



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

UPPER PRIMARY CURRICULUM DESIGN

CREATIVE ARTS

GRADE 4

FOR LEARNERS WITH VISUAL IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

First Published 2017

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

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

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

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

PREFACE

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade 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 four curriculum furthers implementation of the CBC from Grade three in Primary level. The curriculum provides opportunities for learners with visual impairments 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 Realising 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 four curriculum designs for learners with visual impairments 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 five and prepare them for smooth transition to Grade six. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS
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ACKNOWLEDGEMENT

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

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Grade four curriculum designs for learners with visual impairments 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 panellists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development and adaptation of the Grade five curriculum designs for learners with visual impairments 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 four and preparation of learners with visual impairments for transition to Grade five.

PROF. CHARLES O. ONG'ONDO, PhD, MBS
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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

Education should 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-fulfilment

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

4. Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

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

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

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

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

8. Good health and environmental protection

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

LESSON ALLOCATION

S/ No.	Learning Area	No. of Lessons
1.	English for Learners with Visual Impairment	5
2.	Kiswahili for Learners with Visual Impairment	4
3.	Mathematics for Learners with Visual Impairment	5
4.	Religious Education	3
5.	Science & Technology for Learners with Visual Impairment	4
6.	Agriculture & Nutrition for Learners with Visual Impairment	4
7.	Social Studies for Learners with Visual Impairment	3
8.	Creative Arts for Learners with Visual Impairment	6
9.	Pastoral/ Religious Instruction Programme	1
	Total	35

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

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

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

ESSENCE STATEMENT

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

The learning area is organised in three strands namely; Creating and Executing, Performing and Display and Appreciation in Creative Arts. The learning experiences are structured to develop learners' creativity, nurture functional and aesthetic sensitivity that leads to the acquisition of transferable skills useful in other learning areas and contexts. This is supported by Howard Gardner's theory of multiple intelligence that each person has different ways of learning and different intelligences they use in their daily lives and also Dewey's social constructivism theory, which emphasises an experiential and participatory approach.

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

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) perform and display alone and with others different Creative Arts works to promote diverse cultural knowledge and expression,
- b) create artworks to share their ideas, emotions, thoughts, feelings and experiences for learning and enjoyment,
- c) perform physical and health activities for enjoyment, survival and self-fulfilment,
- d) apply environmental conservation values of re-use and recycle of materials for creative and improvisation purposes,
- e) evaluate Creative Arts works to make meaningful connections to creating, Executing, performing, display and appreciation of art works,
- f) use emerging technologies as a learning tool to explore creative ideas in the process of making, performing, displaying and appreciation of Creative Arts' works.
- g) Acquire a variety of developmentally appropriate Creative Arts experiences within the social, cultural, national and international context.
- h) Address pertinent and contemporary issues in society through Creative Arts effectively.

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands	Suggested Number of Lessons
1.0 Creating and Executing	1.1 Percussion Musical Instruments (Drawing)	15
	1.2 Netball	15
	1.3 Painting and Montage	15
	1.4 Rhythm	15
	1.5 Melody	15
2.0 Performing and Displaying	2.1 Athletics	18
	2.2 Gymnastics	16
	2.3 Songs	18
	2.4 Photography	08

	2.5 Descant Recorder	15
Optional	2.6 Swimming (Optional)	15
	2.6 Indigenous Kenyan Games (Optional)	15
3.0 Appreciation in Creative Arts	3.1 Analysis of Creative Arts works	15
Total Number of Lessons		180

NOTE:

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

STRAND 1.0 CREATING AND EXECUTING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creating and Executing	1.1 Percussion Musical Instruments (Drawing) <ul style="list-style-type: none"> ● <i>Identifying: name, community, method of playing</i> ● <i>Parts</i> ● <i>Classifying: melodic, non-melodic,</i> ● <i>making charcoal sticks (cutting, trimming, burning, cooling)</i> ● <i>Drawing smudge technique, tonal variation.</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify indigenous percussion musical instruments from different Kenyan communities, b) classify indigenous Kenyan percussion musical instruments, c) improvise rhythmic patterns using indigenous percussion musical instruments, d) make charcoal sticks for drawing (for learners with blindness) e) create tonal value on a percussion instrument 	<ul style="list-style-type: none"> ● Learners are guided to manipulate, watch and listen to audio-visual recording on digital devices with assistive technology to identify percussion instruments from different Kenyan communities. ● Learners are guided to classify indigenous Kenyan percussion instruments as melodic or non-melodic ● Learners are guided to research and discuss the parts of a percussion 	<p>1. How do we source materials for making percussion instruments?</p> <p>2. How do we make charcoal sticks?</p>

		<p>drawing using the smudging technique, (for learners with low vision)</p> <p>f) describe percussion musical instruments (for learners with blindness)</p> <p>g) appreciate percussion instruments and drawings from different Kenyan communities.</p>	<p>instrument and their roles.</p> <ul style="list-style-type: none"> ● Learners are guided to improvise rhythmic patterns using indigenous percussion musical instruments. ● In groups or in pairs, learners make charcoal sticks for drawing. ● In groups, learners with low vision are guided to create tonal value on a percussion instrument drawing using the smudging technique while learners with blindness write descriptions of percussion musical instruments. ● Learners with low vision are guided to 	
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			<p>appreciate playing percussion instruments and drawing of different percussion musical instruments of Kenyan communities while learners with blindness appreciate percussion musical instruments by manipulating, playing and writing a description on them.</p>	
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Core Competencies to be developed:

- Communication and Collaboration: Team Work: A learner develops a collaborative skill while collecting materials and tools for making charcoal sticks in groups.
- Digital **literacy**: Adopting new digital technology: A learner develops a skill of connecting using technology while using digital devices with appropriate assistive technology to source information on making of charcoal sticks.

Values to be developed:

- Social justice: Equity: As learners demonstrate the skill of fairness while displaying and critiquing their own and others' percussion instruments in a just and fair manner.
- Responsibility: Accountability: As learners demonstrate a skill of accountability while making charcoal sticks

observing safety following correct procedure .

Pertinent and Contemporary Issues

- Safety and security: Safe and Conducive Environment: Learners develop the skill of personal safety while using tools as they follow the correct procedure observing safety.
- **Environmental conservation:** Care of Environment: Learners develop the skill of care for the environment while collaboratively and carefully collecting materials and tools for making charcoal sticks from the environment.

Link to other learning areas:

Social Studies: Learners exploit natural resources responsibly to make charcoal sticks.

Suggested Learning Resources:

Audio-visual recordings, digital devices with assistive technology such as screen readers, percussion instruments (shaker, drum, marimba, leg rattles, gourds), shapes of different size and thickness, materials and tools for making charcoal sticks (sticks, cutting tools, tin-kiln, fire), braille machines and materials

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.2 Netball (20 lessons) <ul style="list-style-type: none"> ● <i>Passing</i> ● <i>Catching</i> ● <i>Shooting</i> ● <i>Macramé</i> 	By the end of the Sub Strand, the learner should be able to: a) describe the skills of passing, catching and shooting, in Netball or showdown, b) make a ball using macramé technique, c) perform the skills of passing, catching and shooting, in Netball or showdown, d) value Netball or showdown as a team game for enjoyment.	<ul style="list-style-type: none"> ● Learners with low vision watch recorded netball match on digital devices with appropriate screen resolution or watch a live netball match while seated at an appropriate position and discuss the performance while paying attention to passing (overhead and underarm), catching and shooting as they observe (stance, grip, release and follow through) while learners with blindness listen to live or an audio-visual clip of a showdown match accompanied with verbal description of the visual elements in the game to identify equipments used in showdown (rectangular table, centre board screen, goal pockets, sound ball, 	<ol style="list-style-type: none"> 1. Why is it important to practice and master the basic skills of netball before playing in a game? 2. How do you use your senses of touch and hearing to locate and hit the ball in a game of showdown? 3. How can you identify the skills of playing netball such as passing, catching, shooting and defending? 4. Why is it important to wear protective goggles and gloves when playing

			<p>bats/paddles and gloves).</p> <ul style="list-style-type: none"> • Learners with low vision are guided to collect reusable material to make a ball using macramé technique while the learners with blindness are given a hand on demonstration on collecting reusable material to make a ball using macramé technique. • Learners are guided to perform general and skill specific pre-match warm ups before demonstrating the skill for safety. • In groups, learners with low vision demonstrate the skills of shooting, passing and catching in netball then practise the skills of passing (overhead and underarm), shooting and catching, while learners with blindness demonstrate the skill of batting, serving and returning in showdown then practise as same skills. • In groups, learners with low vision 	showdown?
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			<p>are guided play a mini game of netball using the (shooting, catching, passing) skills as they observe safety and rules of the game while learners with blindness play a mini game of showdown as they observe safety and the rules of the game.</p> <ul style="list-style-type: none"> • Learners are guided perform cool down activities. • In groups, learners with low vision prepare an adequate storage area for netball equipment (old gunny bags. Old boxes, crates, carton boxes. woven baskets etc.) while learners with blindness prepare adequate storage areas for showdown equipment and materials ensuring safety to self and others. 	
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Core Competencies to be developed:

- Creativity and Imagination: A learner develops a skill of exploration while improvising netball balls/showdown.
- Communication and Collaboration: A learner develops a skill of listening and speaking clearly to each other as they execute the skills of shooting, passing and catching, in netball and serving, returning and batting in showdown.

Values:

- Social justice: Learners demonstrate a skill of freedom while making a storage facility for netball balls and showdown equipment.
- Responsibility: Learners demonstrate a skill of accountability while they carefully collect reusable material to make a ball using macramé technique.
- Unity: Learners demonstrate a skill of cooperation while classifying colours into primary and secondary colours in groups.

Pertinent and Contemporary Issues:

- Environmental Education and Climate Change: Learners develop a skill of keeping surroundings clean and neat while they search the environment for recyclable paper/drawing surfaces .

Link to other subjects:

Mathematics: Learners take part in passing the netball to team mates at different sections ,requiring ball trajectory visualisation.

Suggested learning resources

ball, netball net, whistle, sportswear, (rectangular table, centre board screen, goal pockets, sound ball, bats/paddles and gloves) for show down

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Creating and Executing	1.3 Painting and Montage (15 lessons) <ul style="list-style-type: none"> • <i>montage (learning areas matter, overlapping, finishing)</i> • <i>colour classification</i> • <i>colour value</i> 	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify montage compositions for familiarity, b) classify colours into primary and secondary for painting, c) paint a picture of simple items for colour value application (for learners with low vision) d) model simple items (for learners with blindness), e) create a montage composition for 	<ul style="list-style-type: none"> • Learners with low vision are guided to observe sample pictures to identify painting and montage while learners with blindness manipulate sample pictures and listen to verbal descriptions of the pictures to identify montage compositions. • Learners are guided to classify primary and secondary painting. • Learners are guided to mix white with a secondary colour to create light tones on a scale strip. • Learners are guided to mix black colour with a secondary colour to create 	<ol style="list-style-type: none"> 1. How do you improvise glue for pasting pictures? 2. Why is colour classification important in painting?

		<p>expression, (for learners with low vision)</p> <p>f) appreciate painting and montage as methods of making pictures.</p>	<p>dark tones on a scale strip.</p> <ul style="list-style-type: none"> ● Learners with low vision work to paint a picture emphasising colour value while learners with blindness describe and write down the colours formed from mixing different colours. ● In groups, learners with low vision are guided to collect contrasting materials and tools for making a photomontage (old magazine of bright colours or newspaper based on pushing and pulling, scissors, adhesive) learners with blindness are provided with one on one support to collect materials and tools for making a photomontage. 	
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			<ul style="list-style-type: none"> • Learners with low vision are guided to cut out the pictures and paste them side by side on a contrasting surface to make a simple composition while learners with blindness are provided with tactile diagrams of cut out and pasted pictures on a support surface to make a simple composition. • Learners show and take turns to talk about their own and others work. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the learner works with others in groups and speaks clearly about their own and others work. • Creativity and Imagination: learner makes thoughtful choices when producing a montage pictorial composition. 				
<p>Values:</p> <ul style="list-style-type: none"> • Love: Inculcated as the learners take turns to talk about their own and others' work. 				

Pertinent and Contemporary Issues (PCIs):

Social Cohesion: The learners acquire the skill of working with others during creating a montage composition.

Link to other learning areas:

English: The learners apply the new vocabularies learnt while making montage composition.

Suggested learning resources

paints, brush, papers, old newspapers, picture cut outs.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creating and Executing	1.4 Rhythm and Pattern Making (15 lessons) <ul style="list-style-type: none"> ● <i>Note values: crotchet, pair of quavers and their rests,</i> ● <i>French rhythm names: taa, ta-te</i> ● <i>Note symbol: crochet, a pair of quavers and their rests</i> ● <i>Qualities: Variation of note values, repetition of patterns, ending on a long.</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) interpret rhythmic patterns involving the crotchet, pair of quaver and their rests, b) write the French rhythm names using free hand lettering, c) describe the qualities of a good rhythmic pattern, d) compose a rhythmic pattern involving a crochet, a pair of quavers and their rests, 	<ul style="list-style-type: none"> ● Learners are guided to listen to/sing familiar topical songs and identify the music notes and their rests using their French rhythm names. ● Learners are guided to clap the rhythm of the songs while reciting their rhythms using French rhythm names. ● Learners with low vision are guided to write the French rhythm names using free hand lettering while learners with blindness are guided to write French rhythm names in music braille sol-fa notation. 	<ol style="list-style-type: none"> 1. How can a rhythm be created? 2. How are rhythms applied in daily life?

		<p>e) value creating rhythmic patterns.</p>	<ul style="list-style-type: none"> ● Learners are guided to relate the French rhythm names <i>taa</i>, and <i>ta-te</i> to music note symbols for crotchet and a pair of quavers and their rests in print music or in braille music notation. ● In groups or in pairs, learners discuss the techniques used in composing rhythmic patterns. ● Learners are guided to write rhythmic patterns from dictation using either French rhythm names or in note symbols and their rests in print music or in music braille notation. ● Learners are guided to write rhythmic patterns from dictation using either French rhythm names or in note symbols and their rests in print music or in music braille notation. 	
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			<ul style="list-style-type: none"> Learners are guided to critique rhythms created by self and peers respecting each other's views. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Communication and Collaboration: The learner works with others in groups and speaks clearly during critique of own and others' rhythms. 				
<p>Values:</p> <ul style="list-style-type: none"> Respect: The learner accommodates others' views during critique of own and others' original rhythmic compositions. Integrity: Inculcated as the learner creates own original rhythmic patterns. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Social Cohesion: The learner acquires the skill of working with others during group composition of rhythmic patterns. Social Justice: The learner fairly critiques melodies created by others and self. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> English: The learner applies the concept of syllabic division in reciting French rhythm names of words and writing letters of the alphabet in lowercase using free hand. Mathematics: The learner will use the concept of numbers when relating the value of the quaver in relation to the quaver and while creating rhythms using note values. 				
<p>Suggested Assessment Resources: Audio-visual clips, print and braille chart, musical notes in print and braille, digital devices with assistive technology.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
1.0 Creating and Executing	1.5 Melody (18 lessons) <ul style="list-style-type: none"> ● <i>Solfa syllables: d, r m</i> ● <i>Kodaly hand signs,</i> ● <i>Qualities of a good melody: use of stepwise motion, variation of the solfa syllables and sound duration, starting and ending on d</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) Identify Solfa Syllables <i>D R M</i> in A Simple Melody, b) Interpret Hand Signs for The Solfa Syllables <i>D R M</i> for Pitch Discrimination, c) Describe The Qualities of a Good Melody, d) Create Short Melodies Using the Solfa Syllables, e) Model Clay Slabs with Solfa Syllables, 	<ul style="list-style-type: none"> ● Learners are guided to sing familiar songs based on the solfa syllables <i>d r m</i>, and identify the solfa syllables by ear. ● Learners are guided to listen to and identify aurally the sol-fa pitches (<i>d r m</i>) as sounded on a melodic instrument/voice. ● Learners with low vision are guided to watch videos/demonstrations of the execution on Kodaly hand signs for the sol-fa syllables <i>d, r m</i> on screens with appropriate resolution while learners with blindness are provided with one on one demonstration and verbal description on the execution of Kodaly hand signs for the sol-fa 	How can one create interesting melodies?

		<p>f) Enjoy Creating Short Melodies Using Solfa Syllables.</p>	<p>syllables d, r m.</p> <ul style="list-style-type: none"> ● Learners are guided to perform the hand signs for sol-fa syllables (d, r, m) in familiar songs. ● Learners with low vision are guided to write solfa syllables (<i>d r m</i>) using free hand lettering (ascenders and descenders) while learners with blindness are guided to write the solfa syllables in braille sol-fa notation. ● In groups, learners are guided to apply various composition techniques to create short melodies based on the solfa syllables <i>d, r, m</i> and the note values crotchet, a pair of quavers and their rests. ● Learners with low vision model clay slabs with solfa syllables in print music while learners with blindness 	
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			<p>model clay slabs with sol-fa syllables in music braille sol-fa notation.</p> <ul style="list-style-type: none"> • Learners are guided to sing melodies created by self and others using sol-fa syllables. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: Developed as the learner uses unique and new ideas to compose melodies and while using free hand lettering to write the solfa syllables. • Self-efficacy - The learner develops self-efficacy through free hand lettering, modelling and composing melodies. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: The learner works with peers when writing using free hand, modelling, creating and performing various melodies. • Love: Will be realised as the learner respects others while critiquing each other's performance. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Life skills: The learner acquires interpersonal skills through interacting with peers in groups as they model and create melodies. • Mentorship and peer education: The learner shares their compositions with peers who give feedback for improvement. 				
<p>Link to other learning areas: Mathematics: The learner applies the skill of sequencing of solfa syllables when creating simple melodies using stepwise motion.</p>				

Suggested Learning Resources:

A melodic instrument (descant recorder), sol-fa syllables notes.

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to create a rhythmic pattern using 4 indigenous percussion musical instruments.	Ability to create a rhythmic pattern using 4 indigenous percussion musical instruments.	Ability to create a rhythmic pattern using 3 indigenous percussion musical instruments.	Ability to create a rhythmic pattern using 2 indigenous percussion musical instruments.	Ability to create a rhythmic pattern using 1 or no indigenous percussion musical instrument.
Ability to perform 4 skills of passing, returning and catching.	Performs 4 skills of passing, returning and catching.	Performs 3 skills of passing, returning and catching.	Performs 2 skills of passing, returning and catching.	Performs 1 or none skill of passing, returning and catching.
Ability to create 4 montage composition	Create 4 montage composition	Create 3 montage composition	Create 2 montage composition	Create 1 or none montage composition
Ability to write 4 French rhythm names.	Writes 4 French rhythm names.	Writes 3 French rhythm names.	Writes 2 French rhythm names.	Writes 1 or none French rhythm names.
Ability to create short melodies using 4 solfa notes.	Creates short melodies using 4 solfa notes.	Creates short melodies using 3 solfa notes.	Creates short melodies using 2 solfa notes.	Creates short melodies using 1 or none solfa notes.

STRAND 2.0 PERFORMING AND DISPLAYING

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	2.1 Athletics (18 lessons) <ul style="list-style-type: none"> ● <i>Medium start</i> ● <i>elongated start</i> ● <i>sprints</i> ● <i>painting</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) describe the sprint starts and sprinting techniques, b) perform the sprint starts and sprinting techniques for skill development, c) paint the Kenyan flag for an athletic event (for learners with low vision) d) describe the colours of the Kenyan flag (for learners with blindness), e) recognise the value of flying the Kenyan flag during an athletics event. 	<ul style="list-style-type: none"> ● Learners with low vision are guided to watch live performance while seated at an appropriate position or audio-visual clips of the sprint race on screens with appropriate resolution and discuss the print start and sprint technique while learners with blindness listens to live or recorded audio-visual clips of sprints race accompanied with verbal description on the visual elements of the video then discuss and identify the medium start and sprint technique (start, acceleration, drive and finish). ● Learners are guided to demonstrate a medium and 	<ol style="list-style-type: none"> 1. Why is appropriate posture important in sprinting? 2. Why is the Kenya National Anthem performed during an athletic event?

			<p>elongated sprint start techniques.</p> <ul style="list-style-type: none"> ● Learners are guided to demonstrate the sprinting technique. ● Learners are guided to use a digital device with appropriate assistive technology to search for images of the Kenyan Flag from virtual sources. Learners with blindness are provided with support in activities that require use of sight. ● Learners with low vision are guided to sketch the Kenyan flag without the emblem with a bold tip pencil while learners with blindness are provided with a realia of the Kenyan flag to manipulate as they are guided to describe and name the colours of the 	
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			<p>Kenyan flag.</p> <ul style="list-style-type: none"> ● Learners with low vision are guided to paint the Kenyan Flag on paper using the four colours without the emblem while learners with blindness are provided with a realia of the Kenyan flag and given one on one description as they manipulate beaded flag and identify the 4 colours of the flag. ● Learners with low vision are guided on how to attach the flag to a stick to make a stick flag to be used during athletics performance while learners with blindness are given one on one support as they attach the flag to a stick to make a stick flag to be used during athletics performance. ● In groups, learners with low vision are guided to 	
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			<p>perform general and skill specific warm up before doing the medium start technique while learners with blindness are given one on one support as they perform general and skill specific warm up before doing the medium start technique.</p> <ul style="list-style-type: none"> ● Learners with low vision are guided to take a medium and elongated start technique, (set position, stance and alignment, reaction time and go) while learners with blindness are given one on one demonstration on how to perform a medium and elongated start technique (set position, stance and alignment, reaction time and go). ● Learners with low vision are guided to sprint focusing on 	
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			<p>start, arm & leg action and finish (acceleration, body position, transition and finish) while learners with blindness are given one on one demonstration on how to sprint focusing on start, arm & leg action and finish (acceleration, body position, transition and finish).</p> <ul style="list-style-type: none">● In pairs or in groups, learners with low vision are guided to take the medium start sprint while learners with blindness are given one on one support as they take the medium start sprint.● In pairs or in groups, learners with low vision practice sprinting technique, focusing on start, arm & leg action and finish while learners with blindness are given one on one demonstration on how to	
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			<p>sprint, focusing on start, arm & leg action and finish.</p> <ul style="list-style-type: none"> ● In groups, learners with low vision are guided to perform a sprint competition while observing safety while learners with blindness are given one on one demonstration as they perform a sprint competition while observing safety. ● Learners are guided to use a digital device with appropriate assistive technology to record a sprint competition and critique the application of the techniques used (starting and sprinting). 	
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Core Competencies to be developed:

- Creativity and Imagination: Exploration: A learner develops exploration skills while they generate ideas on how to draw, paint and manipulate the Kenyan flag.
- Digital literacy: Interacting with digital technology: A learner develops skills of interacting with digital technology while searching for information on sprints and the Kenyan flag from online sources.

Values:

- Peace: Compassion: Learners demonstrate compassion skills while performing cool-down activities in groups.
- Patriotism: Devotion: Learners develop devotion skills while drawing, painting and manipulating the East African community flag.

Pertinent and Contemporary Issues:

- Safety and security: Learners develop personal safety skills while performing a sprint competition ensuring safety.
- Social cohesion: Learners develop social cohesion skills as they perform cool down activities in groups.

Link to other subjects:

Social studies- Learners identify colours of the Kenyan flag covered in Social Studies.

Suggested Assessment Resources:

Audio-visual recordings, digital devices with assistive technology such as screen readers, East African Community Anthem in print and braille, Kenyan flag, stick flag

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	2.2 Gymnastics (16 lessons) <ul style="list-style-type: none"> • <i>Crab balance</i> • <i>Side roll</i> 	By the end of the Sub Strand, the learner should be able to; <ol style="list-style-type: none"> a) describe a crab balance and a side roll in gymnastics, b) perform the crab balance and side roll for skill acquisition, c) appreciate performing gymnastics skills for enjoyment. 	<ul style="list-style-type: none"> • Learners with low vision are guided to use digital devices with appropriate assistive technology. to watch/listen to video clips on side rolls and crab balances and discuss the execution while learners with blindness are guided to use digital devices with appropriate assistive technology to listen to audio visual clips on side rolls and crab balances and discuss the execution accompanied with verbal on the visual element of the clip. • Learners are guided to describe a crab balance and a side roll in gymnastics. • In groups, learners perform the crab balance and side roll for skill acquisition. 	How does performance of rolls and balances enhance gymnastics?

			<ul style="list-style-type: none"> In groups, learners observe each other's performance and give feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Self-efficacy: The learner appreciates their unique abilities in practising side roll and crab balance. Critical thinking and problem solving: The learner follows simple instructions and seeks help while performing a crab balance and side roll in gymnastics. 				
<p>Values:</p> <ul style="list-style-type: none"> Love: The learner takes turn to support a peer during performance of the crab balance and side roll. Responsibility: The learner puts into practise the aspects of safety of self and others when performing the rolls and balances. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Safety: The learner observes safety of self and others as they perform the rolls and balances. Social cohesion: The learner works in pairs to perform the side roll, crab balance and sing patriotic songs. 				
<p>Link to other learning areas: Mathematics- The learner uses number and sequence concept in performing gymnastics.</p>				
<p>Suggested learning resources Digital devices with assistive devices,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	2.3 Songs (15 lessons) <ul style="list-style-type: none"> • <i>Sacred, patriotic and topical songs,</i> • <i>Accuracy in pitch, rhythm</i> • <i>Performance directions: tempo, dynamics</i> • <i>Performance techniques and etiquette: gestures, facial expressions diction,</i> • <i>Kenyan Folk Songs- Identifying: name, community</i> • <i>Classifying: work, funeral, naming, initiation, marriage and worship songs.</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) sing different types of songs applying performance techniques, b) perform the East African Community Anthem in unison, c) identify types of folk songs performed by indigenous Kenyan communities, d) perform an indigenous Kenyan folk song by applying performance techniques, e) value performing indigenous folk songs 	<ul style="list-style-type: none"> • Learners are guided to listen to and identify different types of songs <i>applying performance techniques.</i> • In groups, learners are guided to sing different types of songs <i>with accuracy in pitch and rhythm adhering to performance directions and applying appropriate performance techniques.</i> • In groups, learners are guided to sing the East African Anthem with appropriate gestures, facial expressions and diction to convey the message, then discuss with peers whether the expression they used matched the mood and message of the song. 	<ol style="list-style-type: none"> 1. Why are songs importance 2. How is good singing achieved?

		<p>from different Kenyan communities.</p>	<ul style="list-style-type: none"> • Learners are guided to listen to a live or recorded performance of the East African Community in unison, write and internalise the text of the three stanzas. • In groups, learners are guided to sing the three verses of the East African Anthem with appropriate gestures, facial expressions and diction to convey the message, then discuss with peers whether the expression they used matched the mood and message of the song. • Learners with low vision are guided to watch a variety of live performance while seated at an appropriate position or a recorded folk songs from different indigenous Kenyan communities on digital 	
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			<p>devices with appropriate screen resolution and then identify them (name, community) and classify them as work, funeral, naming, initiation, marriage and worship songs while learners with blindness listen to audio visual clips on digital devices with assistive technology or listen to a live performances from different indigenous Kenyan communities accompanied with verbal description and then identify and classify them as work, funeral, initiation, naming, marriage or worship songs.</p> <ul style="list-style-type: none"> • In groups or in pairs, learners with low vision are guided to perform different folk songs with correct diction, appropriate facial expressions and gestures accompanied by a percussion instrument 	
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			<p>(where applicable) and use digital devices with appropriate assistive technology to record, take photos or videos to appraise their performance while learners with blindness are guided and provided with one on one support when performing different folk songs with correct diction, appropriate facial expressions and gestures accompanied by a percussion instrument (where applicable) and use digital devices with appropriate assistive technology to record, take photos or videos to appraise their performance.</p> <ul style="list-style-type: none"> • Learners are guided to appreciate the role of percussion instruments in performances. 	
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Core Competencies to be developed:

- Communication and Collaboration: A learner develops listening and speaking skills while singing different types of songs expressively using appropriate gestures, facial expressions and diction to convey the message in the songs.
- Critical thinking and problem solving: A learner develops analytical skills while singing different types of songs with appropriate gestures, facial expressions and diction to convey the message.

Values to be developed:

- Responsibility: Personal safety: As learners demonstrate personal safety skills while exploring indigenous methods of decorating costumes within the Kenyan community while ensuring safety.
- Patriotism : As learners acquire love for their Country through performing folk songs from diverse Kenyan communities

Pertinent and Contemporary Issues to be developed:

Social Cohesion: A learner develops social cohesion while singing different types of songs. drawn from diverse Kenyan communities with Environmental education.

Climate change: A learner develops exploration skill while exploring indigenous methods of decorating costumes within the Kenyan community (tie-dye or beadwork) then decorate a folk song costume using a technique appropriate to the community.

Link to other subjects:

Indigenous Languages : Learners use indigenous language when singing songs drawn from different communities in Kenya

Suggested Assessment Resources:

Digital devices with assistive technology such as digital cameras, costumes, musical instruments, dye, percussion instrument(jingles, shakers),

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	2.4 Photography (8 lessons) <ul style="list-style-type: none"> ● <i>devices</i> ● <i>elements</i> (<i>light and centre of interest</i>)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify different digital devices for photography, b) identify elements of photography for familiarisation, c) take photographs using assistive digital devices for expression, d) enjoy taking photographs for expression. 	<ul style="list-style-type: none"> • Learners with low vision are guided to observe virtual pictures on digital devices with appropriate screen resolution or actual pictures in appropriate font size and colour contrast to identify different digital devices for taking photographs while learners with blindness are guided to listen to audio clips or listen to picture descriptions accompanied by verbal descriptions and then identify different digital devices for taking photographs. • Learners with low vision are guided to observe sample photographs to discuss elements of photography such as lighting and centre of interest while 	Why is light important in photography?

			<p>learners with blindness listen to picture descriptions to discuss elements of photography.</p> <ul style="list-style-type: none"> • Learners are guided to source and set the digital devices for taking photographs. • Learners are guided to take photographs of self and objects within the surrounding. Learners with blindness are provided with one on one support in this activity. • Learners are guided to select and store photographs with proper lighting and centre of interest while learners with blindness are provided with one on one support in this activity. • Learners are guided to show and talk about own and others photographs in the e portfolio while learners with blindness are provided with one on one support in this activity. 	
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Core Competencies to be developed:

- Critical thinking and problem solving: A learner selects to store photographs with proper lighting and centre of interest.

Values:

- Respect: is instilled during group discussions as the learner listens to and accommodates peers' views.
- Responsibility: is developed through setting and caring for the digital devices and using digital devices.

Pertinent and Contemporary Issues (PCIs)

Social Cohesion: The learner works with peers' to take photos of self and objects in the surroundings.

Link to other learning areas:

- Mathematics: The learner applies mathematical concepts, such as geometry and proportions, in framing and composition.
- Integrated Science: The learner delves into the science behind digital imaging technologies, connecting scientific principles to the functioning of devices used in photography.

Suggested learning resources

Digital camera, printer, photographs

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	2.5 Descant Recorder (15 lessons) <ul style="list-style-type: none"> • <i>Parts: head joint, middle joint, foot joint, finger holes,</i> • <i>Care: hygiene storage, handling,</i> • <i>Techniques: posture, fingering and blowing)</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 a descant recorder, b) care for a descant recorder for longevity, c) play notes B A G on a descant recorder using correct playing techniques, d) play simple melodies based on notes B A G on the descant recorder, e) enjoy playing melodies on the descant recorder. 	<ul style="list-style-type: none"> • Learners with low vision are guided to use digital devices with appropriate assistive technology to explore a descant recorder and identify the parts (head joint, middle joint and foot joint, finger holes) while learners with blindness are guided to manipulate a realia of a descant recorder or listen to audio visual clips on digital devices with appropriate assistive technology accompanied by verbal description and then explore and identify the parts (head joint, middle joint and foot joint, finger holes). • Learners with low vision are guided to practise holding and blowing a descant recorder 	How do we produce a good tone on the descant recorder?

			<p>while learners with blindness are given hands-on demonstration as they practise holding and blowing a descant recorder.</p> <ul style="list-style-type: none"> ● Learners are guided to assemble and disassemble a descant recorder while learners with blindness are given hands-on demonstration as they assemble and disassemble a descant recorder. ● Learners are guided to brainstorm on ways of caring for and maintaining a descant recorder (observing hygiene, proper storage and handling) and its importance. ● In groups, learners with low vision are guided to practise holding and blowing a descant recorder with appropriate fingering 	
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			<p>while learners with blindness are given hands-on demonstration as they practise holding and blowing a descant recorder with appropriate fingering.</p> <ul style="list-style-type: none">• Learners with low vision are guided to draw 3 descant recorders, each showing the hole to be covered when playing notes G, A and B by shading using bold tip pencil and crayons while learners with blindness are guided to manipulate a descant recorder and identify the holes that will be covered to produce notes G, A, B.• In groups, learners with low vision are guided to play notes G A and B using appropriate techniques (posture, fingering and blowing) while learners	
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			<p>with blindness are given hands-on demonstration as they play notes G A and B using appropriate techniques (posture, fingering and blowing).</p> <ul style="list-style-type: none"> • Learners with low vision are guided to play with accuracy in pitch and rhythm simple melodies written in print music based on notes G A B on a descant recorder while learners with blindness are guided to play with accuracy in pitch and rhythm simple melodies written in music braille notation based on notes G A B on a descant recorder. The learners are given extra time to familiarise with the melodies before playing. • Learners are guided to use a digital device with appropriate assistive technology to search, watch or listen to recordings on how to play notes G A and B 	
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			<p>on a descant recorder.</p> <ul style="list-style-type: none"> • In groups, learners are guided to watch or listen to their peers as they play melodies on a descant recorder, they critique and give feedback to their peers for improvement. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: The learner uses digital devices to search and watch how to play notes on the descant recorder • Learning to learn: The learner searches for and acquires skills of how to play new notes on the descant recorder. • Critical thinking and problem solving: developed as learner searches for appropriate materials to use for making a descant recorder case. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: is instilled during group discussions as the listens to and accommodates peers' views. • Responsibility: is developed through taking care of the descant recorder and using digital devices. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Communicable diseases: Prevented by observation of hygiene measures in the use of the descant recorder. • Social cohesion: enhanced through playing the descant recorder in groups. 				
<p>Link to other learning areas: Agriculture and Nutrition: Concepts and knowledge learnt on prevention of communicable diseases is applied in the use of the descant recorder.</p>				

Suggested Assessment Resources:

Digital devices with assistive technology such as screen readers, audio-visual clips, descant recorder, drawing apparatus, drawing surfaces,

OPTIONAL GAMES

Learners **must** cover at least **one** of these areas:

1. Swimming
2. Indigenous Kenyan games

Optional Sub Strand

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
2.0 Performing and Displaying	2.6 Swimming (Optional) (15 lessons) <ul style="list-style-type: none"> • <i>water entry</i> • <i>water games</i> • <i>floating</i> • <i>gliding</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) describe water entry at the swimming pool, b) identify games that can be played in the swimming pool for fun, c) float in water for skill acquisition, d) glide in water for water confidence, e) appreciate safety in and out of the swimming pool while playing water games. 	<ul style="list-style-type: none"> • Learners are guided to visit the swimming pool for familiarisation and water orientation. Learners with blindness are provided with one on one support and verbal description in this activity that requires use of sight. • Learners are guided to demonstrate water entry into the pool. Learners with blindness are provided with one on one support and verbal description in this activity that requires use of sight. • Learners are guided to use feet as the first technique. Learners with blindness are provided with one on one support and verbal description in this activity that requires use of sight. • In groups, learners are guided to play water games for confidence. Learners with blindness are provided with one on 	Why is Swimming an essential life skill?

			<p>one support and verbal description in this activity that requires use of sight.</p> <ul style="list-style-type: none"> • Learners are guided to demonstrate floating techniques. Learners with blindness are provided with one on one support and verbal description in this activity that requires use of sight. • Learners are guided to practise flotation technique (<i>mushroom supine and prone</i>). Learners with blindness are provided with one on one support and verbal description in this activity that requires use of sight. • Learners are guided to demonstrate gliding. Learners with blindness are provided with one on one support and verbal description in this activity that requires use of sight. • Learners are guided to practise gliding. Learners with blindness are provided with one on one support and verbal description in this activity that requires use of sight. 	
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			<ul style="list-style-type: none"> • In groups, learners observe each other performing the glide and floating and provide feedback. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: The learner builds confidence by floating in water. • Learning to learn: The learner acquires skills in swimming by practising water entry and floating in water. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: The learner respect others' performance in floating and gliding in water. • Responsibility: The learner observes own and others safety while performing and practising the water entry, floatation and gliding. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Safety and security: The learner adheres to water safety precautions while practising water entry, floatation and gliding. • Environmental awareness: The learner familiarises on the pool environment and safe use of water and pool hygiene. 				
<p>Link to other learning areas:</p> <p>Integrated science: The learner develops a practical understanding of correct body posture when floating and gliding.</p>				
<p>Suggested learning resources</p> <p>Swimming pool, swimming costumes, floaters,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Performing and Displaying	2.6 Indigenous Kenyan Games (Optional) (15 lessons) <i>Animal games</i>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify types of indigenous animal games played in Kenya, b) perform different indigenous animal games for skill acquisition c) Perform indigenous animal games to a musical rhythm for enjoyment, d) appreciate the role played by animal games for fitness and health 	<ul style="list-style-type: none"> • Learners with low vision are guided to watch a virtual demonstration on digital devices with appropriate screen resolution or a live demonstration of an indigenous animal game while seated at an appropriate position and then identify the skills observed while learners with blindness are guided to listen to audio clips or a live performance of an indigenous animal game with one on one demonstration and verbal description of the visual aspects of the performance and then identify the skills used. 	<ol style="list-style-type: none"> 1. How do indigenous animal games enhance physical fitness? 2. Why are indigenous animal games considered an indigenous?

			<ul style="list-style-type: none"> ● In groups or in pairs learners with low vision demonstrate animal games while observing safety while learners with blindness demonstrate animal games with one on one support as they perform animal games. ● Learners are guided to practise animal games while observing safety. ● Learners are guided to practise different types of animal games while combining it to a musical rhythm. 	
<p>Core competency to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: The learner works with others in playing animal games. ● Learning to learn: The learner acquires and masters physical fitness skills while participating in animal games. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: The learner takes on different roles while playing animal games. 				

- Unity: The learner works with others while playing animal games.

Pertinent and Contemporary Issues (PCIs):

- Safety: The learner observes safety rules when playing animal games.
- Health and Fitness: The learner improves fitness when playing animal games for a healthy lifestyle.

Link to other learning areas:

- Mathematics: The learner keeps counting during animal games.
- Agriculture and Nutrition: The learner's knowledge of different animals is enhanced.

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to perform 4 times sprint start	Performs 4 times sprint start	Performs 3 times sprint start	Performs 2 times sprint start	Performs 1 or no sprint start
Ability to perform 4 the scrub balance and side roll	Performs 4 times scrub balance and side roll	Performs 3 times scrub balance and side roll	Performs 2 times scrub balance and side roll	Performs 1 or no scrub balance and side roll
Ability to sing 5 different types of songs	Sings 5 different types of songs	Sings 4 different types of songs	Sings 2 different types of songs	Sings 2 or less different types of songs
Ability to take 6 photographs using assistive digital devices	Takes 6 photographs using assistive digital devices	Takes 5 photographs using assistive digital devices	Takes 4-3 photographs using assistive digital devices	Takes 2 or less photographs using assistive digital devices

Ability to play 5 simple melodies based on notes B A G on the descant recorder	Plays 5 simple melodies based on notes B A G on the descant recorder	Plays 4 simple melodies based on notes B A G on the descant recorder	Plays 3 simple melodies based on notes B A G on the descant recorder	Plays 2 or less simple melodies based on notes B A G on the descant recorder
Ability to identify 4 games that can be played in swimming pool	Identifies 4 games that can be played in swimming pool	Identifies 3 games that can be played in swimming pool	Identifies 2 games that can be played in swimming pool	Identifies 1 or none games that can be played in swimming pool
Ability to perform 5 different indigenous animal games	perform 5 different indigenous animal games	perform 4 different indigenous animal games	perform 3 different indigenous animal games	perform 2 or less different indigenous animal games
Ability to perform 4 skills in netball.	Ability to perform 4 skills in netball.	Ability to perform 3 skills in netball.	Ability to perform 2 skills in netball.	Ability to perform 1 or no skill in netball.

STRAND 3.0 APPRECIATION IN CREATIVE ARTS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question (s)
3.0 Appreciation in Creative Arts	3.1 Analysis of Creative Arts works (15 lessons) <ul style="list-style-type: none"> ● <i>Concept of appreciation: appropriate behaviour, aesthetic, skills, message communicated, how to give feedback, care of displayed works,</i> ● <i>Kenya National Anthem; Role, values, occasions when all the verses are performed</i> ● <i>Components of a folk song: - community of origin</i> ● <i>type/occasion,</i> ● <i>message,</i> 	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) explain the concept of appreciation in Creative Arts, b) make a portfolio for presenting creative art works, c) showcase own and peers' artworks in a gallery for critique, d) showcase own and peers' artworks in a gallery, e) analyse the Kenya National Anthem to foster patriotism, 	<ul style="list-style-type: none"> ● Learners are guided to research and brainstorm the concept of appreciation in Creative Arts focusing. ● Learners are guided to select and prepare previously created artworks for display, (<i>drawings, painting, photographs, musical instruments, balls, clay slabs, recorder cases</i>). Learners with blindness are provided with one on one support in aspects of this activity that require use of sight. ● Learners are guided to prepare a working portfolio from locally available 	Why is analysis in Creative Arts important?

	<ul style="list-style-type: none"> • <i>-participants and their roles (soloist, instrumentalist, singers), instruments.</i> 	<p>f) describe a Kenyan folk song performance using appropriate terminologies,</p> <p>g) participate in games and sports within the school,</p> <p>h) value appreciation of Creative Arts works drawn from various cultural backgrounds</p>	<p>resources and decorate by either pasting coloured paper/fabric. Learners with blindness are provided with one on one support in aspects of this activity that require use of sight.</p> <ul style="list-style-type: none"> • In pairs or in groups, learners are guided to prepare display areas, boards and props. Learners with blindness are provided with one on one support in aspects of this activity that require use of sight. • In groups, learners are guided to display works of Creative Arts in appropriate areas within the school. Learners with blindness are provided with one on one support in aspects of this 	
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			<p>activity that require use of sight.</p> <ul style="list-style-type: none"> ● In groups, learners take a gallery walk to observe artworks. Learners with blindness are provided with one on one support and verbal descriptions in aspects of this activity that require use of sight. ● In groups, learners are guided to talk about own and peers' work for appreciation focussing on; <i>type of artwork, materials used, media used and craftsmanship.</i> ● Learners are guided to listen /watch performance of the three verses of the Kenya National Anthem on digital devices with assistive 	
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			<p>technology and talk about its aspects.</p> <ul style="list-style-type: none"> • Learners with low vision are guided to watch a live performance while seated at an appropriate position or recorded performance of a Kenyan folk song on a digital device with appropriate screen resolution and analyse the components while learner with blindness listen to a live or recorded audio visual clip performance of a Kenyan folk song on a digital device with appropriate accompanied with one on one demonstration and verbal description of the visual aspects in the performance. • Learners are guided to participate in netball, 	
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			<p>athletics and gymnastics events for fun and for inter class/inter school championships.</p> <ul style="list-style-type: none"> Learners are guided to appreciate the performances with focus on; <i>teamwork, safety for self and others.</i> 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Self-efficacy: The learner exhibits their music and art works and sports work responsibly for appreciation. Citizenship: The learner gets to appreciate Kenyan music as they listen to and analyse Kenyan folk songs. Learning to learn: Developed as the learner takes initiative to understand how art, music and sports work and to understand how art, music and sports work Digital Literacy: The learner appreciates different works of art displayed through multimedia 				
<p>Values:</p> <ul style="list-style-type: none"> Unity: Instilled when the learner collaborates with others when analysing in groups the execution of sports skills Peace: The learner respects others while analysing the execution of sports skills in groups Integrity: The learner observes sportsmanship during mini games 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> Analytical and creative thinking – The learner analyses the execution of sports skills critically Social cohesion: The learner analyses in groups the execution of sports skills Analytical and creative thinking – The learner analyses music and sports events, critique art works 				

- Cultural awareness – The learner analyse folk songs and indigenous art from different parts of the world

Link to other learning areas:

- Social studies: The learner integrates with others while undertaking various tasks in groups
- English: Use of English in discussing the music listened to enhance the language skills.

SUGGESTED ASSESSMENT RUBRIC

<div style="text-align: center;">Level</div> <div style="text-align: left;">Indicator</div>	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to make 5 portfolios for presenting Creative artworks	Makes 5 portfolio for presenting Creative artworks	Makes 4 portfolio for presenting Creative artworks	Makes 3 portfolio for presenting Creative artworks	Makes 2 or less portfolio for presenting Creative artworks

APPENDIX I: COMMUNITY SERVICE LEARNING (CSL) AT UPPER PRIMARY

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

Steps in carrying out the integrated CSL activity

1) Preparation

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

2) Implementation CSL Activity

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

3) Reflection on the CSL Activity

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

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

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

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning

and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

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

Assessment of the CSL Activity

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

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

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested non-formal activities to support learning
1.0 Creating and Executing	1.1 Percussion Instruments- Drawing	Melodic and non-melodic indigenous Percussion instruments, charcoal sticks, bottle tops, pebbles, tins, wires, threads, Y-sticks, gourds, wood, rubber, manilla papers, hides/membranes, cutting tools.	<ul style="list-style-type: none"> ● Oral/aural assessment ● written assessment ● observation ● peer assessment ● self-assessment 	Performance in the school choir/festivals, Creative Arts club activities.
	1.2 Netball	Digital devices with assistive technology, Netball balls, open places or marked fields, goal posts, markers, whistle, storage,	<ul style="list-style-type: none"> ● Oral/aural assessment ● written assessment ● observation ● peer assessment ● self-assessment 	Research, watch Netball matches, participate in ball games championships in and out of school

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested non-formal activities to support learning
	1.3 Painting and Montage	Drawing papers/ books, water-based paints, brushes, palettes, rags, pictures (newspapers, drawings, magazines in appropriate print etc), glue,	<ul style="list-style-type: none"> ● Oral/aural assessment ● written assessment ● observation ● peer assessment ● self-assessment 	Creative Arts club activities, gallery visits
	1.4 Rhythm	Percussion instruments, Coloured pens, papers, pencils, braille machines and materials	<ul style="list-style-type: none"> ● Oral/aural assessment ● written assessment ● observation ● peer assessment ● self-assessment 	Music festivals, School music and cultural festivals and events, Music club.
	1.5 Melody	Melodic instrument, Clay, rolling pins, water-based paint, brushes, clay cutting tools. braille machine	<ul style="list-style-type: none"> ● Oral/aural assessment ● written assessment ● observation ● peer assessment 	Music festivals, School music and cultural festivals and events, Music club.

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested non-formal activities to support learning
		and materials, audio visual clips.	<ul style="list-style-type: none"> • self-assessment 	
2.0 Performing and Displaying	2.1 Athletics	Athletics track, open places or marked fields with marked lines and lanes, digital devices with assistive technology, whistle, clapper, audio visual clips, braille machine and materials	<ul style="list-style-type: none"> • Oral/aural assessment • written assessment • observation • peer assessment • self-assessment 	Watch various Athletics championships on digital media, join school athletics team, participate in community and inter-school championships and other levels, participate in Athletics events and activities
	2.2 Gymnastics	Repertoire of patriotic songs, audio visual clips	<ul style="list-style-type: none"> • Oral/aural assessment • written assessment • observation • peer assessment • self-assessment 	Inter school gymnastic championship, gymnastic club

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested non-formal activities to support learning
	2.3 Songs	Recordings of <i>sacred, patriotic and topical</i> , East African Community Anthem and Kenyan folk songs, resource person, pitching instrument, digital devices with assistive technology, braille machines and materials	<ul style="list-style-type: none"> ● Oral/aural assessment ● written assessment ● observation ● peer assessment ● self-assessment 	Music festivals, School events, Music club,
	2.4 Photography	School tablets, or camera, phone and computer,	<ul style="list-style-type: none"> ● Oral/aural assessment ● written assessment ● observation ● peer assessment ● self-assessment 	Creative Arts club activities, gallery visits

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested non-formal activities to support learning
	2.5 Descant Recorder	<p>Descant recorder, Baroque fingering chart in print and braille, Recorder melodies based on G, A B in print music and in braille music.</p> <p>yarns, pieces of cloth, crochet, needles, threads, braille machines and materials</p>	<ul style="list-style-type: none"> ● Oral/aural assessment ● written assessment ● observation ● peer assessment ● self-assessment 	Music club, Art club activities
	2.6 Swimming (Optional)	<p>Swimming facility such as standard pool, inflatable pools; clothing and gear- such as swimsuits, goggles; safety equipment- such as life jackets, rescue tubes, first aid kit, spine board; swimming aids-</p>	<ul style="list-style-type: none"> ● Oral/aural assessment ● written assessment ● observation ● peer assessment ● self-assessment 	Participate in swimming galas and competitions, join swimming clubs and fun days

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested non-formal activities to support learning
		such as kick boards, pull buoys, fins, swim noodles, floatation devices; other materials such as markers and lanes, ropes, buoys, digital devices		
	2.6 Indigenous Kenyan Games (Optional)	Cut and stick pictures of animals, video clips on animal games, Percussion musical instruments.	<ul style="list-style-type: none"> ● Oral/aural assessment ● written assessment ● observation ● peer assessment ● self-assessment 	Visit to a national park, museums and animal orphanage.
3.0 Appreciation in Creative Arts	3.1 Analysis of Creative Art works	Audio visual equipment, display boards, display props, mounting papers, manila papers, masking tapes/glue	<ul style="list-style-type: none"> ● Oral/aural assessment ● written assessment ● observation ● peer assessment 	Participating in community festivals and sporting events, exhibitions, participating in music

Strand	Sub Strand	Suggested Resources	Suggested Assessment	Suggested non-formal activities to support learning
		Audio recordings of the Kenya National Anthem and Kenyan folk songs.	<ul style="list-style-type: none"> • self-assessment 	festivals, school games, sports club, Art club, visiting community galleries, music club/choir, Singing the Kenya National Anthem during school assemblies, sports events and school functions.