>Suggested Learning Resources: Recorded sounds, bell, hooting sounds, animal sounds, birds sound, sirens, digital devices with assistive technology, Learner Support Assistant.</p>				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify different sounds in the immediate environment	i. Identifying the sound of birds.			
		ii. Identifying the sound of moving vehicles.			
		iii. Identifying the sound of ringing bells.			
		iv. Identifying the sound of people talking.			
		v. Identifying the sound of motorcycle hooting.			
2.	Ability to identify sources of sounds	i. Identifying animals with the sounds they make.			
		ii. Identifying people with the sounds they make.			
		iii. Identifying moving vehicles with the sounds they make.			
		iv. Identifying musical instruments (drum) with the sounds they produce.			
3	Ability to differentiate sounds	i. Differentiating between a dog barking and a cat meowing.			

		ii. Differentiating between a bell ringing and a car hooting.			
		iii. Differentiating between the sound of birds and a dog barking.			
		iv. Differentiating between the sound of children singing and drum beating.			
4	Ability to imitate sounds	i. Imitating the sound of a dog barking.			
		ii. Imitating the sound of a cat meowing.			
		iii. Imitating the sound of birds.			
		iv. Imitating the sound of hands clapping.			
		v. Imitating the sound of drum beats.			

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 as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify sounds in the environment.	The learner identifies 5 sounds in the environment.	The learner identifies 3 to 4 sounds in the environment.	The learner identifies 2 sounds in the environment.	The learner identifies 1 of the sounds in the environment or none.
Ability to identify sources of sounds	The learner identifies 4 sources of sounds.	The learner identifies 3 sources of sounds.	The learner identifies 2 sources of sounds..	The learner identifies 1 source of sound or none.
Ability to differentiate sounds in the environment.	The learner differentiates 4 paired sounds in the environment.	The learner differentiates 3 paired sounds in the environment.	The learner differentiates 2 paired sounds in the environment.	The learner differentiates 1 of the paired sounds in the environment or none.
Ability to imitate sounds in the environment.	The learner imitates 5 different sounds in the environment.	The learner imitates 3 to 4 different sounds in the environment.	The learner imitates 2 different sounds in the environment.	The learner imitates 1 of the different sounds in the environment or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Sensory Perception	1.2 Visual Perception • <i>Use of the visual sense</i>	By the end of the Sub Strand, the learner should be able to: a) identify things in the environment using the visual sense, b) differentiate things in the environment by visual attributes, c) desire to use the visual sense in day to day interactions to enhance social skills.	The learner is guided to: • observe, tactually explore or listen to verbal or tactual description of different things in the immediate environment such as people, tables, chairs, bottles, trees, balls, skipping ropes to identify them, • participate in a demonstration on differentiating things using various visual attributes such as colour, shapes and size, • sort and match objects according to colour, shape and size, • discriminate things in the immediate environment using the visual sense in school or at home while observing safety precautions.	What can you see around you?
Core Competencies to be developed: Critical thinking and problem solving: learner differentiates things in the environment using visual attributes.				
Values: Respect is inculcated as the learner participates in a demonstration on differentiating things using visual attributes.				
Pertinent and Contemporary Issues: Safety as the learner moves with caution in the surrounding to differentiate things in the environment using the visual sense.				
Link to other learning areas: Sorting and matching objects according to colour, shape and size is linked to sorting and matching objects in Pre-numeracy Activities.				

Suggested Learning Resources:

Objects of different colour, size and shapes such as tables, chairs, bottles, trees, balls, skipping ropes, Learner Support Assistant, objects of reference and communication boards.

SUGGESTED ASSESSMENT GUIDES**1. ASSESSMENT CHECKLIST**

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify things in the environment using the visual sense	i. Identifying familiar people using the visual or tactile sense (<i>for learners with deafblindness</i>).			
		ii. Identifying a table using the visual or tactile sense (<i>for learners with deafblindness</i>).			
		iii. Identifying a chair using the visual or tactile sense (<i>for learners with deafblindness</i>).			
		iv. Identifying a bottle using the visual or tactile sense (<i>for learners with deafblindness</i>).			
		v. Identifying a tree using the visual or tactile sense (<i>for learners with deafblindness</i>).			
		vi. Identifying a skipping rope using the visual or tactile sense (<i>for learners with deafblindness</i>).			

		vii. Identifying a ball using the visual or tactile sense (<i>for learners with deafblindness</i>).			
2	Ability to differentiate things in the environment by various visual attributes	i. Differentiating things in the environment by colour.			
		ii. Differentiating things in the environment by shapes.			
		iii. Differentiating things in the environment by size.			
		iv. Sorting things according to colour.			
		v. Sorting things according to shape.			
		vi. Sorting things according to size.			

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 as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify things in the environment using the visual sense.	The learner identifies 7 things in the environment using the visual or tactile sense.	The learner identifies 5 to 6 things in the environment using visual or tactile sense.	The learner identifies 3 to 4 things in the environment using visual or tactile sense.	The learner identifies 2 or less things in the environment using visual or tactile sense.
Ability to differentiate things in the environment by different visual attributes.	The learner performs 6 activities in differentiating things in the environment by different visual attributes.	The learner performs 4 to 5 activities in differentiating things in the environment by different visual attributes.	The learner performs 2 to 3 activities in differentiating things in the environment by different visual attributes.	The learner performs 1 or none of the activities differentiating things in the environment by visual attributes.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Sensory Perception	1.3 Tactile Perception <ul style="list-style-type: none"> • use of the sense of touch 	By the end of the Sub Strand, the learner should be able to: a) identify textures using tactile sense, b) differentiate objects according to texture to enhance tactile discrimination, c) use the sense of touch to identify temperatures, d) desire to use the sense of touch to explore the environment.	The learner is guided to: <ul style="list-style-type: none"> • tactually explore different objects (<i>wood, stone, sand, paper, plate</i>) to identify if they are rough or smooth, • participate in a demonstration with peers on sorting different objects according to their texture (smooth or rough), • practice sorting objects according to texture, • feel the temperature of water to identify cold and warm water, • take a guided tour outside the classroom to tell whether it is warm or cold, • explore (by feeling) various surfaces of different textures and varying temperatures in the environment using different parts of the body. 	Which objects are smooth /rough?
Core Competencies: Learning to learn: learner sorts different objects according to their texture.				
Values: Unity is nurtured as the learner participates in a demonstration with peers on sorting different objects according to their texture.				

<p>Pertinent and Contemporary Issues: Environmental awareness as the learner differentiates warm and cold temperatures.</p>
<p>Link to other learning areas: Identifying warm or cold weather is linked to identification of weather conditions in Communication and Social Skills.</p>
<p>Suggested Learning Resources: Objects of different textures which include; wood, stone, sand, paper, plate and water; communication boards, objects of reference, Learner Support Assistants.</p>

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner’s Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher’s comment
			Demonstrated	Not Demonstrated	
1	Ability to identify textures (smooth or rough) of objects	i. Identifying the texture of a wooden surface.			
		ii. Identifying the texture of a stone.			
		iii. Identifying the texture of sand.			
		iv. Identifying the texture paper			
		v. Identifying the texture of a plate.			
		vi. Identifying the texture of a cup.			

		vii. Sorting different objects according to their texture.			
2	Ability to identify temperatures using the sense of touch	i. Identifying warm water.			
		ii. Identifying cold water.			
		iii. Telling when the surrounding is cold.			
		iv. Telling when the surrounding is warm.			

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 as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify textures of objects.	The learner identifies textures of 7 objects.	The learner identifies textures of 5 to 6 objects.	The learner identifies textures of 3 to 4 objects.	The learner identifies textures of 2 objects or less.
Ability to identify temperatures (warm and cold) using sense of touch.	The learner identifies temperatures of 4 things.	The learner identifies temperatures of 3 things.	The learner identifies temperatures of 2 things.	The learner identifies temperature of 1 thing or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Sensory Perception	1.4 Gustatory Perception <ul style="list-style-type: none"> • <i>Use of the sense of taste</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the taste of edible items, b) differentiate foodstuff by taste, c) enjoy differentiating taste of food for appropriate choice. 	The learner is guided to: <ul style="list-style-type: none"> • observe or tactually explore different edible items such as a lemon, salt, sugar, sweets, salty food, sour porridge and talk about their taste using the most appropriate mode of communication, • taste different edible items to identify those that are sweet, salty and sour, • sort edible items according to taste (sweet, sour, salty) • play a blind fold game of differentiating foodstuffs by taste such as rice, beans, mandazi, sweet banana, ugali or any other available food items, • select favourite food item(s) depending on taste. 	How does the food you like taste?
Core Competencies to be developed: Self-efficacy: learner differentiates foodstuffs by taste.				
Values: Social justice is inculcated as the learner shares learning materials when sorting edible items according to taste.				
Pertinent and Contemporary Issues: Safety as learners protect their eyes when playing the blind fold game of differentiating foodstuff by their taste.				

Link to other learning areas:

Tasting different edible items and identifying those that are sweet, salty and sour is linked to identifying edible and non-edible items in Activities of Daily Living Skills.

Suggested Learning Resources:

Edible items such as lemon, salt, sugar, sweets, salty food, sour porridge, rice, mandazi, chapati, beans, ugali, or any other available food.

SUGGESTED ASSESSMENT GUIDES**1. ASSESSMENT CHECKLIST**

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify the taste of edible items	i. Identifying food items with sweet taste.			
		ii. Identifying food items with salty taste.			
		iii. Identifying food items with sour taste.			
		iv. Sorting food items according to taste.			
2	Ability to differentiate foodstuffs by their taste	i. Differentiating rice from other food by its taste.			
		ii. Differentiating beans from other food items by its taste.			
		iii. Differentiating mandazi from other food by its taste.			

		iv. Differentiating a sweet banana from other fruits by its taste.			
		v. Differentiating ugali from other food by its taste.			

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 as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify the taste of edible items.	The learner identifies different edible items by 4 by attributes.	The learner identifies different edible items by 3 attributes.	The learner identifies different edible items by 2 attributes.	The learner identifies different edible items by 1 or none of the attributes.
Ability to differentiate foodstuffs by their taste	The learner differentiates 5 foodstuffs by their taste.	The learner differentiates 3 to 4 foodstuffs by their taste.	The learner differentiates 2 foodstuffs by their taste.	The learner differentiates 1 foodstuff by taste or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Sensory Perception	1.5 Olfactory Perception <ul style="list-style-type: none"> • <i>Use of the sense of smell</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify smells in the immediate environment, b) differentiate foodstuff by smell for informed choice, c) appreciate the importance of identifying pleasant and unpleasant smells in the environment for safety. 	The learner is guided to: <ul style="list-style-type: none"> • observe or tactually explore items with different smells such as soap, perfume, petroleum jelly, lotion, rotten fruit, rotten vegetables, stale food to identify pleasant and unpleasant smells, • take a guided tour in the school compound (<i>visit the cooking area, dining area, toileting area and dumping area</i>) to identify and talk about places with pleasant and unpleasant smells, • play a blind fold game of differentiating foodstuffs by their smell; rice, beans, mandazi, sweet banana, ugali, porridge or any other available food item(s), • select favourite food depending on the smell in different settings. 	Which items have a pleasant smell?
Core Competencies to be developed: Learning to learn: learner explores items with different smells such as soap, perfume, petroleum jelly, lotion, rotten fruit, rotten vegetables, stale food and identify pleasant and unpleasant smells.				
Values: Responsibility is enhanced as the learner selects their favourite food depending on their smell in different settings.				

<p>Pertinent and Contemporary Issues: Health promotion as the learner identifies places with unpleasant smell in the immediate environment.</p>
<p>Link to other learning areas: Taking a guided tour in the school compound to visit the cooking area, dining area, toileting area and dumping area is linked with movement in the environment in Orientation and Mobility.</p>
<p>Suggested Learning Resources: Items with different smells such as soap, perfume, petroleum jelly, lotion, rotten fruit, rotten vegetables, stale food different foodstuff such as cooked rice, beans, mandazi, chapati, ugali, porridge or any other food available, communication boards, calendar systems, Learner Support Assistants.</p>

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify smells in the environment.	i. Recognizing the smell of the cooking area as pleasant.			
		ii. Recognizing the smell of the toileting area as unpleasant.			
		iii. Recognizing the smell of the dining area as pleasant.			

		iv. Recognizing the smell of the dumping area as unpleasant.			
2	Ability to differentiate foodstuff by their smell	i. Differentiating rice from other food by its smell.			
		ii. Differentiating beans from other food by its smell.			
		iii. Differentiating mandazi from other food by its smell.			
		iv. Differentiating a sweet banana from other fruits by its smell.			
		v. Differentiating porridge from other food by its smell.			

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 as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify smells in the environment	The learner identifies smells of 4 areas in the environment.	The learner identifies smells of 3 areas in the environment.	The learner identifies smells of 2 in the environment.	The learner identifies smell of 1 area in the environment or none.
Ability to identify different foodstuffs by their smell.	The learner identifies 6 foodstuffs by their smell.	The learner identifies 4 to 5 foodstuffs by their smell.	The learner identifies 2 to 3 foodstuffs by their smell.	The learner identifies 1 foodstuffs or none by its smell.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Sensory Perception	1.6 Eye-hand Coordination <ul style="list-style-type: none"> • <i>sorting</i> • <i>modelling</i> • <i>pegging</i> • <i>constructing towers</i> • <i>lacing</i> 	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify eye- hand coordination activities for environmental exploration, b) perform eye-hand coordination activities in manipulating the environment; c) enjoy the use of eye hand co- ordination in exploring the environment. 	The learner is guided to: <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of video clips of children doing different activities using their hands (<i>sorting, modelling, pegging, constructing towers using blocks and lacing</i>) and identify them, • participate in a demonstration on how to carry out eye-hand coordination activities, • carry out the eye-hand coordination activities and talk about them, 	What activities do you do with your hands?

			<ul style="list-style-type: none"> • explore the environment through eye-hand coordination activities. 	
Core Competencies to be developed: Communication and collaboration: learner carries out the eye-hand coordination activities.				
Values: Love is nurtured as the learner appreciates other's effort when performing eye-hand coordination activities.				
Pertinent and Contemporary Issues: Environmental awareness as the learner explores the environment through eye-hand coordination activities.				
Link to other learning areas: Performing eye-hand coordination activities such as sorting and modelling is linked to sorting and modelling numbers in Pre-numeracy Activities.				
Suggested Learning Resources: Video clips of children doing different activities using their hands, wooden blocks, clay, plasticine, pegboards, beads with large holes and thread.				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform eye-hand coordination activities.	i. Performing sorting activities.			
		ii. Performing modelling activities.			
		iii. Performing pegging activities.			

		iv. Constructing towers using blocks.			
		v. Performing lacing activities.			

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 as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform eye-hand coordination activities.	The learner performs 5 activities involving eye-hand coordination.	The learner performs 3 to 4 activities involving eye-hand coordination.	The learner performs 2 activities involving eye-hand coordination.	The learner performs 1 of the activities involving eye-hand coordination or none.

2.0 PSYCHOMOTOR ACTIVITIES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Psychomotor Activities	2.1 Non locomotor Activities 2.1.1 Stretching <ul style="list-style-type: none"> • <i>Hands</i> • <i>Legs</i> • <i>Back</i> 	By the end of the Sub Strand, the learner should be able to; <ol style="list-style-type: none"> a) tell the parts of the body involved when stretching for body awareness, b) stretch various parts of the body for physical and health fitness, c) enjoy performing stretching activities for physical fitness and fun. 	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 learners performing stretching activities and identify parts of the body involved using the most appropriate mode of communication, • take a guided tour to the field identify an appropriate place for performing stretching activities, • clear the area of play for orientation and performing stretching activities, • participate in demonstrations on performing stretching legs and hands performed one at a time and imitate as follows; i) hands; standing upright with feet slightly apart or sitting with feet stretched out, stretching hands out in front or sideways, lifting the hands up and down, beckoning in repeated counts while stretching out the hands. ii) front thigh; standing upright with feet slightly apart, focusing eyes forward or orienting the body to face forward, standing on one leg, curling the knee up and down, lifting the foot to the rear end, repeating the same to 	How do you stretch various parts of the body?

			<p>the opposite leg. iii) back thigh; standing upright with feet slightly apart, placing right foot in front, holding the waist with hands to lean the chest forward towards the extended foot, bending the supporting knee, flexing the ankle so that the toes pull upward the body, repeating the same to the opposite leg, iv) inner thigh; standing upright with feet slightly apart, taking a wide stance, bending the right knee, shifting the body weight to the right until you feel a stretch in the left inner thigh, repeating with the left foot (<i>learner with motor or mobility difficulties could be assisted by peers or learner support assistant or teacher to bend or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learner with Deafblindness. Safety precautions should be observed for all learners</i>),</p> <ul style="list-style-type: none"> ● practise stretching legs and hands as instructed while observing safety, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Self-efficacy: The learner successfully performs various stretching activities.</p>				
<p>Values: Respect is nurtured as the learner participates in stretching activities.</p>				

<p>Pertinent and Contemporary Issues: Safety as the learners observe safety precautions as they participate in stretching activities.</p>
<p>Link to other learning areas: Identifying parts of the body involved in stretching activities is linked to identifying parts of the body in Communication and Social skills.</p>
<p>Suggested Learning Resources: Video clips or animations, Learner Support Assistants, play area, field markers, mats, digital devices with assistive technology, a flag, whistle</p>

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner’s Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher’s comment
			Demonstrated	Not Demonstrated	
1	Ability to stretch hands	i. Standing upright with feet slightly apart or sitting with feet stretched out.			
		ii. Stretching hands out in front or sideways.			
		iii. Lifting the hands up and down.			
		iv. Beckoning in repeated counts while stretching out the hands.			
2	Ability to stretch front thigh	i. Standing upright with feet slightly apart.			

		ii. Focusing eyes forward or orienting the body to face forward.			
		iii. Standing on one leg.			
		iv. Curling the knee up and down of the lifted leg.			
		v. Lifting the foot to the rear end.			
3	Ability to stretch back thigh	i. Standing upright with feet slightly apart.			
		ii. Placing right foot in front			
		iii. Holding the waist with hands to lean the chest forward towards the extended foot.			
		iv. Bending the supporting knee.			
		v. Flexing the ankle so that the toes pull upward the body.			
4	Ability to stretch inner thigh	i. Standing upright with feet slightly apart.			
		ii. Taking a wide stance.			
		iii. Bending the right or left knee.			
		iv. Shifting the body weight to the right or left until you feel a stretch in the left inner thigh.			

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 as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to Stretch hands	The learner demonstrates 4 skills in stretching hands.	The learner demonstrates 3 skills in stretching hands.	The learner demonstrates 2 skills in stretching hands.	The learner demonstrates 1 skill in stretching hands or none.
Ability to Stretch front thigh	The learner demonstrates 5 skills in stretching front thigh.	The learner demonstrates 3 to 4 skills in stretching front thigh.	The learner demonstrates 2 skills in stretching front thigh.	The learner demonstrates 1 skill in stretching front thigh or none.
Ability to Stretch back thigh	The learner demonstrates 5 skills in stretching back thigh.	The learner demonstrates 3 to 4 skills in stretching back thigh.	The learner demonstrates 2 skills in stretching back thigh.	The learner demonstrates 1 skill in stretching back thigh or none.
Ability to Stretch inner thigh	The learner demonstrates 4 skills in stretching inner thigh.	The learner demonstrates 3 skills in stretching inner thigh.	The learner demonstrates 2 skills in stretching inner thigh.	The learner demonstrates 1 skill in stretching inner thigh or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Psychomotor Activities	2.1 Non locomotor Activities 2.1.2 Bending <ul style="list-style-type: none"> • <i>Forward</i> • <i>backward</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) tell the parts of the body involved in bending for body awareness, b) bend the body for physical and health fitness, c) enjoy performing bending activities for physical fitness and fun. 	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 learners performing bending activities to identify parts of the body involved using the most appropriate mode of communication, • take a guided tour to the field to identify an appropriate place for performing bending activities, • clear the area of play for orientation and performing bending activities, • participate in demonstrations on performing bending activities progressively as follows; i) standing upright with feet slightly apart, ii) curving over the body from an erect position, iii) bending to touch the knees, iv) bending to touch the toes, v) bending backwards keeping the hands on the waist. <i>Learners with motor, mobility difficulties could be assisted by peers or learner support assistant or teacher to bend or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with Deafblindness. Safety</i> 	How do you bend your body?

			<p><i>precautions should be observed for all learners,</i></p> <ul style="list-style-type: none"> ● practise bending the body while observing safety, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Self-efficacy: The learner successfully performs various stretching activities.</p>				
<p>Values: Unity is enhanced as the learners participate in demonstrations on performing bending activities</p>				
<p>Pertinent and Contemporary Issues: Physical fitness is enhanced as learners practise bending activities</p>				
<p>Link to other learning areas: Performing bending activities is linked to bending in search techniques in Orientation and Mobility.</p>				
<p>Suggested Learning Resources: Video clips or animations, Learner Support Assistants, play area, field markers, mats, digital devices with Assistive Technology, a flag, whistle</p>				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to bend the body	i. Standing upright or sitting with feet slightly apart.			

		ii. Curving over the body or torso from an erect position.			
		iii. Bending to touch the knees.			
		iv. Bending to touch the toes.			
		v. Bending backwards keeping the hands on the waist.			

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 as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Bending the body	The learner demonstrates 5 skills in bending the body.	The learner demonstrates 3 to 4 skills in bending the body.	The learner demonstrates 2 skills in bending the body.	The learner demonstrates 1 skill in bending the body or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Psychomotor Activities	2.1 Non locomotor Activities 2.1.3 Curling <ul style="list-style-type: none"> • Curling to form different shapes 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify parts of the body involved in curling for body awareness, b) curl the body in different shapes for rehabilitation, physical and health fitness, c) enjoy performing curling activities for rehabilitation, fun and health. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe or listen to verbal or tactual description of video clips or animations of learners performing curling activities to identify parts of the body used in curling using the most appropriate mode of communication, • take a guided tour to the field to identify an appropriate place for performing curling activities for orientation, • participate in demonstrations on performing curling activities progressively as follows; i) lying on the ground with the body outstretched, ii) curl as instructed, iii) stretching to be tall and curling to be small as instructed. iv) curling knees, hands, back and stretching out as instructed. <p><i>Learners with motor, mobility difficulties could be assisted by peers or learner support assistant or teacher to curl or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with Deafblindness. Safety precautions should be observed for all learners,</i></p> <ul style="list-style-type: none"> • practise curling activities while observing safety, 	<p>How do you curl your body?</p>

			<ul style="list-style-type: none"> clear the area of play, collect and store the resources used appropriately, 	
Core Competencies to be developed: Communication and collaboration: The learner identifies parts of the body used in curling using the most appropriate mode of communication,				
Values: Responsibility is nurtured as the learner clears the area of play, collects and stores the resources used appropriately.				
Pertinent and Contemporary Issues: Safety is realised as the learner takes safety precautions when performing curling activities				
Link to other learning areas: Identifying parts of the body involved in curling activities is linked to identifying parts of the body in Communication and Social Skills.				
Suggested Learning Resources: Video clips or animations, Learner Support Assistants, play area, field markers, mats, digital devices with assistive technology, a flag, whistle.				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to curl the body	i. Standing upright or sitting with feet slightly apart.			
		ii. Lying on the ground with the body outstretched.			

		iii. Stretching to be tall and curling to be small as instructed.			
		iv. Curling knees, hands, back and stretching out as instructed.			

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 as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to curl the body	The learner demonstrates 4 skills in curling the body.	The learner demonstrates 3 skills in curling the body.	The learner demonstrates 2 skills in curling the body.	The learner demonstrates 1 skill in curling the body or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Psychomotor Activities	2.1 Non locomotor Activities 2.1.4 Pushing <ul style="list-style-type: none"> • <i>Shoulder press</i> 	By the end of the sub strand, the learner should be able to; <ol style="list-style-type: none"> a) identify the parts of the body involved in pushing for body awareness, b) perform pushing activities for physical and health fitness, c) enjoy performing pushing activities for fun, physical and health fitness. 	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 learners performing shoulder press activities to identify parts of the body involved in pushing (<i>hands, shoulders</i>) using the most appropriate mode of communication, • take a guided tour to the field to identify an appropriate place for performing pushing activities, • clear the area of play for orientation and performing pushing activities, • participate in demonstrations on performing pushing (shoulder press) progressively as follows; i) standing upright with feet slightly apart on a flat ground, ii) kneeling in a horizontal position at right angles, iii) placing hands on the back of the peer kneeling, iv) pressing in and out with the top part of the body (<i>learners could also press on objects such as walls, trees and posts</i>). <i>Learners with motor, mobility and manipulation difficulties could be assisted by peers or learner support assistants or the teacher to perform pushing activities or be given an</i> 	How do you carry out pushing activities?

			<p><i>alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with Deafblindness. Safety precautions should be observed by all learners,</i></p> <ul style="list-style-type: none"> ● practise shoulder press as instructed while observing safety, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Learning to learn: The learner performs pushing activities.</p>				
<p>Values: Unity is enhanced as learners participate in demonstrations on performing pushing activities.</p>				
<p>Pertinent and Contemporary Issues: Safety as the learner observes safety precautions when practising pushing activities.</p>				
<p>Link to other learning areas: Identifying parts of the body involved in pushing activities is linked to identifying parts of the body in Communication and Social Skills.</p>				
<p>Suggested Learning Resources: Video clips or animations, Learner Support Assistants, play area, field markers, mats, digital devices with assistive technology, a flag, whistle.</p>				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform shoulder press.	i. Standing upright with feet slightly apart on a flat ground,			
		ii. Kneeling in a horizontal position at right angles,			
		iii. Placing hands on the back of the peer/object			
		iv. Pressing in and out with the top part of the body.			

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 as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Performing shoulder press.	The learner demonstrates 4 steps in performing shoulder press.	The learner demonstrates 3 steps in performing shoulder press.	The learner demonstrates 2 steps in performing shoulder press.	The learner demonstrates 1 of the steps in performing shoulder press or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Psychomotor Activities	2.1 Non locomotor Activities 2.1.5 Pulling <ul style="list-style-type: none"> <i>One hand tug of war</i> 	By the end of the sub strand, the learner should be able to; a) identify parts of the body involved in pulling for body awareness, b) perform pulling activities for physical and health fitness, c) enjoy performing pulling activities for fun, physical and health fitness.	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 learners performing pulling activities to identify parts of the body involved in pulling (hands, legs) using the most appropriate mode of communication, take a guided tour to the field to identify an appropriate place for performing pulling activities, participate in demonstrations on performing pulling activities (one hand tug of war) progressively as follows; i) standing upright with feet 	How do you do pulling activities?

			<p>slightly apart on a flat ground, ii) bending forward, iii) grasp peer's right hand or wrist with the one-foot firm on the ground, iv) pulling each other. Change hands and repeat the activity. <i>Learners can pull each other while holding both hands. Learners with motor, mobility and manipulation difficulties could be assisted by peers or learner support assistant or teacher to perform pulling activities or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with Deafblindness. Safety precautions should be observed for all learners,</i></p> <ul style="list-style-type: none"> ● practice pulling activities while observing safety, ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Self-efficacy as the learner successfully performs pulling activities.</p>				
<p>Values: Respect is nurtured as learner participates in performing pulling activities.</p>				
<p>Pertinent and Contemporary Issues: Safety as the learner observes safety precautions when participating in pulling activities.</p>				

Link to other learning areas:

Learners telling parts of the body involved in pulling activities is linked to identifying parts of the body in Communication and Social Skills.

Suggested Learning Resources:

Video clips or animations, Learner Support Assistants, play area, field markers, mats, digital devices with assistive technology, a flag, whistle

SUGGESTED ASSESSMENT GUIDES**1. ASSESSMENT CHECKLIST**

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform one-hand tug of war	i. Standing upright with feet slightly apart on a flat ground.			
		ii. Bending forward.			
		iii. Grasping peer's right hand or wrist with the right foot firm on the ground.			
		iv. Pulling each other then changing hands and repeat the activity.			

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 as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform one-hand tug of war.	The learner demonstrates 4 steps in performing one-hand tug of war.	The learner demonstrates 3 steps in performing one-hand tug of war.	The learner demonstrates 2 steps in performing one-hand tug of war.	The learner demonstrates 1 of the steps in performing one-hand tug of war or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Psychomotor Activities	2. 2. Locomotor Activities 2. 2.1 Walking <ul style="list-style-type: none"> • <i>Tip-toeing</i> • <i>Walking around geometric shapes</i> • <i>Walking with toes pointing inwards and outwards.</i> • <i>Walking on heels</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify parts of the body involved in walking, b) walk in different directions for physical and health fitness, c) enjoy walking for fun, physical and health fitness. 	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 learners performing walking activities (such as walking on a straight line, tip-toeing along a coiled rope, walking on the heels only, walking around geometric shapes marked on the ground, walking with toes pointing inward and then outwards) to identify parts of the body involved using the most appropriate mode of communication, • clear the area of play for orientation and performing the walking 	How do you walk?

			<p>activities,</p> <ul style="list-style-type: none"> ● safely explore the resources to be used in the walking activities such ropes, geometric shapes marked on the ground, ● participate in demonstrations on walking progressively as follows; i) standing upright with feet slightly apart or holding the arm of a sighted guide ii) focusing eyes ahead or orienting the body towards the direction of walking, iii) moving one foot from one point to another iv) walking slowly taking short steps, v) walking fast taking short steps, vi) walking taking quick but long steps. <i>Learners with mobility difficulties could be assisted by peers or learner support assistant or teacher to walk or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with Deafblindness. Safety precautions should be observed for all learners,</i> ● practice walking in different directions while observing safety, ● Clear the area of play, collect and store the resources used appropriately. 	
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<p>Core Competencies to be developed: Self-efficacy as the learner successfully walks in different directions.</p>
<p>Values: Responsibility is enhanced as learners walk in directions while observing safety.</p>
<p>Pertinent and Contemporary Issues: Physical fitness is achieved as learners practise walking</p>
<p>Link to other learning areas: Walking is linked to movement in the environment in Orientation and Mobility.</p>
<p>Suggested Learning Resources: Video clips or animations, Learner Support Assistants, play area, field markers, mats, digital devices with assistive technology, a flag, whistle</p>

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to walk	i. Standing upright with feet slightly apart or holding the arm of a sighted guide.			
		ii. Focusing eyes ahead or orienting the body towards the direction of walking.			
		iii. Moving one foot from one point to another.			

		iv. Walking slowly taking short steps.			
		v. Walking fast taking short steps.			
		vi. Walking taking quick but long steps.			

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 as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform walking.	The learner demonstrates 6 activities involved in walking.	The learner demonstrates 4 to 5 activities involved in walking.	The learner demonstrates 2 to 3 activities involved in walking.	The learner demonstrates 1 of the activities involved in walking or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
Psychomotor Activities	2. 2. Locomotor Activities 2.2.2 Running <ul style="list-style-type: none"> • <i>On the spot</i> • <i>Like an aeroplane.</i> • <i>running forwards, backwards and sideways</i> • <i>running upslope and downslope,</i> • <i>running changing direction</i> 	By the end of the Sub Strand the learner should be able to: <ol style="list-style-type: none"> a) perform simple running activities for skill acquisition, b) run for physical and health fitness, c) enjoy running for fun, physical and health fitness. 	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 learners performing running activities (such as running on the spot with knees high and hands close to the body with elbows at right angle; running with arms outstretched like aeroplanes flying high or low freely within a marked space; running forwards, backwards and sideways; running upslope and downslope, running changing direction as instructed) and identify parts of the body used using the most appropriate mode of communication, • take a guided tour to the field to identify an appropriate place for performing running activities, • clear the area of play for orientation and performing the running activities, • participate in demonstrations on running progressively as follows; i) standing with feet shoulder-width or holding the sighted guide's hand, ii) drawing shoulders back and slightly leaning forward, iii) focusing eyes 	How do you run?

			<p>straight ahead or orienting the body to face the direction of running, iv) moving with quick steps on alternate feet and never having both feet on the ground at a time, v) using short strides and taking small steps while running, vi) maintaining an upright body posture , vii) relaxing arms and moving them alternately while running. viii) avoiding looking down or tactually exploring the sighted guide while running. <i>Learners with mobility difficulties could be assisted by peers or learner support assistant or teacher to run or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with Deafblindness. Safety precautions should be observed for all learners,</i></p> <ul style="list-style-type: none"> ● practise running activities while observing safety, ● clear the area of play, collect and store the resources used appropriately, 	
<p>Core Competencies to be developed: Communication and collaboration as the learner identifies parts of the body used using the most appropriate mode of communication.</p>				
<p>Values: Responsibility is enhanced when the learner shows determination and resilience to excel in running activities.</p>				

<p>Pertinent and Contemporary Issues: Physical fitness is achieved as the learner performs running activities.</p>
<p>Link to other learning areas: Performing Running activities safely is linked to safe movements in the neighbourhood in Orientation and Mobility</p>
<p>Suggested Learning Resources: Video clips or animations, Learner Support Assistants, play area, field markers, mats, digital devices with Assistive Technology, a flag, whistle</p>

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform running activities	i. Standing with feet shoulder-width or holding the sighted guide's hand.			
		ii. Drawing shoulders back and slightly leaning forward.			
		iii. Focusing eyes straight ahead or orienting the body to face the direction of running.			
		iv. Moving with quick steps on alternate feet and never having both feet on the ground at a time.			
		v. Using short strides and taking small steps while running.			

		vi. Maintaining an upright body posture.			
		vii. Relaxing arms and moving them alternately while running.			
		viii. Avoiding looking down or tactually exploring the sighted guide while running.			

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 as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Performing running activities.	The learner performs 8 activities involved in running	The learner performs 6 to 7 activities involved in running	The learner performs 3 to 5 activities involved in running	The learner demonstrates 2 activities involved in running or less.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
Psychomotor Activities	2. 2. Locomotor Activities 2.2.3 Jumping <ul style="list-style-type: none"> • <i>Up on the spot</i> • <i>From both feet</i> • <i>From low height</i> • <i>Over low obstacle</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify parts of the body involved in jumping for body awareness, b) perform jumping activities for physical and health fitness, c) enjoy jumping for fun, physical and health fitness. 	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 learners performing jumping activities (such as jumping up and down on the spot with straight bodies and hands going up with each jump, jumping from both feet one step forwards, jumping from both feet, jumping from both feet one step backwards and jumping from both feet one step each side, jumping from a low firm table or stool or log or any other suitable equipment then land on two feet softly, jumping over low obstacles, with bent knees springing up and jumping swinging hands backwards then forwards while landing) and identify parts of the body used using the most appropriate mode of communication. • take a guided tour to the field to identify an appropriate place for performing jumping activities. • clear area of play for orientation and performing jumping activities. • safely explore the resources to be used in the jumping activities. 	How do you jump?

			<ul style="list-style-type: none"> ● participate in demonstrations on jumping progressively as follows; i) standing upright with feet shoulder-width apart in readiness for jumping, ii) springing from the ground or other base, iii) thrusting the body up or forward, iv) thrusting the body backward or downward, v) landing on two feet. <i>Learners with mobility difficulties could be assisted by peers or learner support assistant or teacher to jump or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with Deafblindness. Safety precautions should be observed for all learners.</i> ● practise jumping activities while counting as instructed while observing safety ● clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Self-efficacy as the learner successfully performs jumping activities.</p>				
<p>Values: Responsibility is enhanced as the learner engages in assigned jumping activities and observes safety precautions.</p>				
<p>Pertinent and Contemporary Issues: Safety as learners observe safety precautions when performing jumping activities.</p>				

Link to other learning areas:

Jumping activities while counting are linked to counting in pre-number activities in Pre-Numeracy Activities.

Suggested Learning Resources:

Video clips or animations, Learner Support Assistant, play area, field markers, mats, digital devices with assistive technology, a flag, whistle

SUGGESTED ASSESSMENT GUIDES**1. ASSESSMENT CHECKLIST**

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform jumping activities	i. Standing upright with feet shoulder-width apart in readiness for jumping.			
		ii. Springing from the ground or other base.			
		iii. Thrusting the body up or forward.			
		iv. Thrusting the body backward or downward.			
		v. Landing on two feet.			

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 as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform jumping activities.	The learner demonstrates 5 steps in performing jumping.	The learner demonstrates 3 to 4 steps in performing jumping.	The learner demonstrates 2 steps in performing jumping.	The learner demonstrates 1 step in performing jumping or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
Psychomotor Activities	2. 2. Locomotor Activities 2.2.4 Swinging <ul style="list-style-type: none"> • <i>Hand swinging</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify parts of the body involved in swinging for body awareness, b) perform swinging activities for physical and health fitness, c) enjoy swinging for fun, physical and health fitness. 	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 learners performing swinging activities (such as swinging one hand at a time, swinging both hands at the same time, swinging one hand at a time from side to side from a bending position, swinging both hands from side to side from a bending position) and identify parts of the body involved using the most appropriate mode of communication, • take a guided tour to the field to identify an appropriate place for performing swinging activities, • clear the area of play for orientation and performing swinging activities, 	How do you swing various parts of the body?

			<ul style="list-style-type: none"> • participate in demonstrations on swinging progressively as follows; i) standing upright with feet slightly apart, ii) swinging one hand at a time clockwise and anticlockwise as instructed, iii) swinging both hands at the same time clockwise and anticlockwise as instructed, iv) swinging one hand at a time from a bending position, v) swinging both hands from side to side from a bending position (<i>Learner with motor, mobility and manipulation difficulties could be assisted by peers or learner support assistant or teacher to swing or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learner with Deafblindness. Safety precautions should be observed for all learners</i>), • practice swinging activities while observing safety, • clear the area of play, collect and store the resources used appropriately. 	
<p>Core Competencies to be developed: Self-efficacy as the learner successively performs swinging activities.</p>				
<p>Values: Unity is promoted as the learner participates in demonstrations on swinging activities with peers.</p>				
<p>Pertinent and Contemporary Issues: Safety is enhanced as the learner observes safety precautions when performing swinging activities.</p>				

Link to other learning areas:

Identifying parts of the body involved in swinging activities is linked to identifying parts of the body in Communication and Social skills

Suggested Learning Resources:

Video clips or animations, Learner Support Assistants, play area, field markers, mats, digital devices with assistive technology, a flag, whistle

SUGGESTED ASSESSMENT GUIDES**1. ASSESSMENT CHECKLIST**

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to perform swinging activities	i. Standing upright with feet slightly apart.			
		ii. Focussing eyes forward or orienting the body to face forward.			
		iii. Swinging one hand at a time clockwise and anticlockwise as instructed.			
		iv. Swinging both hands at the same time clockwise and anticlockwise as instructed.			

		v. Swinging one hand at a time from a bending position.			
		vi. Swinging both hands from side to side from a bending position.			

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 as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform swinging activities	The learner demonstrates 6 skills in performing swinging activities.	The learner demonstrates 4 to 5 skills in performing swinging activities.	The learner demonstrates 2 to 3 skill in performing swinging activities.	The learner demonstrates 1 skill in performing swinging activities or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Psychomotor Activities	2.3 Manipulative Activities 2.3.1 Throwing and catching <ul style="list-style-type: none"> • <i>Stance</i> • <i>Grip</i> • <i>Body orientation</i> • <i>Release</i> • <i>Follow-through</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify equipment used in throwing and catching for learning, b) throw a ball for skill acquisition, c) catch a ball for body and space awareness, d) enjoy throwing and catching a ball for fun and physical fitness. 	The learner is guided to: <ul style="list-style-type: none"> • observe or tactually explore equipment used in performing throwing and catching such as balls, bean bags to identify them using the most appropriate mode of communication. • observe or listen to verbal or tactual description of video clips or animations of learners performing throwing and catching activities and talk about it, • participate in a demonstration on throwing a ball as follows: i) standing legs shoulder width apart or orienting the body towards the direction of the throwing, ii) holding the ball in the fingers, iii) facing the direction of the throw, iv) focusing on the target, v) stepping onto the foot opposite the throwing arm while it arcs backwards, vi) moving body weight forward and bending the knees, vii) keeping the arm straight and eyes focused on the target, viii) releasing the ball with final wrist action; the wrists should snap forward, ix) follow through in the direction of the target, • practice throwing while counting the number of throws and observing safety, 	How do you throw and catch a ball?

			<ul style="list-style-type: none"> ● participate in a demonstration on catching a ball as follows: i) standing legs shoulder width apart facing the ball or orienting the body towards the direction of the thrower, ii) focusing eyes on the ball, iii) moving feet to place the body in line with the ball, iv) moving hands to meet the ball, v) keeping hands and fingers relaxed and slightly cupped to catch the ball, vi) bending to absorb the force of the ball. ● practice catching a ball while observing safety precautions, ● <i>Learners with motor, mobility and manipulation difficulties could be assisted by peers or learner support assistant or teacher to perform throwing and catching ball or be given alternative corresponding activities as per their functional ability. Provide tactile modelling and physical guidance to learners with Deafblindness. Safety precautions should be observed for all learners,</i> ● participate in games that involve throwing and catching skills in different situations. 	
<p>Core Competencies to be developed: Learning to learn as the learner observes or tactually explores equipment used in performing throwing and catching.</p>				
<p>Values: Respect is enhanced as the learner participates in games that involve throwing and catching skills in different situations.</p>				
<p>Pertinent and Contemporary Issues: Safety is enhanced as the learner practises catching a ball while observing safety precautions.</p>				

Link to other learning areas:

Throwing and catching a ball while counting the number of throws is linked to counting in Pre-number activities in Pre-numeracy Activities.

Suggested Learning Resources:

Video clips or animations, Learner Support Assistants, play area, field markers, mats, digital devices with assistive technology, a flag, whistle, Balls, beanbags, Rubber ring.

SUGGESTED ASSESSMENT GUIDES**1. ASSESSMENT CHECKLIST**

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to throw a ball	i. Standing with legs shoulder width apart or orienting the body towards the direction of the throwing.			
		ii. Holding the ball in the fingers.			
		iii. Facing the direction of the throw.			
		iv. Focusing on the target.			
		v. Stepping onto the foot opposite the throwing arm while it arcs backwards.			
		vi. Moving body			
		vii. weight forward and bending the knees.			

		viii. Keeping the arm straight and eyes focused on the target.			
		ix. Releasing the ball with final wrist action; the wrists should snap forward.			
		x. Following through in the direction of the target.			
2	Ability to catch a ball	i. Standing legs shoulder width apart facing the ball or orienting the body towards the direction of the thrower.			
		ii. Focusing eyes on the ball.			
		iii. Moving feet to place the body in line with the ball.			
		iv. Moving hands to meet the ball.			
		v. Keeping hands and fingers relaxed and slightly cupped to catch the ball.			
		vi. Bending to absorb the force of the ball.			

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 as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to throw a ball.	The learner demonstrates 8 to 9 skills in throwing a ball.	The learner demonstrates 5 to 7 skills in throwing a ball.	The learner demonstrates 3 to 4 skills in throwing a ball.	The learner demonstrates a maximum of 2 skills in throwing a ball.
Ability to catch a ball.	The learner demonstrates 6 skills in catching a ball.	The learner demonstrates 4 to 5 skills in catching a ball.	The learner demonstrates 2 to 3 skills in catching a ball.	The learner demonstrates 1 skill in catching a ball or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
Psychomotor Activities	2.4 Manipulative Activities 2.3.2 Kicking	By the end of the Sub Strand, the learner should be able to: a) identify equipment used in kicking a ball for learning, b) kick a ball for skill acquisition, c) enjoy kicking a ball for fun and physical fitness.	The learner is guided to: <ul style="list-style-type: none"> ● observe or tactually explore equipment used in performing kicking activities such as balls, bean bags and identify them using the most appropriate mode of communication, ● watch or listen to verbal or tactual description of video clips or animations of learners performing kicking activities and talk about it, ● clear the area of play for orientation and performing kicking activities, ● safely explore the resources to be used in the kicking activities, 	How do we kick a ball?

			<ul style="list-style-type: none"> ● participate in a demonstration on kicking a ball as follows: i) standing legs shoulder width apart, ii) focussing eyes on the ball, iii) swinging the arm opposite kicking leg forward and sideward, iv) placing the non-kicking foot beside the ball, v) bending knee of kicking leg during the backswing, vi) contacting the ball with top of the foot, vii) following through appropriately with the kicking leg towards the direction of the kick. <i>Learners with motor, mobility and manipulation difficulties could be assisted by peers or learner support assistant or teacher to perform kicking activities or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with Deafblindness. Safety precautions should be observed for all learners.</i> ● practise kicking a ball while observing safety, ● participate in simple games that involve kicking skills in different situations. 	
<p>Core Competencies to be developed: Self-efficacy as the learner successfully performs kicking activities.</p>				
<p>Values: Integrity is nurtured as the learner portrays self-discipline by observing the rules of the game.</p>				
<p>Pertinent and Contemporary Issues: Social cohesion as learners play simple games that involve kicking skills.</p>				

Link to other learning areas:

Kicking a ball is linked to body positioning in Orientation and Mobility.

Suggested Learning Resources:

Videos or animation, field markers, improvised balls, whistle, Learner Support Assistants, digital devices with assistive technology, a flag

SUGGESTED ASSESSMENT GUIDES**1. ASSESSMENT CHECKLIST**

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to kick a ball	i. Standing legs shoulder width apart.			
		ii. Focussing eyes on the ball.			
		iii. Swinging the arm opposite kicking leg forward and sideward.			
		iv. Placing the non-kicking foot beside the ball.			
		v. Bending knee of kicking leg during the backswing.			
		vi. Contacting the ball with top of the foot.			
		vii. Following through appropriately with the kicking leg towards the direction of the kick.			

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 as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to kick a ball	The learner demonstrates 7 steps in performing bouncing.	The learner demonstrates 5 to 6 steps in performing bouncing.	The learner demonstrates 3 to 4 steps in performing bouncing.	The learner demonstrates 2 steps in performing bouncing or less

3.0 CREATIVE ACTIVITIES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Creative Activities	3.1 Modelling <ul style="list-style-type: none"> • <i>Shapes (triangle, circle, rectangle) and a human form</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify materials used in modelling for appropriate use, b) model different shapes and forms using locally available materials for creativity and enjoyment; c) enjoy modelling for self-expression and leisure. 	The learner is guided to: <ul style="list-style-type: none"> • observe or tactually explore different materials used for modelling such as clay, water, plasticine, and papier Mache and identify them using the most appropriate mode of communication, • watch or listen to verbal or tactual description of video clips or animations of learners carrying out modelling activities using clay, plasticine or <i>papier-mâché</i> and talk about it, • participate in demonstrations on modelling of different shapes (triangle, circle, rectangle) and a human form (<i>learner with manipulation difficulties could be assisted by peers or learner support assistant or teacher to perform modelling activities or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learner with</i> 	<ol style="list-style-type: none"> 1. What materials do we use in modelling? 2. How do you make a modelled item?

			<p><i>Deafblindness. Safety precautions should be observed for all learners.</i></p> <ul style="list-style-type: none"> ● practise modelling shapes (triangle, circle, rectangle) and human form using clay or plasticine or papier Mache, ● carry out modelling activities during leisure time. 	
<p>Core Competencies to be developed: Creativity and imagination as the learner models different items.</p>				
<p>Values: Responsibility as the learner takes care of the modelling resources.</p>				
<p>Pertinent and Contemporary Issues: Environmental awareness as the learner uses locally available resources in modelling.</p>				
<p>Link to other learning areas: Modelling shapes and human form is linked to modelling numbers in Pre-Numeracy Activities.</p>				
<p>Suggested Learning Resources: Video clips or animations of learners carrying out modelling activities and materials used for modelling such as clay, plasticine, water and papier-mâché.</p>				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify various materials used in modelling	i. Identifying clay.			
		ii. Identifying water.			
		iii. Identifying plasticine.			
		iv. Identifying papier-mâché.			
2	Ability to model different things using locally available materials.	v. Modelling a triangle			
		vi. Modelling a circle			
		vii. Modelling a rectangle			
		viii. Modelling human forms			

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 as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify various materials used in modelling.	The learner identifies 4 materials used in modelling.	The learner identifies 3 materials used in modelling.	The learner identifies 2 materials used in modelling.	The learner identifies 1 of the materials used in modelling or none.
Ability to model different things using locally available materials.	The learner models 4 different things using locally available materials.	The learner models 3 different things using locally available materials.	The learner models 2 different things using locally available materials.	The learner models 1 of the different things using locally available materials or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Creative Activities	3.2 Painting <ul style="list-style-type: none"> • <i>Making simple painting</i> 	By the end of the Sub Strand, the learner should be able to: a) identify materials used in painting for appropriate use, b) perform painting activities for creativity and enjoyment, c) enjoy painting using varied materials for relaxation and creativity.	The learner is guided to; <ul style="list-style-type: none"> • observe or tactually explore different painting materials which include; painting brush, water colours, paper, water, small containers for mixing colours or palettes and identify them using the most appropriate mode of communication, • explore the immediate environment to identify locally available materials that can be 	What materials are used for painting?

			<p>used in painting such as improvised brush from stick and sisal fibres, colours from flowers, charcoal and soil,</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual description of painted pictures or video clips of learners painting and talk about them using the most appropriate mode of communication, ● participate in demonstrations on painting following the correct steps which include; mixing the colour with the right amount of water, holding the brush appropriately, dipping the brush into the mixed colour, applying the mixed colour on the paper to paint without messing, making simple painting. <i>Learners with manipulation difficulties could be assisted by peers or learner support assistant or teacher to perform painting activities or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with Deafblindness. Safety precautions should be observed for all learners</i> 	
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			<ul style="list-style-type: none"> ● practise making simple painting freely on paper, ● display the paint work and talk about it 	
Core Competencies to be developed:				
Creativity and imagination as the learner makes simple painting freely on paper.				
Values:				
Responsibility as the learner cares for resources used in painting.				
Pertinent and Contemporary Issues:				
Environmental awareness as the learner uses locally available materials in painting.				
Link to other learning areas:				
Painting different patterns is linked with colouring numbers in Pre-numeracy Activities.				
Suggested Learning Resources:				
Video clips of learners painting, painting brush, water colours, paper, water, small containers for mixing colours or palettes.				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify materials used in painting	i. Identifying a painting brush.			
		ii. Identifying water colours.			
		iii. Identifying paper.			
		iv. Identifying water.			
		v. Identifying the small containers for mixing colours or palette.			

2	Ability to perform painting activities	i. Mixing the colour with the right amount of water.			
		ii. Holding the brush appropriately.			
		iii. Dipping the brush into the mixed colour.			
		iv. Applying the mixed colour on the paper to paint without messing.			
		v. Making a simple painting.			

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 as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify materials used in painting	The learner identifies 5 materials used in painting.	The learner identifies 3 to 4 materials used in painting.	The learner identifies 2 materials used in painting.	The learner identifies 1 of the materials used in painting or none.
Ability to perform painting activities.	The learner performs 5 skills in painting activities.	The learner performs 3 to 4 skills in painting activities.	The learner performs 2 skills in painting activities.	The learner performs 1 of the skills in painting activities or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Creative Activities	3.3 Printing	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify materials used in printing for appropriate use, b) make patterns using the printing technique, c) enjoy printing using varied materials for relaxation and creativity. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or tactually explore different printing materials such as painting brush, fresh leaves water colours, paper, water, small containers for mixing colours or palettes and identify them using the most appropriate mode of communication, ● explore the surroundings to identify and obtain locally available materials that can be used in painting such as improvised brush from stick and sisal fibres, colours from flowers, leaves, charcoal and soil, ● observe or listen to verbal or tactual description of printed pictures or video clips of learners printing using the hands and fresh leaves and talk about it, ● pick fresh leaves from the immediate environment to be used in leaf printing. <i>Take care not to destroy plants when picking the leaves,</i> ● participate in demonstrations on how to carry out hand and leaf printing following the correct steps which include; mixing the colour with the right amount of water, holding the brush 	<p>How can you make a pattern using the printing technique?</p>

			<p>appropriately, dipping the brush into the mixed colour, applying the mixed colour on the palm or leaf to print without messing, making desired printed patterns. <i>Learners with manipulation difficulties could be assisted by peers or learner support assistant or teacher to perform printing activities or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with Deafblindness. Safety precautions should be observed for all learners</i></p> <ul style="list-style-type: none"> ● practise making prints using the palm of the hands and leaves, display the work and talk about it. 	
<p>Core Competencies to be developed: Critical thinking and problem solving as the learner makes prints using palms and leaves.</p>				
<p>Values: Responsibility is enhanced as the learner takes care of the learning resources and the environment when picking leaves for printing.</p>				
<p>Pertinent and Contemporary Issues: Environmental protection as the learner takes care of plants when obtaining leaves, flowers and sticks for printing.</p>				
<p>Link to other learning areas: Printing different patterns is linked to making patterns in Pre-Numeracy Activities.</p>				
<p>Suggested Learning Resources: Video clips of learners carrying out printing activities, paper, water, small containers for mixing colours or palettes, water colours, painting brush, fresh leaves and palms of hands.</p>				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify materials used in printing	i. Identifying a painting brush.			
		ii. Identifying water colours used in printing.			
		iii. Identifying paper.			
		iv. Identifying fresh leaves.			
		v. Identifying the small containers for mixing colours or palette.			
2	Ability to make patterns using the printing technique	i. Mixing the colour with the right amount of water.			
		ii. Holding the brush appropriately.			
		iii. Dipping the brush into the mixed colour.			
		iv. Applying the mixed colour on the fresh leaf or palm of the hand to print without messing.			
		v. Making desired patterns.			

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 as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify materials used in printing.	The learner identifies 5 materials used in printing.	The learner identifies 3 to 4 materials used in printing.	The learner identifies 2 materials used in printing.	The learner identifies 1 of the materials used in printing or none.
Ability to make patterns using the printing technique	The learner demonstrates 5 skills in making patterns using the printing technique	The learner demonstrates 3 to 4 skills in making patterns using the printing technique	The learner demonstrates 2 skills in making patterns using the printing technique.	The learner demonstrates 1 of the skills in making patterns using the printing technique or none.

4.0 MUSIC AND MOVEMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Music and Movement	4.1 Singing	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) sing familiar songs for enjoyment, b) sing new songs for learning and enjoyment, c) enjoy singing songs for relaxation. 	The learner is guided to; <ul style="list-style-type: none"> ● listen to recorded songs or observe signed songs or tactually signed songs and respond by nodding, foot stamping, clapping, whistling, facial gestures, finger snapping, ● listen to a song sang or signed or tactually signed by the teacher and respond accordingly, ● sing along recorded or signed or tactually signed familiar songs, ● take turns in singing familiar songs, ● participate in demonstrations of singing or sign singing or tactual sign singing a new song by familiarising with words of the song, ● listen to the teacher singing or signing or tactual signing the new song, repeating the song after the teacher line by line, singing or signing or tactual signing the song along the teacher, ● practise singing or sign singing or tactual sign singing the new song, ● sing or sign sing or tactually sign sing familiar and new songs in different contexts for relaxation and enjoyment. 	How do you respond to a song?
Core Competencies to be developed: Self-efficacy as the learner successfully sings the new song.				

Values: Unity is enhanced as the learner sings songs harmoniously with peers.
Pertinent and Contemporary Issues: Health promotion as the learner sings familiar and new songs for relaxation and enjoyment.
Link to other learning areas: Singing familiar and new songs is linked to singing songs on counting numbers in Pre- Numeracy Activities.
Suggested Learning Resources: Recorded songs, communication boards, calendar system, Learner Support Assistants

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to sing familiar songs	i. Responding to familiar songs.			
		ii. Singing along recorded or signed or tactually signed familiar songs.			
		iii. Singing familiar songs in groups.			
		iv. Singing familiar songs in pairs.			
		v. Singing familiar songs individually.			
2.	Ability to sing new songs	i. Familiarising with words of the song.			

		ii. Listening to the teacher singing or sign-singing or tactually singing the new song.			
		iii. Repeating the song after the teacher line by line			
		iv. Singing or signing or tactually signing the song along with the teacher.			
		v. Singing the new song in groups, in pairs or individually.			

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 as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to sing familiar songs	The learner demonstrates 5 skills in singing familiar songs.	The learner demonstrates 3 to 4 skills in singing familiar songs.	The learner demonstrates 2 skills in singing familiar songs.	The learner demonstrates 1 skill in singing familiar songs or none
Ability to sing new songs	The learner demonstrates 5 activities in singing new songs.	The learner demonstrates 3 to 4 activities in singing new songs.	The learner demonstrates 2 activities in singing new songs.	The learner demonstrates 1 activity in singing new songs or none.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Music and Movement	4.2. Dance	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> make body movements in readiness to perform dance, make rhythmic movements using different body parts, dance to different rhythms for enjoyment, show interest in performing dance for entertainment and relaxation. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> observe or listen to verbal or tactual descriptions of different body movements made by the teacher such as moving the hand, stretching the legs, clapping the hand, curling the body, moving the body sideways and swaying the head and imitate the movements, watch or listen to verbal or tactual description of video clips of people making rhythmic movements using different parts of the body such as tapping with the hands, swaying the head, stamping the feet, snapping the fingers and swaying the body and making the movements along the video clips, participate in a demonstration of making rhythmic movements using different parts of the body (<i>tapping with the hands, swaying the head, stamping the feet, snapping the fingers, swaying the body</i>), practice making rhythmic movements using parts of the body (<i>tapping with the hands, swaying the head, stamping the feet, snapping the fingers, swaying the body</i>), 	<p>What do you do when you hear music play?</p>

			<ul style="list-style-type: none"> ● dance along the rhythm of songs demonstrated by the teacher, ● dance to the rhythm of recorded music, ● sing songs and dance to their rhythm, ● participate in traditional dance, ● perform dance freely in varied settings for relaxation and enjoyment. <i>Learners with motor, mobility and manipulation difficulties could be assisted by peers or learner support assistant or teacher to perform dancing activities or be given an alternative corresponding activity as per their functional ability. Provide tactile modelling and physical guidance to learners with Deafblindness. Safety precautions should be observed for all learners.</i> 	
<p>Core Competencies to be developed: Creativity and imagination as the learner makes rhythmic movements using different parts of the body</p>				
<p>Values: Patriotism is enhanced as the learner participates in traditional dance.</p>				
<p>Pertinent and Contemporary Issues: Mental health as the learner performs dance freely in varied settings for relaxation and enjoyment.</p>				
<p>Link to other learning areas: Making rhythmic movements using different parts of the body is linked to movement within the environment in Orientation and Mobility.</p>				
<p>Suggested Learning Resources: Video clips of people making rhythmic movements using different parts of the body, recorded music and communication boards.</p>				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to make different body movements	i. Making movements by swaying the hands.			
		ii. Making movements by stretching the legs.			
		iii. Making movements by clapping the hands.			
		iv. Making movements by curling the body.			
		v. Making movements by moving the body sideways.			
		vi. Making movements by swaying the head.			
2	Ability to make different rhythmic movements	i. Making rhythmic movements by tapping with the hands.			
		ii. Making rhythmic movements by swaying the head.			
		iii. Making rhythmic movements by stamping the feet.			
		iv. Making rhythmic movements by snapping the fingers.			
		v. Making rhythmic movements by swaying the body.			

3.	Ability to dance to different rhythms	i. Dancing along with the rhythm of songs demonstrated by the teacher.			
		ii. Dancing to the rhythm of recorded music.			
		iii. Singing a song in groups and dancing to the rhythm of the song.			
		iv. Singing a song individually and dancing to its rhythm.			

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 as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to make different body movements	The learner demonstrates 6 different body movements.	The learner demonstrates 4 to 5 different body movements.	The learner demonstrates 2 to 3 different body movements.	The learner demonstrates 1 of the different body movements or none
Ability to make different rhythmic movements	The learner demonstrates 5 different rhythmic movements.	The learner demonstrates 3 to 4 different rhythmic movements.	The learner demonstrates 2 different rhythmic movements.	The learner demonstrates 1 of the different rhythmic movements or none
Ability to dance to different rhythms	The learner demonstrates 4 activities in dancing to different rhythms.	The learner demonstrates 3 activities in dancing to different rhythms	The learner demonstrates 2 activities in dancing to different rhythms	The learner demonstrates 1 of the activities in dancing to different rhythms or none

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 Music and Movement	4.3 Playing Musical Instruments	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify musical instruments for appropriate use, b) play simple musical instruments as songs' accompaniment for enjoyment, c) appreciate the use of musical instruments to accompany songs for entertainment and enjoyment. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe or listen to verbal or tactual descriptions of pictures, video clips or animations of different musical instruments such as drums, jingles, shakers, guitar to identify them using the most appropriate mode of communication, ● watch or listen to verbal or tactual descriptions of videos of people playing musical instruments while singing, ● participate in demonstrations of playing musical instruments to accompanied with songs (drum and shakers), ● practise playing a drum by positioning it, holding the striking button and beating the drum to the rhythm of a song, ● practise playing the shakers by holding the handle, positioning it appropriately, moving the shaker to produce rhythmic sounds, ● play musical instruments to accompany songs for different occasions. <i>Learners with motor, mobility and manipulation difficulties could be assisted by peers or learner support assistant or teacher to play musical instruments or be given an alternative corresponding activity as per their functional ability. Provide tactile</i> 	Which musical instruments do you know?

			<i>modelling and physical guidance to learners with Deafblindness. Safety precautions should be observed for all learners.</i>	
Core Competencies to be developed: Self-efficacy as the learner successfully plays different musical instruments.				
Values: Responsibility as the learner handles the musical instruments carefully.				
Pertinent and Contemporary Issues: Mental health as the learner sings and plays musical instruments for relaxation.				
Link to other learning areas: Playing musical instruments could be applied as an accompaniment of songs on parts of the body in Communication and Social Skills.				
Suggested Learning Resources: Video clips or animations of different musical instruments and musical instruments which include; drum, jingles, shakers and guitar.				

SUGGESTED ASSESSMENT GUIDES

1. ASSESSMENT CHECKLIST

Learner's Name _____

S.N	Indicator	Skills Assessed	Tick as appropriate		Teacher's comment
			Demonstrated	Not Demonstrated	
1	Ability to identify musical instruments	i. Identifying a drum.			
		ii. Identifying jingles.			
		iii. Identifying shakers.			
		iv. Identifying a guitar.			
2	Ability to play simple musical instruments (Drum and shakers)	i. Positioning the drum appropriately.			
		ii. Holding the striking button correctly.			
		iii. Beating the drum to the rhythm of song.			
		iv. Holding the handle of the shakers correctly.			
		v. Positioning the shakers appropriately.			
		vi. Moving the shakers to produce the rhythm of a song.			

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 as indicated below.

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to identify different musical instruments.	The learner identifies 4 different musical instruments.	The learner identifies 3 different musical instruments.	The learner identifies 2 different musical instruments.	The learner identifies 1 of the different musical instruments or none
Ability to play simple musical instruments.	The learner demonstrates 6 skills in playing simple musical instruments.	The learner demonstrates 4 to 5 skills in playing simple musical instruments.	The learner demonstrates 2 to 3 skills in playing simple musical instruments.	The learner demonstrates 1 skill in playing simple musical instruments or none