



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

LOWER PRIMARY CURRICULUM DESIGN

CREATIVE ACTIVITIES

GRADE 2

FOR LEARNERS WITH VISUAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

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Revised 2024

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FOREWORD

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

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential working Party on Education Reforms(PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Grade two curriculum designs for learners with visual impairment build on competencies attained by learners at Grade two. Emphasis at this grade is the development of basic literacy, numeracy and skills for interaction with the environment.

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

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

**HON. EZEKIEL OMBAKI MACHOGU, CBS
CABINET SECRETARY,
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PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade one is the first grade of Primary education level while Grade 6 is the final grade of the level in the reformed education structure .

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

Therefore, the Grade ----- curriculum designs for learners with visual impairment are intended to enhance the learners’ development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade two and prepare them for smooth transition to Grade two. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

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

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

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

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Grade 1 and preparation of learners with visual impairment for transition to Grade two.

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TABLE OF CONTENTS

| | |
|--|------|
| FOREWORD | iii |
| PREFACE | v |
| ACKNOWLEDGEMENT | vi |
| NATIONAL GOALS OF EDUCATION | ix |
| LESSON ALLOCATION..... | xi |
| GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION | xii |
| ESSENCE STATEMENT | xiii |
| SUBJECT GENERAL LEARNING OUTCOMES..... | xiii |
| SUMMARY OF STRANDS AND SUB STRANDS | xiv |
| STRAND 1: CREATING AND EXECUTION..... | 1 |
| STRAND 2: PERFORMING AND DISPLAYING | 21 |
| STRAND 3: APPRECIATION..... | 43 |
| APPENDIX 1: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES, AND NON-FORMAL ACTIVITIES..... | 49 |
| CSL AT EARLY YEARS EDUCATION | 57 |

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfillment

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

4. Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

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

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

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

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

8. Good health and environmental protection

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

LESSON ALLOCATION

| S/ No . | Learning Area | No. of Lessons |
|------------------------|---|-----------------------|
| 1 | Mathematical Activities for Learners with Visual Impairment | 5 |
| 2 | English Language Activities for Learners with Visual Impairment | 5 |
| 3 | Environmental Activities for Learners with Visual Impairment | 4 |
| 4 | Creative Activities for Learners with Visual Impairment | 7 |
| 5 | Religious Education Activities | 3 |
| 6 | Kiswahili language activities for Learners with Visual Impairment | 4 |
| 7 | Braille Literacy Activities | 2 |
| 8. | Pastoral/ Religious Instruction Programme | 1 |
| | Total | 31 |

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

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

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

ESSENCE STATEMENT

The Creative Activities learning area encompasses Music, Art and Craft and Movement Activities. This learning area offers the learner an opportunity to enjoy and purposefully experience, explore and experiment with different learning materials. The learner is allowed to explore, create, perform and appreciate different forms of Creative Arts. This learning area is anchored in John Dewey's Social constructivism theory which posits that learning should be experiential, participatory and should arise from learners' interests. The learning area provides means through which the learner explores their own and others' cultures, to discover and interpret the world around them. In line with the emerging trends in learning, current and emerging technologies will be integrated in the learning process through inclusion of activities such as recording, creating, communicating, enhancing concepts and re-interpreting ideas. Overall, the learner will be equipped with requisite foundational knowledge, skills, attitudes and values to progress to the upper primary. The learner will also sharpen their potential to participate in social and economic development within their communities and society as a whole.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Grade Two, the learner should be able to:

- a) appreciate own and others Artworks, Music and Movement Activities from the past and present within their social context and cultures,
- b) express feelings, ideas, emotions and experiences through Artworks, Music and Movement Activities for therapeutic purposes,
- c) develop self-confidence and sense of achievement through making and responding to Artworks, Music and Movement Activities of self and others,
- d) create Artworks, perform Music and Movement Activities to share their ideas, thoughts, feelings and experiences for learning and enjoyment,
- e) use appropriate language in responding to Artworks, Music and Movement Activities for communication and collaboration, obey rules and cooperate with others to accomplish individual responsibilities while paying adequate attention to own health and safety.

SUMMARY OF STRANDS AND SUB STRANDS

| Strand | Sub Strand | No of Lessons |
|-------------------------------|-----------------------------------|----------------------|
| Creating and Execution | 1.1 Hopping | 14 |
| | 1.2 Drawing and Painting | 14 |
| | 1.3. Rhythm and Pattern Making | 18 |
| | 1.4 Turning | 14 |
| | 1.5 Mosaic | 10 |
| | 1.6 Melody | 18 |
| Performing and Display | 2.1 Singing Games- Western Style | 18 |
| | 2.2 Kicking | 14 |
| | 2.3 Plaited Ornaments | 10 |
| | 2.4 Egg Roll and Swan Balance | 14 |
| | 2.5 Wind Musical Instruments | 18 |
| | 2.6 Modelling | 10 |
| 3.0 Appreciation | 3.1 Singing Games - Western Style | 14 |
| | 3.2 Water Safety Awareness | 10 |

STRAND 1: CREATING AND EXECUTION

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-----------------------------------|--|--|--|---|
| 1.0 Creating and Execution | 1.1 Hopping <ul style="list-style-type: none"> • <i>Directions (forward, backward, to the right, to the left)</i> • <i>Patterns (straight, curved, circular and zigzag)</i> | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify different directions of hopping for space awareness, b) perform hopping in different directions for agility, c) make pattern formations while hopping in different directions for coordination, d) appreciate hopping in different directions for fitness. | <ul style="list-style-type: none"> • Learners are guided to hop and talk about different directions of hopping for physical fitness, learners with low vision while learners with blindness are given hands on demonstration on hoping as they talk about different directions of hopping for physical fitness. • Learners are guided to demonstrate hopping in different directions and forming patterns with peers, learners with low vision while learners with blindness are given hands-on demonstration and support as they hop in different directions and form patterns with peers. • Learners are guided to practise hopping in different directions | Why is hopping activity important as a physical activity? |

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| | | | <p>and forming patterns, learners with low vision. while learners with blindness are given hands-on demonstration as they practice hopping in different directions and forming patterns.</p> <ul style="list-style-type: none"> • Learners are guided to play simple games using the hop skill as they sing action songs, learners with low vision. Learners with blindness are given hands-on demonstration as they play simple games using the hop skill while singing action songs. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem solving: A learner develops skills of seeking assistance in critical needs as they determine the suitable pattern to hop. • Communication and collaboration: A learner develops listening speaking skills as they work with peers to demonstrate and practice hopping. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> • Love: a learner demonstrates selfless skills as they share opinions and space while hopping with peers. • Unity: a learner demonstrates collaborative skills as they play games involving hopping. | | | | |
| <p>Pertinent and Contemporary Issues (PCIs):</p> <p>Life skills</p> <p>Self-esteem: A learner develops confidence and appreciative ability skills as they perform different hopping activities.</p> | | | | |

Link to other learning areas:

Language activities: Learners clearly communicate with others as they hop in different directions for fitness.

Suggested learning resources

Field, field makers, group makers, rope, Braille paper, Braille machines, slates and stylus.

| Strand | Sub Strand | Specific learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-----------------------------------|---|---|--|--|
| 1.0 Creating and Execution | 1.2 Drawing and Painting <ul style="list-style-type: none"> • <i>texture</i> • <i>regular shape</i> • <i>colour mixing</i> • <i>painting</i> | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify texture on surfaces, b) create texture on paper by rubbing on surfaces, c) apply texture on drawn forms, d) manipulate objects of different texture, (learners with blindness) e) mix colour using bloating techniques, (learners with low vision) | <ul style="list-style-type: none"> • Learners with low vision are guided to, observe virtual pictures or explore objects in the environment to identify rough and smooth texture while learners with blindness are given tactile materials as they interpret different texture • Learners are guided to explore the environment to simulate different textures on objects by rubbing. Learners with blindness are given hands on demonstration as they explore the environment to simulate different textures on objects by rubbing. | <ol style="list-style-type: none"> 1. How will you create texture in your drawing? 2. How do we mix colours? |

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| | | <p>f) name different colours obtained by mixing different colours(learners with blindness)</p> <p>g) paint regular shapes using a brush,</p> <p>h) manipulate shapes of different objects</p> <p>i) value manipulating , drawing and painting for enjoyment.</p> | <ul style="list-style-type: none"> ● Learners with low vision are guided to draw random doodles on plain papers while learners with blindness are guided to arrange objects to create different textures. ● Learners with low vision are guided to create texture in the doodle, by rubbing on differently textured surfaces while learners with blindness are paired with their low vision peers as they create texture in the doodle, by rubbing on differently textured surfaces. ● Learners with low vision are guided to draw natural forms found in the environment while learners with blindness are provided with natural objects of different texture like fruit to manipulate and interpret the textures. ● Learners with low vision are guided to apply appropriate texture (rough or smooth) on | |
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| | | | <p>drawn or modelled shapes (explore different drawing tools) while learners with blindness are provided with objects of different texture (rough or smooth) to manipulate and interpret the appropriate textures.</p> <ul style="list-style-type: none"> • Learners with low vision are guided to mix colour using blotting techniques while learners with blindness are given hands on demonstration accompanied by verbal descriptions on names of different colours obtained after mixing. • Learners with low vision are guided to paint regular shapes using one colour while learners with blindness are provided with objects of different shapes to manipulate as they identify different shapes. • Learners are guided to talk about their drawing or models to peers as they display them for critic. | |
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Core Competencies to be developed:

- Creativity and imagination: A learner develops skills of analysing information as they draw forms while using shapes for self-expression.

Values:

- Love: a learner demonstrates skills of compassion as they share different ideas and opinions when discussing shapes and sharing drawing materials.
- Unity: a learner demonstrates the skills of cooperation as they display team spirit while rehearsing and performing African style singing games.
- Respect: a learner demonstrates the skill of honesty as they accept diverse opinions of others while talking about their drawing or models to peers as they display them for critic.

Pertinent and Contemporary Issues (PCIs):

Safety and Security: Learners develop safety and security awareness as they carefully take a walk around the school environment to identify basic organic shapes.

Link to other learning areas:

- English and Kiswahili Activities: Learners communicate thoughts about their artwork in Kiswahili, fostering proficiency in both English and Kiswahili languages.
- Environmental Activities: Learners identify textures in the environment during art lessons, connecting artistic expression to observations in the natural world.

Suggested learning resources

Water, clay, plasticine, colours, Braille machines, Braille papers, slates and stylus.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|---|---|--|---|--------------------------------------|
| 1.0 Creating and Execution | 1.3 Rhythm and Pattern Making <ul style="list-style-type: none"> ● Ways of creating rhythm: <i>-marching</i> <i>-reciting,</i> <i>-clapping,</i> <i>-stamping,</i> <i>-humming,</i> ● Body percussion: <i>-snapping</i> <i>-tapping</i> <i>-stamping</i> <i>-clapping</i> ● Movements : <i>-skipping</i> <i>-hopping</i> <i>-twisting</i> <i>-nodding</i> | By the end of the sub strand the learner should be able to: a) identify different ways of creating rhythms in music, b) sing simple song maintaining the beat for rhythmic development, c) make body movements to reflect various rhythms in simple songs, d) recite rhythmic chants for rhythmic development, e) create simple shape patterns by printing, f) create simple shape patterns by modeling. (learners with blindness) g) appreciate rhythmic improvisation for rhythmic development. | <ul style="list-style-type: none"> ● Learners with low vision are guided using digital devices with appropriate assistive technology to watch/listen to a live or an audio described recorded performances and identify various ways of creating rhythms. Learners with are provided with verbal descriptions to identify the different ways of creating rhythms in music (singing, marching, walking, reciting, whistling, snapping, clapping, stamping, flapping, smacking, rubbing, clicking, humming, patting). ● In groups, learners are guided to sing simple songs as they maintain the beat. (matching, walking, reciting) while learners with blindness are given one on one demonstration on how to maintain the beats as they sing simple songs (matching, walking, reciting). | How do we make repetitive movements? |

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| | | | <ul style="list-style-type: none"> ● Learners are guided to sing a simple song as they maintain beat using body percussion (snapping, clapping, stamping, flapping, rubbing, patting) Learners are guided to use body percussion to provide rhythmic accompaniments as they sing simple familiar songs. ● Learners are guided to make body movements to bring out various rhythms as they sing simple songs learners with low vision (walking, twisting, turning, matching, nodding, stamping, skipping, hopping among others). Learners with blindness are given one on one demonstrations on how to make body movements as they bring out various rhythms. ● Learners with low vision are guided to search for appropriate rhythmic chants for performance while learners with blindness are given one on one support as they search for appropriate rhythmic chants for performance. ● Learners with low vision are guided to recite rhythmic chants as they make | |
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| | | | <p>body movements while learners with blindness are given one on one demonstration and orientation of body in space on how to make body movements as they recite rhythmic chants.</p> <ul style="list-style-type: none"> • Learners are guided to use digital devices with assistive appropriate technology to record the performance of recited rhythms for future reference while learners with blindness are given one on one support. | |
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Core Competencies to be developed:

- Communication: A learner develops the skills of listening and speaking as they watch/listen to live or recorded performances of various ways of creating rhythms.
- Creativity and imagination: A learner develops the skills of flexibility as they use digital devices with assistive appropriate technology to record the performance of recited rhythms for future reference.
- Learning to learn: A learner develops the skill of learning to learn as they apply knowledge of searching for other relevant rhythmic chants for performances in future.

Values:

- Responsibility: A learner demonstrates the skills of safety and security as they take care of the digital devices availed to them while recording the performances of the recited rhythms for future reference.
- Patriotism: A learner demonstrates the skill of patriotism as they proudly search for appropriate rhythmic chants for performance from diverse Kenyan communities.
- Unity: A learner demonstrates the skill of team spirit as they work in groups to improvise rhythmic accompaniment to songs.

Pertinent and Contemporary Issues:

Cyber Security: A learner develops the skills of personal safety in cyber security as they carefully search for appropriate rhythmic chants for performance from the virtual sources.

Link to other learning areas:

- Mathematics: As a learner apply counting skills learnt to maintain beats in simple songs.

Suggested learning resources:

Text books, exercise books, leaves, bark of tree, sand, glue, manila paper, marker pens, pair of scissors, Braille papers, Braille machines, slates and stylus.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-----------------------------------|---|---|--|---|
| 1.0 Creating and Execution | 1.4 Turning <ul style="list-style-type: none"> ● different direction (<i>left, right, half, full and combination</i>) | By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify the different directions of turning in movement, b) perform turning in different directions for coordination, c) appreciate turning as a basic skill for body movement during play. | <ul style="list-style-type: none"> ● Learners are guided to talk about various directions of turning through demonstration as they identify such turning direction. Learners with blindness are given one on one support as they talk about various directions of turning through demonstration. ● Learners are guided to practice turning in different directions. Learners with blindness are given one on one support as they practice turning in different directions. ● Learners are guided to sing action songs and make patterns while turning in different directions. Learners with blindness are given one on one demonstration and support while make patterns and turning in different directions | Why is turning an important skill for a player during a game? |

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| | | | <ul style="list-style-type: none"> Learners are guided to play a game while practicing turning for enjoyment. | |
| <p>Core competencies to be developed:</p> <ul style="list-style-type: none"> Creativity and Imagination: A learner develops skills of creativity as they explore turning in different directions. Communication and Collaboration: A learner develops the skills of speaking and collaboration as they talk about various directions of turning while demonstrating. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> Respect: A learner demonstrates the skills of humility as they appreciate diverse opinions while discussing various directions the body turns. Unity: A learner develops the skills of cooperation as they cooperate with others as they work in groups to perform turning in different directions. | | | | |
| <p>Pertinent and Contemporary issues: Self-awareness and self-esteem: A learner develops the skills of self-esteem as they practice turning in different directions.</p> | | | | |
| <p>Link to other learning areas: Mathematics Activities: As learners learn directions and patterns.</p> | | | | |
| <p>Suggested learning resources Group markers, field markers, Braille papers, Braille machines, slates and stylus.</p> | | | | |

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-----------------------------------|--|--|--|-----------------------------------|
| 1.0 Creating and Execution | 1.5 Mosaic <i>cutting</i> <i>pasting</i> <i>painting</i> | By the end of the sub strand, the learner should be able to: a) recognise a mosaic picture, b) identify different types of materials and tools to be used in a mosaic, c) make simple mosaic for self-expression, d) appreciate mosaic pictures for aesthetic awareness, | <ul style="list-style-type: none"> ● Learners with low vision are guided to observe pictures, virtual or actual mosaic provided and recognise them, learners with low vision while learners with blindness are provided with embossed diagrams or actual mosaic and recognise them. ● In groups, Learners with low vision are guided to observe actual or virtual images of simple mosaics to; identify mosaic materials and tools to make a mosaic while learners with blindness are given verbal descriptions or realia of tactile mosaic to identify mosaic materials and tools to make a mosaic. ● Learners with low vision are guided to collect materials and tools that can be used in mosaics while learners with blindness are to be given one on one support as they collect materials and tools that can be used in mosaics. | How do you make a mosaic work? |

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| | | | <ul style="list-style-type: none">• Learners with low vision are guided to sort out coloured papers with emphasis on different colors while learners with blindness sort out embossed diagrams of human forms with emphasis on different textures.• Learners with low vision are guided to cut out coloured papers to small pieces with emphasis on different colours while learners with blindness are given one on one support as they cut out embossed diagrams of human form with emphasis on different textures• Learners with low vision are guided to paint the surface with one colour while learners with blindness listen to clear verbal descriptions of the painted surfaces.• Learners with low vision are guided to trace a form (size enough for mosaic) while learners with blindness manipulate embossed human form diagrams.• Learners with low vision are guided to paste the coloured paper within the |
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drawn shape taking note of contrasting the background while learners with blindness are given one on one support as they paste the embossed human diagram form taking note of the contrasting the background.

- Learners with low vision are guided to show and talk about their own and others' mosaic work while learners with blindness manipulate and talk about their own and others tactile mosaic work

Core Competencies to be developed:

- Communication and collaboration: A learner develops the skills of listening and collaboration as they work as he or she exchanges ideas in the group.
- Imagination and creativity: A learner develops the skills of creativity as he/she expresses himself or herself through mosaic picture making.
- Self-efficacy: A learner develops self-confidence as he/she expresses himself or herself about their artwork during display sessions.

Values:

- Responsibility: a learner demonstrates the skills of accountability as they Collect materials and tools that can be used in mosaics.
- Patriotism: a learner demonstrates the skills of citizenship as they collect materials and tools that can be used in mosaics from the environment without destroying the environment .

Pertinent and Contemporary Issues:

- Life skills: a learner develops the skills of self-awareness and self-esteem through as they display their work and guiding them to express their feelings and ideas.

Link to other learning areas:

- Environmental Activities: as learners use locally available materials emphasises on use of non-degradable, recycled, reused, waste materials.
- Health Education: as learners emphasize safety when learners are collecting and using different types of locally available materials and tools from the environment.
- Language activities:as learners use the word **Mosaic** that can be included in the vocabulary.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-----------------------------------|---|--|---|-----------------------------------|
| 1.0 Creating and Execution | 1.6 Melody <ul style="list-style-type: none"> • <i>Melodic phrases: similar and different phrases</i> | By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) identify melodic phrases in simple songs, b) sing simple melodic phrases for shape recognition, c) improvise words to existing simple tunes, d) use basic shapes for representation of melodic sentences in simple songs, e) make body movements to represent different melodic phrases in simple songs, f) value simple melodic phrases in creating a melody. | <ul style="list-style-type: none"> • Learners are guided to listen to simple familiar tunes available to them and sing along. • Learners are guided to sing simple familiar tunes and identify melodic phrases. • Learners are guided to imitate simple familiar tunes played to them by humming, whistling, miming, among others. • Learners are guided to listen to simple familiar songs and identify tunes to fit in text. • Learners are guided to select appropriate text to fit in existing tunes. • Learners are guided to fit text to existing tunes and perform before peers for feedback. • Learners with low vision are guided to use basic shapes to identify melodic phrases which are similar | How are melodies varied? |

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| | | | <p>and different while learners with blindness are given one on one support as they use basic shapes to identify melodic phrases which are similar and different.</p> <ul style="list-style-type: none"> ● Learners are guided to collaboratively sing simple songs and make varied body movements to represent melodic phrases in the song. ● Learners with low vision are guided to use digital devices with assistive technology to record the performances for future reference while learners with blindness are given one on one support as they use digital devices with appropriate assistive technology to record the performances for future reference. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication: a learner develops the skills of listening and collaboration as they keenly listen to simple familiar tunes availed to them and sings along. ● Creativity and Imagination: a learner develops the skills of flexibility as they collaboratively sing simple songs and make varied body movements to represent melodic phrases. ● Critical thinking and Problem solving: a learner develops demonstrative skills as they use basic shapes to identify melodic phrases which are similar and different | | | | |

- Learning to Learn: a learner develops the skill of self-esteem as they sing simple songs and make varied body movements to represent melodic phrases.

Values:

- Respect: a learner demonstrates the skill of acceptance as he/she perform songs before peers and accepts feedback,
- Unity: a learner demonstrates the skill of cooperation as they sing simple songs in groups and makes varied body movements to represent melodic phrases in the song.

Pertinent and Contemporary Issues

Learners support programmes: a learner develops the skill of identifying talents and ability as they sing simple familiar tunes and identify melodic phrases.

Link to other learning areas:

Language Activities: Learners sing simple familiar songs in different languages to identify melodic phrases.

Suggested learning resources

Mosaic pictures, colours, clay, models of body parts, Braille papers, Braille machines, slate and stylus.

SUGGESTED ASSESSMENT RUBRIC

| Indicator \ Level | Exceeds Expectation | Meets Expectation | Approaches Expectation | Below Expectation |
|---|---|---|---|---|
| Ability to execute the 4 skill of hoping in creative activities | Executes the 4 skill of hoping in Creative Activities | Executes the 3 skill of hoping in Creative Activities | Executes the 2 skill of activities in Creative Activities | Executes none or 1 of the 4 skill of hoping in Creative Activities |
| Ability to create textures smooth and rough on 4 surfaces | Creates textures smooth and rough on 4 surfaces | Create textures smooth and rough on 3 surfaces | Create textures smooth and rough on 2 surfaces | Create textures smooth and rough on none or 1 surface |
| Ability to create 4 rhythms and maintain the beats | Creates 4 rhythms and maintain the beats | Creates 3 rhythms and maintain the beats | Creates 2 rhythms and maintain the beats | Creates none or 1 of the 4 rhythm while maintain or not maintaining the beats |
| Ability to turn in different 4 directions | Turns in different 4 directions | Turns in different 3 directions | Turns in different 2 directions | Turns in different 1 direction |
| Ability to create mosaic using 4 different local materials | Creates mosaic using 4 different local materials | Creates mosaic using 3 different local materials | Creates mosaic using 2 different local materials | Creates mosaic using 1 different local materials |

STRAND 2: PERFORMING AND DISPLAYING

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(S) |
|-----------------------------------|---|--|--|--|
| 2.0 Performing and Display | 2.1 Singing Games- Western Style – Costumes, props, musical instruments and body movements, | By the end of the sub strand the learner should be able to: <ul style="list-style-type: none"> • identify appropriate singing games in Western style, • sing appropriate game songs in Western style, • use props in performing a singing game in Western style, • perform singing games in Western style, • enjoy performing singing games in Western style. | <ul style="list-style-type: none"> • Learners with low vision are guided to watch or listen to a variety of live or recorded performance of singing games in Western style, imitate the songs and identify the appropriate singing games while learners with blindness are given verbal descriptions of the visual elements as they listen to a live or recorded performance of singing games in Western style using digital devices with appropriate assistive technology to imitate the songs and identify the appropriate singing games. • Learners with low vision are guided to watch or listen and sing live or recorded performances of appropriate | <ol style="list-style-type: none"> 1. Why do we sing songs during play? 2. How are singing games in Western style performed? |

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| | | | <p>game songs in Western style while learners with blindness are given verbal descriptions of the visual elements as they listen and sing live or recorded performances of singing games in Western style.</p> <ul style="list-style-type: none"> ● In group, learners with low vision are guided to use props in performing a singing game in Western style as they make a variety of body movements while learners with blindness are given one on one demonstration and support as they use props in performing a singing game in Western style while making a variety of body movements. ● Learners with low vision are guided to watch or listen to live or recorded singing games in western style and take turns to perform | |
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| | | | <p>different roles as they perform the singing game in Western style while learners with blindness are given one on one demonstration and support as they listen to live or recorded singing games in western style and take turns to perform different roles while performing the singing game in Western style.</p> <ul style="list-style-type: none"> • In groups, learners are guided to watch or listen and practice performing singing games in Western style for enjoyment. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: a learner develops skills of flexibility as they sing singing games in western style, take turns to perform different roles and perform the singing game in Western style. • Self-efficacy: a learner develops the skills of self-confidence as they make a variety of body movements which are appropriate in performing the singing game. • Learning to learn: a learner develops learning to learn skills as they apply knowledge and skills acquired in pattern formation to perform a variety of singing games in Western style. | | | | |
| <p>Values:</p> | | | | |

- Responsibility: A Learner demonstrates the skill of self-control as they take turns to take different roles while performing the singing game in western style.
- Love: a Learner demonstrates the skill of cooperation as they share and use appropriate, varied props and costumes in performing the singing game.
- Unity: a learner demonstrates the skill of honesty as they perform singing games in groups .

Pertinent and Contemporary Issues (PCIs):

Life skills:

- Self-awareness and self-esteem: a learner develops the skills of self-awareness as they make a variety of body movements while performing the singing game making different line formations.
- Ethnic and racial relations: a learner talks about and imitates singing games in Western style in groups.

Link to other learning areas:

English Language Activities: Learners use English Language to sing the Western style singing games.

Suggested learning resources

Props, costumes ,Braille paper, Braille machines ,slates and stylus

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(S) |
|-----------------------------------|--|---|---|--|
| 2.0 Performing and Display | 2.2 Kicking <i>Directions: forward, backwards, left and right.</i> | By the end of the sub strand, the learner should be able to: a) identify body part used when kicking a ball, b) kick a ball in different directions for skill acquisition, c) appreciate kicking the ball to different directions as a fundamental skill in games. | <ul style="list-style-type: none"> ● In groups, Learners with low vision are guided to kick the ball and talk about different parts of the body that can be used for kicking while learners with blindness kick a sound ball and talk about different parts used for kicking. ● Learners with low vision are guided to kick the ball in different levels and directions: <ul style="list-style-type: none"> - level (low, medium, high) direction (forward, sideways and backward) while learners with blindness are given hands-on demonstration as they kick the ball in different levels and directions level (low, medium, high) direction (forward, sideways and backward) | How can the ball be kicked using different parts of the leg? |

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| | | | <ul style="list-style-type: none"> ● Learners with low vision are guided to practise kicking a ball in different pathways and directions: <ul style="list-style-type: none"> -pathways (circular, straight, zigzag) while learners with blindness are given hands on demonstration as they further practise kicking a ball in different pathways and directions: <ul style="list-style-type: none"> -pathways (circular, straight, zigzag). ● Learners with low vision are guided to observe safety and rules while playing simple games using kicking as a skill while learners with blindness one on one support as they observe safety and rules while playing simple games using kicking as a skill. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: a learner develops decision making skills on choices as they individually use locally available materials to improvise different balls and use them to practise kicking skill. | | | | |

- Communication and collaboration: a learner develops teamwork as they work with others while kicking the ball in different directions and plays simple games.

Values:

- Peace: a learner demonstrates Responsibility skills as they follow guidance in kicking a ball in different directions without hurting others.
- love: a learner demonstrates the skills of hospitality as they portray caring of others during practise in kicking.

Pertinent and Contemporary Issues (PCIs):

- Parental Engagement and Empowerment: The parent supports learners at home to improvise a ball and practices kicking.

Link to other learning areas:

- Language activities: Learners effectively communicate with others during group activities.

Suggested learning resources

ball, field markers, group markers, Braille machines, Braille papers, slates and stylus.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-----------------------------------|--|---|--|---|
| 2.0 Performing and Display | 2.3 Plaited Ornament (single stranded) <i>- plaiting</i> <i>- ornament making</i> | By the end of the sub-strand, the learner should be able to: a) identify plaited bracelets, b) identify different materials for plaiting a bracelet, c) make a single strand bracelets using plaiting technique, d) value plaiting technique and ornament making, | <ul style="list-style-type: none"> ● Learners with low vision are guided to identify plaited bracelets ornaments from actual or virtual sources using digital devices with assistive technology such as screen magnifiers, for inspiration while learners with blindness are given one on one support as they manipulate and identify real plaited bracelets ornaments from actual of different types or use digital devices with appropriate assistive technology such as screen readers, to search for information on how bracelets are made for inspiration. ● Learners are guided to collect recyclable materials for making plaited bracelets. Learners with blindness are given one on one support as they collect recyclable materials for making plaited bracelets | <ol style="list-style-type: none"> 1. Why do we identify materials for making plaiting a bracelet? 2. Why do we attach beads to a bracelet? |

- Learners are guided to prepare the material for plaiting. learners with blindness are provided with hands-on demonstration as they prepare the material for plaiting.
- Learners with low vision are guided to practice plaiting using three strands focusing colour variation while Learners with blindness are given hands on demonstration and support as they practice plaiting using three strands focusing colour variation.
- Learners are guided to use the strand to make a bracelet and attach any locally available beads for hooking. Learners with blindness are given one on one support as they use the strand to make a bracelet and attach any locally available beads for hooking.
- Learners are guided to showcase to peers plaited bracelets and talk about their own and others' work.

• **Core Competencies to be developed:**

- **Communication and Collaboration:** a learner develops listening and speaking skills as they identify plaited bracelets ornaments from actual or virtual sources using digital devices with assistive technology such as screen magnifiers, for inspiration.
- **Critical Thinking and Problem Solving:** a learner develops demonstrative skills and ideas as they identify various materials and tools suitable for making plaited bracelets through thoughtful consideration, demonstrating critical thinking skills in the selection process.
- **Creativity and Imagination:** a learner develops the flexibility skills as they utilise three strands to plait bracelets and incorporating locally available beads, the learner explores creative and imaginative ways to express themselves in the form of plaited ornaments.
- **Learning to Learn:** a learner develops the skill of learning to learn as they acquire new skills in plaiting and beading, demonstrating the ability to adapt and learn continuously in the creative process of making plaited bracelets.
- **Self-Efficacy:** a learner develops the skill of self-esteem as they actively participate in the creation of plaited bracelets, the learner builds confidence in their ability to craft intricate ornaments, fostering a sense of self-efficacy.

- **Values:**

- **Love:** a learner demonstrates the skills of hospitality as they express love for the craft and creativity involved in making plaited bracelets, creating ornaments that can be shared and appreciated.
- **Unity:** a learner demonstrates the skills of honesty as they showcase to peers plaited bracelets and talk about their own and others' work.
- **Responsibility:** a learner demonstrates self-control skills as they take responsibility for the careful selection and use of materials and tools, understanding the impact of their choices on the final creation

Pertinent and Contemporary Issues (PCIs):

Learner support programmes: a learner develops career skills as they use the strand to make a bracelet and attach any locally available beads for hooking

Link to other learning areas:

- Environmental Activities: Learners can explore sustainable practices by identifying and collecting materials for plaited bracelets in an environmentally conscious manner.
- Mathematical Activities: The process of plaiting three strands involves mathematical concepts such as pattern recognition and symmetry, seamlessly integrating mathematical activities into the artistic endeavour.
- Language Activities: The act of displaying, talking about, and appreciating plaited bracelet work provides opportunities for language development and expression within the context of language arts.

Suggested learning resources

Bracelets, bamboo leaves, straw, Braille machines, Braille paper, slates and stylus.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-----------------------------------|--|--|--|--|
| 2.0 Performing and Display | 2.4 Egg Roll and Swan Balance Reusable materials: <i>coloured papers, pieces of clothes and any other suitable material.</i> | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify different directions the body moves when performing egg roll b) identify body parts used to perform a swan balance c) improvise markers for use during performance of egg roll and swan balance d) perform egg roll and swan balance for skill acquisition, e) appreciate performing egg roll and swan balance for fun. | <ul style="list-style-type: none"> ● Learners are guided to identify and talk about different directions the body moves when performing egg roll. ● Learners are guided to identify and talk about body parts used to perform swan balance. Learners with blindness are given one on one demonstration as they Identify and talk about body parts used to perform swan balance. ● Learners are guided to identify, collect and share reusable materials within the environment to be used as markers as they observe safety precautions. Learners with blindness are given one on one support as they identify, collect and share reusable materials within the environment to be used as markers as they observe safety precautions ● In groups, learners with low vision are guided to improvise the markers using the collected reusable materials while learners with blindness are given hands on demonstration as they improvise the | <ol style="list-style-type: none"> 1. How do we perform egg rolls? 2. How do we improvise markers used during performance of egg roll and swan balances? |

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| | | | <p>markers using the collected reusable materials.</p> <ul style="list-style-type: none"> ● Learners with low vision are guided to perform egg roll while learners with blindness are given one on one demonstration as they perform egg roll. ● Learners with low vision are guided to perform swan balance while learners with blindness are given one on one demonstration as they perform swan balance. ● In groups, Learners with low vision are guided to practice performing egg roll and swan balance while learners with blindness are given one on one demonstration as they practice performing egg roll and swan balance learners with low vision. ● Learners are guided to sing action songs while performing egg roll and swan balance. ● In groups, learners are guided to play games using egg roll and swan balance for enjoyment. | |
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Core Competencies:

- Creativity and imagination: a learner develops the skill of exploration as they improvise markers to use during practise of egg roll and swan balance.
- Communication and Collaboration: a learner develops listening and speaking skills as they talk about different directions the body moves when performing egg roll and Swan balance.

Values:

- Love: a learner demonstrates compassion skills as they share materials with peers while making the markers.
- Respect: a learner demonstrates humility skills as they portray positive regard for self and others as they work in groups during the practise of egg roll and Swan balance

Pertinent and Contemporary Issues (PCIs):

- Environmental conservation: Learners develop environmental conservation skills as they collect reusable materials to be used in improvising markers.

Link to other learning areas:

Environmental activities: Learners observe hygiene while collecting and sharing simple reusable materials.

Suggested learning resources

Coloured papers, pieces of clothes, mats, Braille papers, Braille machines, slates and stylus.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-----------------------------------|---|--|---|-----------------------------------|
| 2.0 Performing and Display | 2.5 Wind Musical Instruments - <i>Name flutes</i> - <i>Locally available materials: paper, buttons, beads, adhesive reeds, straws, maize stalks, pawpaw stalks, bamboo stems</i> | By the end of the sub strand the learner should be able to: a) identify wind musical instruments from diverse Kenyan communities, b) improvise a wind instrument using locally available materials, c) produce sound on an improvised musical wind instrument, d) enjoy playing improvised musical wind instruments. | <ul style="list-style-type: none"> ● Learners with low vision are guided to listen to and or watch audio- visual recordings and pictures of varied wind music instruments from diverse Kenyan communities using digital appropriate assistive devices while learners with blindness listen to audio-visual recordings of varied wind musical instruments from diverse Kenyan communities accompanied with verbal descriptions using digital devices with assistive technology or provided with a realia of wind musical instrument. ● Learners are guided to visually/tactually or aurally identify and talk about the flutes from the recordings, pictures or realia. ● Learners are guided to imitate playing wind musical instruments (flute) ● In groups, learners with low vision are guided to identify materials that can be used to improvise <i>flutes from Kenyan communities</i> while learners with blindness one on one support as they identify | How are wind instruments played? |

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| | | | <p>materials that can be used to improvise <i>flutes from Kenyan communities</i>.</p> <ul style="list-style-type: none"> • Learners with low vision are guided to identify locally available tools and materials that can be used to make a wind instrument while learners with blindness are given one on one support as they identify locally available tools and materials that can be used to make a wind instrument. • Learners with low vision are guided to play the improvised wind instrument and apply the skills of holding and blowing as they make different body movements while learners with blindness are given hands on demonstration as they play the improvised wind instrument and apply the skills of holding and blowing while making different body movements. • Learners are guided to practice playing the improvised wind instrument for fluency and enjoyment. | |
| <ul style="list-style-type: none"> • Core Competencies to be developed: • Communication and collaboration: a learner develops listening and speaking skills as they visually and aurally identify and talk about the wind instruments from the recordings, pictures and realia. | | | | |

- Creativity and imagination: a learner develops flexibility skills as they Identify locally available tools and materials that can be used to make a wind instrument
- Self- efficacy: a learner develops self-esteem as they play the improvised wind instrument and apply the skills of holding and blowing.

Values:

- Responsibility: a learner demonstrates safety and security skills as they clear the working area and store the tools and materials used to improvise the wind instrument.
- Unity: a learner develops the skills of cooperation as they identify materials that can be used to improvise *flutes from Kenyan communities* with others.

Pertinent and Contemporary Issues (PCIs):

Environmental conservation: a learner develops responsibility skills as they use locally available materials to improvise wind instruments.

Link to other learning areas:

Environmental activities: Learners identify wind instruments from different Kenyan communities.

Suggested learning resources

Paper, buttons, beads, adhesive reeds, straws, maize stalks, pawpaw stalks, bamboo stems Braille paper Braille machines slates and stylus.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(s) |
|-----------------------------------|--|--|--|--|
| 2.0 Performing and Display | 2.6 Modelling (Coiling technique) | <p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify items made by coil method, b) identify materials and tools used in coil modeling, c) model items using coil method, d) display, talk about own and others' work | <ul style="list-style-type: none"> • Learners with low vision are guided to use digital devices with appropriate assistive technology to search and observe actual/real or virtual items modeled using coil method while learners with blindness use digital devices with appropriate assistive technology to search for information on items modeled using coil method or provided with real items modeled using the same method to manipulate and identify them. • In groups, learners with low vision are guided to identify and collect materials and tools for use in coil method modeling while learners with blindness are given one on one support as they identify and collect materials and tools for use in coil method modeling. | <ol style="list-style-type: none"> 1. How do you identify items made by a coiling method? 2. How do you identify materials and tools used in coil modelling? |

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| | | | <ul style="list-style-type: none"> • Learners are guided to model simple objects using a coiling method. • Learners are guided to showcase, talk about and appreciate their own and others' work. | |
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Core Competencies to be developed:

- Communication and Collaboration: a learner develops listening and speaking skills as they actively engage in showcasing, discussing, and appreciating both their own and others' coil method modeled items.
- Critical Thinking and Problem Solving: a learner develops the skills of justifying course and action taken as they identify and collect materials and tools for use in coil method modeling.
- Creativity and Imagination: a learner develops flexibility skills as they craft items using the coil method, transforming basic materials into visually appealing and unique objects.
- Learning to Learn: a learner develops learning to learn skills as they actively participate in coil modeling activities, the learner acquires new skills and techniques, showcasing an ability to adapt and continuously improve their artistic abilities through exploration and practice.

Values:

- Love: a learner demonstrates the skills of tolerance as they showcase, talk about and appreciate their own and others'
- Unity: a learner demonstrates the skills of cooperation as they identify and collect materials and tools for use in coil method modeling.
- Responsibility: a learner demonstrates the skills of personal safety as they identify and collect materials and tools for use in coil method modeling while ensuring their safety.

Pertinent and Contemporary Issues (PCIs):

- Health education: Learners to observe hygiene during and after modelling.
- Life skills: Learners develop self-awareness and self-esteem through display of their work and guiding them to express their feelings, ideas and emotions.

Link to other learning areas:

- **Mathematical Activities:** as learners engage in mathematical concepts such as symmetry and proportion through coil modelling, creating a cross-disciplinary connection to mathematical activities.
- **Language Activities:** as learners learn through narrating and discussing their coil method modelled items, participates in language-based activities, expressing themselves verbally and creatively.
- **Environmental Activities:** as learners promote environmental awareness by using locally available materials for coil modelling, connecting their artistic expression to broader ecological considerations.

Suggested learning resources

clay, plasticine, coil items like pots, Braille papers ,Braille machines, slates and stylus.

SUGGESTED ASSESSMENT RUBRIC

| Level Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|---|---|---|---|
| Ability to perform 5 singing games in Western style using props | Performs 5 singing games in Western style using props | Performs 4-3 singing games in Western style using props | Performs 2 singing games in Western style using props | Performs none or 1 singing games in Western style using props |
| Ability to kick a ball in 5 different directions | Kicks a ball in 5 different directions | Kicks a ball in 4-3 different directions | Kicks a ball in 2 different directions | Kicks a ball in 1 direction |
| Ability to make a single strand bracelet using 4 colours | Makes a single strand bracelet using 4 colours | Makes a single strand bracelet using 3 colours | Makes a single strand bracelet using 2 colours | Make a single strand bracelet using 1 colour or none. |
| Ability to perform an egg roll and a swan balance in 4 competitions | Performs an egg roll and a swan balance in 4 competitions | Performs an egg roll and a swan balance in 3 competitions | Performs an egg roll and a swan balance in 2 competitions | Performs an egg roll and a swan balance in 1 competition or none. |

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| Ability to make 4 improvised wind instruments | Makes 4 improvised wind instruments | Makes 3 improvised wind instruments | Makes 2 improvised wind instruments | Make 1 improvised wind instrument or none. |
| Ability to model 4 simple forms | Models 4 simple forms | Models 3 simple forms | Models 2 simple forms | Models 1 simple form or none. |

STRAND 3: APPRECIATION

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(S) |
|-----------------------------|---|---|---|------------------------------------|
| 3.0 Appreciation | 3.1 Singing Games- Western Style <i>Roles</i> <ul style="list-style-type: none"> ● <i>Singers</i> ● <i>dancers</i> ● <i>leaders</i> ● <i>Line patterns</i> ● <i>Straight</i> ● <i>Curved</i> ● <i>wavy</i> ● <i>zig-zag</i> | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> a) identify songs used in the Western style singing game performance, b) identify roles of the performers in the Western style singing game, c) identify costumes used in the Western style singing game performances, d) identify props used in the Western style singing game, e) identify formations used in Western style singing games, f) appreciate performances of Western style singing games. | <ul style="list-style-type: none"> ● Learners with low vision are guided to use digital devices with appropriate assistive technology to watch or listen to live or recorded performances in Western style singing games and identify songs used while learners with blindness listen to live recorded performances in Western style singing games accompanied with verbal descriptions of the visual elements and identify songs used. ● Learners with low vision are guided to use digital devices with appropriate assistive technology to watch live or recorded performances in Western style singing games from different countries to identify and talk about games used and roles played by different performers while learners | Why are singing games interesting? |

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| | | | <p>with blindness listen to live/recorded performance in Western style singing games from different countries accompanied with verbal description of the visual elements to identify and talk about games used and roles played by different performers,</p> <ul style="list-style-type: none"> • In groups, learners are guided to take turns to identify costumes and props used in the performance. • Learners with low vision are guided to use digital devices with appropriate assistive technology to watch or listen to live or recorded performances of Western style singing games and focus on colours of costumes and roles they play while learners with blindness listen to live or recorded performances of Western style singing games accompanied with verbal description on colours of costume to enable them focus and the roles the costumes play in the performance. • In groups, learners are guided to discuss and identify body movements | |
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| | | | <p>used in the Western style singing games.</p> <ul style="list-style-type: none"> • In groups, learners with low vision are guided to talk about the line pattern formations used and try them out for appreciation while learners with blindness talk about the line pattern formations used and are given one on one demonstration as they try them out for appreciation. | |
| <p>Core Competencies to be developed: Digital literacy: a learner develops the skill of interacting with technology as they record the Western singing game performances using digital devices and shares with peers for feedback, a learner develops listening and speaking skills as they collaboratively talk about</p> | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> • Integrity: a learner demonstrates the skills of fairness as they take turns to identify costumes and props used in the performance. • Unity: a learner demonstrates collaborative skills as they work together with peers during group performances and rehearsals of Western singing games. | | | | |
| <p>Pertinent and Contemporary Issues (PCIs): Social Cohesion: Learners watch singing games from different countries.</p> | | | | |
| <p>Link to other learning areas: English, Kiswahili and Indigenous language Activities: Learners use the languages to describe colours of props and costumes in Western singing game performances.</p> | | | | |

Suggested learning resources

Recorded performance, props, costumes, Braille papers, Braille machines, slates and stylus.

| Strand | Sub Strand | Specific Learning Outcomes | Suggested Learning Experiences | Suggested Key Inquiry Question(S) |
|-----------------------------|--|---|--|---|
| 3.0 Appreciation | 3.2 Water safety Awareness <ul style="list-style-type: none">● <i>entry</i>● <i>usage</i>● <i>permission</i>● <i>supervision</i>● <i>water play</i> | By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none">a) recognise different water points in the school environment,b) perform singing games on water safety around water points in school,c) narrate ways of applying water safety precautions in the school,d) appreciate water safety at school for life skills. | <ul style="list-style-type: none">● Learners are guided to walk around the school and observe water points with peers. Learners with blindness are given one on one support as they walk around, touch, feel and manipulate to recognise different water points in the school environment,● Learners are guided to sing singing games on water safety songs.● Learners are guided to talk about dangers of water points at school and share their findings in class. | <ol style="list-style-type: none">1. Why is water safety around the school environment important?2. How do you take safety precautions when near water points in the school? |

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| | | | <ul style="list-style-type: none"> • Learners are guided to talk about school precaution measures on water safety and share their findings in class. • Learners are guided to talk about safety around water points at school with peers and share their findings in class. | |
| <p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: a learner develops self-awareness skills as they talk about ways on how to be safe around water points in the school environment. • Learning to learn: a learner develops the skills of learning to learn as they keenly observe safety measures around water points at school. | | | | |
| <p>Values:</p> <ul style="list-style-type: none"> • Respect - a learner demonstrates the skills of humility as they sing ,singing games on water safety Responsibility. | | | | |
| <p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Safety: a learner observes safety precautions around water points at school. • Disaster risk reduction - a learner uses the skills acquired in water safety during incidents such as floods. | | | | |
| <p>Link to other learning areas: Environmental Activities: As learners observe water safety around the school environment and learn about water safety.</p> | | | | |
| <p>Suggested learning resources Life jackets, floaters, water points, Braille machines, Braille papers, slates and stylus.</p> | | | | |

Suggested Assessment Rubric

| Level Indicator | Exceeds Expectations | Meets Expectations | Approaches Expectations | Below Expectations |
|---|--|--|--|--|
| Ability to identify 4 roles of the costumes, props and formations | Identifies 4 roles of the costumes, props and formations | Identifies 3 roles of the costumes, props and formations | Identifies 2 roles of the costumes, props and formations | Identifies none or 1 roles of the costumes, props and formations |
| Ability to identify 4 water safety precautions in school | Identifies 4 water safety precautions in school | Identifies 3 water safety precautions in school | Identifies 2 water safety precautions in school | Identifies none or 1 water safety precaution in school |

APPENDIX 1: LIST OF SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES, AND NON-FORMAL ACTIVITIES

| Strand | Sub Strand | Suggested Assessment Methods | Suggested Learning Resources | Non-Formal Activities |
|----------------------------|-------------|---|--|--|
| 1.0 Creating and Execution | 1.1 Hopping | <ul style="list-style-type: none"> ● Demonstrations ● Fieldwork reports ● Participatory <ul style="list-style-type: none"> ○ assessment ● Peer assessment | <ul style="list-style-type: none"> ● Patterns of different shapes ● Digital devices with assistive technology ● Pictures and picture descriptions ● visual recordings of performance in hopping ● Relevant virtual sites ● Open space ● Resource persons ● Braille papers ● Braille machines ● slates and stylus | <ul style="list-style-type: none"> ● Creative Arts Competitions - Music festivals, Internal competitions, Arts Fair and Sports competitions held in and out of school ● Field visits - visiting Cultural, Music centres and exhibition centres to learn songs, dances, musical instruments, props and costumes ● Live Performances and Exhibitions- Attend live performances and |

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| | <p>1.2 Drawing and Painting</p> | <ul style="list-style-type: none"> ● Practical assessments ● Fieldwork reports ● Oral assessment ● Written assignments ● Peer Assessment | <ul style="list-style-type: none"> ● Flash cards ● Digital devices ● Pictures and picture descriptions/tactile chats ● Reference books in appropriate print and in braille ● Relevant virtual sites ● Resource persons ● Braille papers ● Braille machines ● slates and stylus | <p>exhibitions for appreciation</p> <ul style="list-style-type: none"> ● Apprenticeship - connections with artists in the community in order to learn performing some of the artworks, making costumes, props and ornaments among others in all disciplines of Creative Arts ● Concerts – Participating in and attending music concerts within the school and its environs. |
| | <p>1.3 Rhythm and Pattern Making</p> | <ul style="list-style-type: none"> ● Oral assessments ● Aural assessment ● Written assessment ● Practical assessment ● Fieldwork reports ● Peer Assessment | <ul style="list-style-type: none"> ● Flash cards ● Digital devices ● Musical instruments ● Pictures/tactile chats ● Reference books ● Audio /visual recordings of music | <ul style="list-style-type: none"> ● Project work – The learners will be guided to consider the various PCIs provided in the learning area and |

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| | | | <ul style="list-style-type: none"> • Relevant virtual sites • Reusable locally available material for making an improvised paper hats • Resource persons • Braille papers • Braille machines • slates and stylus | <p>choose one suitable to their context and reality.</p> <ul style="list-style-type: none"> • Creative Arts clubs -participating in Sports, Music and Arts club activities within the school |
| | 1.4 Turning | <ul style="list-style-type: none"> • Oral assessment • Practical assessment • Fieldwork reports • Peer Assessment | <ul style="list-style-type: none"> • Open space • Field makers • Flash cards • Digital devices with assistive technology • Musical instruments • Pictures • Reference books • Audio /visual recordings of music and turning skills • Relevant virtual sites • Relevant props and costumes • Braille papers • Braille machines • slates and stylus | <ul style="list-style-type: none"> • Participating during Cultural day or week- learners acquire skills, knowledge and attitude that enhance awareness of how Creative Arts address social issues. • School assembly activities – performing, watching, or listening to performances |

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| | 1.5 Mosaic | <ul style="list-style-type: none"> • Peer Assessment • Oral Assessment • Practical Assessment • Fieldwork reports | <ul style="list-style-type: none"> • Flash cards • Digital devices • Pictures • Reference books • Relevant virtual sites • Resource persons • Braille papers • Braille machines • slates and stylus | <p>during school assemblies.</p> <ul style="list-style-type: none"> • School events: performing during events such as parents, prize giving, and careers and sports day, among others. • Scout or Girl Guide activities - participating in the school band by playing musical instruments, singing, matching, and making costumes, props and ornaments. • Performing troupes or Ensembles-Learner forms small groups for performance in all Creative Arts disciplines. |
| | 1.6 Melody | <ul style="list-style-type: none"> • Oral tests Assessment • Aural test Assessment • Written assignment • Practical Assessment • Fieldwork reports • Peer Assessment | <ul style="list-style-type: none"> • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of music • Relevant virtual sites • Resource persons • Braille papers • Braille machines • slates and stylus | |
| Performing and Display | 2.1 Singing Games- Western style | <ul style="list-style-type: none"> • Oral Assessment • Practical Assessment • Fieldwork reports • Peer Assessment | <ul style="list-style-type: none"> • Open space • Resource persons | |

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| | | | <ul style="list-style-type: none"> ● Audio /visual recordings of singing games ● Flash cards ● Digital devices ● Musical instruments ● Pictures ● Relevant props and costumes ● Reference books ● Relevant virtual sites ● Relevant props and costumes ● Braille papers ● Braille machines ● slates and stylus | |
| | 2.2 Kicking | <ul style="list-style-type: none"> ● Field work reports ● Participatory assessment ● Oral Assessment ● Self-assessment | <ul style="list-style-type: none"> ● Open space ● Field makers ● Landing mats ● Group makers ● Resource persons ● Visual recordings of kicking skills ● Improvised balls ● Reusable locally available material for | |

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| | | | <p>making an improvised ball</p> <ul style="list-style-type: none"> ● Flash cards ● Digital devices ● Musical instruments ● Pictures ● Reference books ● Relevant virtual sites ● Braille papers ● Braille machines ● slates and stylus | |
| | 2.3 Plaited Ornaments | <ul style="list-style-type: none"> ● Oral assessment ● Peer assessment ● Practical assessment ● Field work reports ● Participatory assessment | <ul style="list-style-type: none"> ● Flash cards ● Digital devices ● Pictures ● Reference books ● Relevant virtual sites ● Resource persons ● Reusable locally available material for making ornaments ● Braille papers ● Braille machines ● slates and stylus | |
| | 2.4 Egg Roll and Swan Balance | <ul style="list-style-type: none"> ● Demonstrations ● Peer assessment | <ul style="list-style-type: none"> ● Resource persons ● Open space | |

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|--|-------------------------------------|--|---|--|
| | | <ul style="list-style-type: none"> • Practical assessment • Field work reports • Participatory assessment | <ul style="list-style-type: none"> • Field markers • Flash cards • Digital devices • Pictures • Reference books • Audio /visual recordings of music • Relevant virtual sites • Braille papers • Braille machines • slates and stylus | |
| | 2.5 Wind Musical Instruments | <ul style="list-style-type: none"> • Oral assessment • Aural assessment • Written assignments • Fieldwork reports • Participatory assessment • Peer assessment | <ul style="list-style-type: none"> • Open space • Reusable locally available material for making improvised flutes • Resource persons • Visual recordings of musical instrument • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Braille papers • Braille machines | |

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| | | | <ul style="list-style-type: none"> • slates and stylus | |
| | 2.6 Modelling | <ul style="list-style-type: none"> • Oral assessment • Aural assessment • Written assignments • Fieldwork reports • Participatory assessment • Peer assessment | <ul style="list-style-type: none"> • Pictures • Reference books • Reusable locally available material for modelling • Resource persons • Braille papers • Braille machines • slates and stylus | |
| 3.0 Appreciation | 3.1 Singing Games- Western Style | <ul style="list-style-type: none"> • Oral assessment • Aural assessment • Written assignments • Peer assessment • Practical tests • Participatory assessment • Peer assessment | <ul style="list-style-type: none"> • Flash cards • Digital devices • Musical instruments • Pictures • Reference books • Audio /visual recordings of African style singing games • Relevant virtual sites • Relevant props and costumes • Resource persons • Resource persons • Braille papers • Braille machines | |

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|--|-----------------------------------|---|---|--|
| | | | <ul style="list-style-type: none"> • slates and stylus | |
| | 3.2 Water Safety Awareness | <ul style="list-style-type: none"> • Oral assessment • Peer assessment • Practical tests • Field work reports • Participatory assessment | <ul style="list-style-type: none"> • Resource persons • Digital devices • Pictures • Reference books • Relevant virtual sites • Braille papers • Braille machines • slates and stylus | |

CSL at Early Years Education (PP1&2 and Grade 1-3)

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Environmental Activities learning area. The class teacher is expected to identify and guide learners to undertake age-appropriate whole-class integrated CSL activity within the school. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity

1) Preparation

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

2) Implementation of CSL Activity

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

3) Reflection on the CSL Activity

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

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

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

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

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

Assessment of the CSL Activity

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